

Guide to the Final Exam

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?

Procrastination and Creativity

Registration and the Four-Year Planner

Short, Medium, and Long Term Goals

Control of Free Time

Prioritization Matrix

Goal Grid

Creation of Habits

C. Academic Writing: What are the four main modes of academic writing (methods of organizing and writing)? How do these help shape the body of your essays and research papers? What do you know about the ideal academic audience? What are the main parts of an essay? Could create a one-sentence-per-level outline for a short essay on any given topic?

D. Reading Comprehension: What do you recall from your readings in *The Lost City of the Incas* and *Turn Right at Machu Picchu*?

1. People: In this section of the test, you need to be able to identify and/or describe briefly who the following people were. You can expect to answer true/false and 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 or Mark Adams, the discovery of Machu Picchu, the Incan civilization or the Spanish conquest?

Agustín Lizárraga

Alfreda Mitchell

Annie Peck

Antonio Raimondi

Atahualpa

Aurita Adams

Chasqui

Diego de Almagro

Father Calancha

Francisco Pizarro

Gonzalo Pizarro

John Leivers

Mr. Travel Guy

Manco Capac

Manco Inca

Melchor Arteaga

Orejones

Pachacuti

Paolo Greer

Sayri Tupac

Shining Path

Simón Bolívar

Theodore Roosevelt

Titu CusiTupac Amaru

2. Places, Objects, Flora and Fauna: In this section of the test you will need to identify the following places, objects, and 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 or 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>Andenes</i>	<i>Coca</i>	Huayna Picchu	Tawantinsuyu
<i>Apacheta</i>	Condor	Incan bridge	Thermopylae
<i>Apu</i>	Coropuna	<i>Intihuatana</i>	<i>Torreón</i>
<i>Aribalo</i>	<i>Cuy</i>	Mummies	<i>Usnu</i>
<i>Ceja de selva</i>	<i>Hacienda</i>	Panama Canal	Vitcos
<i>Champi</i>	Hippy trail	Punahou School	White elephant
<i>Chicha jora</i>	House of the Sun	<i>Quipu</i>	Yurak Rumi
<i>Chicha morada</i>	Huilca	Tambo	<i>Zampoña</i>
Choquequirao	<i>Huaquero</i>	Tampu Tocco	

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

Andean Superstition	Great Incan Rebellion	<i>Obligatorio</i>
Appropriation	<i>Guerilla</i> warfare	Pachamama
Ayni, Mit'a, Mink'a	Hegemony	<i>Pishtaco</i>
Benevolent Despotism	Jim Crow laws	Puppet government
<i>Ceque</i> system	<i>Mestizaje</i>	<i>Soroche</i>
Cultural relativism	Misanthrope	Trepanation
Divide and Conquer	Mitimae	

4. Extra Credit: In this optional section of the test you will earn extra points for providing a short explanation of what the following concepts are and why they are important.

- a. *Inkarri*
- b. interrelatedness of the different Inca sites
- c. *Las pachas*
- d. pottery and the salamandra