

FYS: 1100-F21
Guide to the Midterm

A. Academic Disciplines: Do you have a fundamental understanding of various Liberal Arts disciplines and their way of thinking about the experiences and knowledge? Given a central question raised by an academic field could you create a question that would guide your research in that academic field?

B. Goal Setting: How have we discussed goal setting in this class? Can you explain what some of these goal-related terms mean?

Control of Free Time Game Metaphors for Goals Short, Medium, and Long-Term Goals
Prioritization Matrix Goal Grid

C. Academic Writing: What are the four [modes of academic writing](#) (methods of organizing and writing)? How do they help shape the body of your essays and research papers? What do you know about the ideal academic audience? How should this shape your writing?

D. Classroom Discussions and Reading Comprehension: What do you recall from your reading of the first twenty chapters in *Turn Right at Machu Picchu*? How has Dr. Keeth expanded upon or elaborate the underlying concepts in the reading?

1. People: In this section of the test, you need to be able to identify and/or briefly describe who the following people were/are. You can also expect to answer true/false and/or multiple-choice questions related to the identity and social-historical importance of these people. When studying their names, try to answer questions like: Why were these people historically or culturally important? How are they related Hiram Bingham, the discovery of Machu Picchu, the Incan civilization, or the Spanish conquest?

Albert Giesecke	Chosen Women	Melchor Arteaga
Alex Adams	Franciso Pizarro	<i>Pachacutec</i>
Alfreda Michell	Hiram Bingham	Simón Bolívar
<i>Atahualpa</i>	<i>huaqueros</i>	Theodore Roosevelt
Aurita Adams	John Leivers	
<i>chasqui</i>	Juvenal Cobos	

2. Places, Objects, Flora and Fauna: In this section of the test, you will need to identify the following places, objects, or flora and fauna. In some cases, you will need to provide a short definitions or examples of what each place, object, or flora and fauna was and explain why it was important. When studying for this section, try to answer questions like: What are these objects/places/flora and fauna? Why were they historically or culturally important?

<i>ají de gallina</i>	<i>chicha</i>	<i>Coricancha</i>
<i>apu / huaca / mummy</i>	<i>Choquequirao</i>	<i>corónica</i>
<i>bolos</i>	<i>Choquetacarpo</i> Pass	Incan roads

Ollantaytambo
Punahou School
quipus

Sacsahuaman
suspension bridges
Tawantinsuyu

Urubamba Valley
Vitcos

3. Concepts. In this section of the test, you will need to explain what the following concepts are and why/how they were important:

Calvanism
conquest as an enterprise
cultural perception and
prejudice
huaca
Jim Crow Laws

misanthrope
mit'a, mink'a, ayni
mitimae
mummies
Pachamama
Quechua

soroche
Spanish-American War
Stereotypes of Travelers
White elephant
Yellow press

E. Naked Roommate: In this section of the test, you will need to answer questions related to Chapters 7 and 12 in the book, *Naked Roommate*. What advice were you given regarding the following concepts?

Campus jobs
Class Attendance
Credit cards
Exams

Food costs
Grades
Majors
Notetaking

Professors
Scholarships
Washing clothes