PTH 101A.  The Farmer (H. Pine)

Farmers combine the necessary components of the atmosphere, geosphere, hydrosphere and biosphere and bring them to our plates. The farmer is a jack-of-all-trades, possessing an interdisciplinary skill set including skills in: animal husbandry, meteorology, soil science, business, botany and communication. Farmers have a unique relationship with the Earth and society. This Pathway strives to gain an understanding and appreciation of this relationship.

Stepping Stone Areas: Environmental Literacy, History, Literature, Science, Social Sciences

PTH 101B. “The Outdoorsy Type” (J. Baker)

The disciplines of literature, art, psychology, religion, sociology, physiology and environmental biology combine to help explain the way people interact with nature and identify with others who rely on being outdoors as a defining part of their persona. Motivations for belonging to this social group are examined and students broaden their understanding of how different life experiences, cultures and interests can lead to a similar drive to incorporate the outdoors into their lives.

Stepping Stone Areas: Environmental Literacy, Global Perspectives, History, Humanities, Literature, Science

PTH 101C. Future Trends—What Will They Mean to You? (J. Joy, M.Scott)
This course explores the concept of change in the context of major trends identified by futurists. Through discussion of each trend, students are introduced to factors prompting change, elements of predictability and uncertainty in trends and the implications of potential changes for society, culture and the individual. Classes touch upon the life cycle of change and the challenges of implementing planned change.

Stepping Stone Areas: Environmental Literacy, Global Perspectives, History, Science, Social Science

**PTH 101D. DESIRE: In Search of... (E. Chrusciel)**

This course looks at the Western and non-Western representations of human desire and the search for an ideal in order to establish the differences but also the common ground between these cultures. Students examine the ways humans sought something greater than themselves and how these attempts at transgressing their limits were conveyed in their literatures. Another overarching theme of this course will be love as intertwined with the search for an ideal.

Stepping Stone Areas: Global Perspectives, History, Humanities, Literature, Social Sciences, Wellness

**PTH101E. Zombies!!! (E. Boyer)**

This course studies the rise, fall, and rise of a distinctly American horror icon: the zombie. In studying the zombie and what it stands for, students study themselves and what it means to be human. This course tracks the zombie from its voodoo origins through its communist, feminist, consumerist, and terrorist manifestations. Students become anthropologists, historians, political scientists, sociologists, film critics, literary analysts, and even philosophers.

Stepping Stone Areas: Global Perspectives, History, Humanities, Literature, Social Sciences

**PTH 101F. The Rich Get Richer and the Poor Get Poorer (K. Farrell)**

This course explores money in American culture by looking at people who have it and don’t have it, the welfare system, how money connects to status, power and privilege, and how various social institutions reproduce and pattern social class status. Students read,
discuss and write about literature and popular culture that describes the realities, ideologies, and aspirations of people at various positions in the social class spectrum.

Stepping Stone Areas: Global Perspectives, History, Humanities, Media Literacy, Social Sciences

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**FULL**

**PTH101G. From Orphan to Auror: The Education and Development of Harry Potter (D. Mitchell)**

In this course students will explore both the wizarding world of Harry Potter and the unsuspecting adolescent himself through the lens of practicing educators and developmental psychologists. In the first year, students will pay particular attention to the social and academic development of Harry Potter as he comes to understand schooling practices at Hogwarts School of Witchcraft and Wizardry. Simultaneously, first-year Colby-Sawyer students will apply the concepts to their own lives in an effort to make sense of their emerging identities as learners in a college setting. Weekly themes include “The Common Room to the Quidditch Pitch: Friendships & Extracurriculars”, “Potions, Transfiguration & Divination: Curriculum & Programs of Study”, and “Channeling your Inner Hermione: Motivation & Self Direction.” In the second year of the pathway, students will expand on their understandings of themselves as individuals, learners, and future professionals. The focus of the semester is one of growth and development in the college experience and beyond. Topics include “The Triwizard Tournament: Making Effective Decisions,” “Feeling Like Luna: How We Are All Different,” and “Wildfire Whiz Bangs and Extendable Ears: The Positive and Negative Aspects of Rebellious Behavior.”

Stepping Stone Areas: Global Perspectives, Humanities, Literature, Social Sciences, Wellness

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**PTH 101H. Mountains (B. Steele)**

The urge to climb high mountains leads people into dangerous situations and brings out aspects of culture, ethics, spirituality, science and history. Climbing literature includes stories of incredible heroism and amazing physiological feats and allegations of stealing critical supplies and ignoring dying climbers. Students examine these and other issues: why people climb, Himalayan cultures, the impact of commercialism of climbing, and the technical aspects of climbing.

Stepping Stone Areas: Environmental Literacy, Global Perspectives, Humanities, Media Literacy, Science

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**FULL**

**PTH101I. The Iditarod Dog Sled Race: Making the Team Work (W. Spear)**

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The Iditarod dates back to 1925 when it was a race for survival against a life-threatening diphtheria outbreak in the town of Nome, Alaska. Survival depends on the teamwork of the dog sled teams and the thousands of volunteers who organize the race. This Pathway explores the race as a metaphor for teamwork in organizations. Topics include the 1925 Nome serum run, different types of teams and the factors that help them to be effective, and a preview of the current day Iditarod that takes place each spring in Alaska.

Stepping Stone Areas: Environmental Literacy, Global Perspectives, History, Science, Social Sciences, Wellness

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**PTH 101J. "Now That's Funny" - An Examination of the Historical and Contemporary Patterns of Humor (A. Quinn)**

In this pathway we will first examine humor from a historical perspective and progress through time to a more contemporary humor. When was the first record of humor? The course will establish a timeline for the use of and application for humor. Once this is developed by the class they will examine specific types of humor. For example what was the nature of ancient Greek and Roman humor? Did Shakespeare utilize humor in his comedies? Was his approach to humor different than what is found today and if he used it at all, would contemporary people understand and appreciate it? From these earlier times the course will progress through the patterns of humor found in 16th century England and 17th century America up to the present era. We will consider age as it applies to humor. For example, do adults laugh at Dr. Seuss for the same reasons that children do? The course will also examine specific types of humor, humorists, and comedians and how the humor was used. For example, humor in war, ethnic humor, religious humor, political humor, national humor to name a few. At the conclusion of the seminar the students will have an appreciation of how humor has changed over the ages, how it has been used in the past as well as the present.

Stepping Stone Areas: Fine and Performing Arts, History, Humanities, Literature, Media Literacy

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**PTH101K. SPAM – Sports, Politics, America and the Media (P. White)**

It’s a high-stakes, winner-takes-all competition. Both institutions use terms like game plan, execution, and teamwork. This Pathway employs sports related topics to discuss larger societal issues. What is Congress’ role in the policing of professional sports? Are the nation’s resources being used wisely? How do the media influence our perception? Historical and contemporary examples will be used to analyze social issues and the response of the American people.

Stepping Stone Areas: Global Perspectives, History, Humanities, Media Literacy, Social Sciences
Everything we do involves a decision. What should I wear today? What college should I attend? What should I major in? Should I take a job doing something I don’t enjoy just because it pays a high salary? Should I support a bill that would provide health care for everyone? This Pathway explores what forces (both rational and irrational) influence our decisions whether they are personal, global, political, or even medical.

Stepping Stone Areas: History, Humanities, Science, Social Sciences, Wellness

This Pathway examines the development of drawing from mark-making and ritualistic cave drawings to how drawing today has merged with twenty-first century technology. Students explore how mark-making and early pictographs developed into written language and how drawing influenced and shaped religion, art and architecture. Students focus on contemporary manifestations of the practice and how technology has affected the uses of drawing in today’s culture.

Stepping Stone Areas: Fine and Performing Arts, Global Perspectives, History, Humanities, Media Literacy

This Pathway hopes to answer three questions: Why would someone want to change their identity? How would they go about doing this? And what are the repercussions, both intentional and unforeseen? Students look at a works of literature, memoir, art and film, examine public figures, and explore the natural world for examples of people who have gone out of their way to become someone else.

Stepping Stone Areas: Fine and Performing Arts, Global Perspectives, History, Literature, Science, Social Sciences
**PTH101O. Dollars and Sense (J. Phillips)**

What is money anyway? We’ll begin the course by discussing barter and then the development of money. By studying the history of money, we will see how it has changed over time. We will also examine how money is connected globally. Is money the root of all evil? We will attempt to answer this question. Personal experiences with money will be discussed. The course will also view how money is portrayed in songs and movies. Ultimately, we will examine the evolution of money and the role it has and continues to play in our lives.

*Stepping Stone Areas:* Global Perspectives, History, Humanities, Media Literacy, Social Sciences

**PTH 101P. Awakening the Best (R. Davis)**

This pathway will explore the life stories and histories of United States and world leaders as we attempt to answer the following questions: Are there certain personality traits that great leaders share? To what extent is context responsible for creating leaders? Are there anti-leader leaders, Adolf Hitler, for example? We will read about and discuss the concepts of leading from the middle, servant leadership, and citizen leaders.

*Stepping Stone Areas:* Global Perspectives, History, Humanities, Media Literacy, Social Sciences

**PTH 101Q. Nature and the Machine (L. Kalvaitis)**

This course explores the multifaceted nature of the crisis facing planet Earth. Students focus their attention on the historical technological, environmental and evolutionary social factors that have played a role in the unfolding of this global crisis. By tracing the evolution of technology from fire to space weapons and analyzing major threats the planet faces, students work to come up viable long-term solutions and visions for the future.

*Stepping Stone Areas:* Environmental Literacy, Global Perspectives, History, Humanities, Science, Social Sciences
PTH101R. Animals in Culture and Nature (T. Kealy)

From cave paintings to beloved pets, animals have been an integral part of the human experience. Humans use animals as symbols, science, food, clothing, companions, helpers, commodities, and necessities of existence. We will explore the complex interrelationships between human cultures and animal life. We will challenge our assumptions about the human-animal divide and arrive at new self-understanding by studying animals through art, literature and film.

Stepping Stone Areas: Environmental Literacy, Humanities, Literature, Science, Social Science

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PTH 101S. Paradigm Shift: Global Change from the Inside Out (J. White)

What we’re doing isn’t working. We need a paradigm shift, and what the world needs are integrated, visionary people capable of negotiating that process of change in these unpredictable and challenging times. This course looks at other progressive colleges and organizations that are transforming their infrastructure and operations to address personal wellbeing, social justice, economic fairness, and environmental sustainability. Students explore the various international movements that have emerged to respond to and shape this new paradigm.

Stepping Stone Areas: Humanities, Media Literacy, Science, Social Sciences, Wellness

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FOR WESSON HONORS PROGRAM STUDENTS ONLY!

PTH 101T-HN. Storytelling: Everything's a Narrative & Narrative is Everything-Honors (M. Jauchen)

We live in a world saturated with narratives: television shows, historical accounts, news stories, blog archives, celebrity gossip, and on and on. In our own lives, more importantly, narrative is one of the major frameworks we use to understand our world, to make sense of the non-sensical, and to define who we are. But what is narrative exactly and how does it operate? What are the consequences of viewing the world through a narrative lens? In “Storytelling,” we’ll explore this concept of narrative and think collaboratively about the consequences of being such story-driven animals. In the first half of our Pathway Seminar, we will work together to formulate a deep and sophisticated understanding of what narrative is and how the framework of narrative serves as a major organizing tool for human knowledge. We’ll explore definitions of narrative, the ways that narrative expectations and genre conventions shape our understanding, the ways that narrative can be subverted, and the ways other academic disciplines—the sciences, history, medicine—all use narrative as
a way to organize knowledge. We’ll also look at some of the ways our conventional notions of narrative are currently being challenged by emerging narrative forms like graphic novels, social networking, and video games.

In the second half of this Pathway, you will become the storyteller. Through a series of creative projects, you’ll be tasked with authoring the narrative of your own life as well as the narrative of your “tribe” (i.e., what story does your generation have to tell?). In the light of the knowledge you’ve accumulated in your stepping stone experience, we’ll continue to hone and challenge our definitions of what narrative is, and we’ll think critically about the material that will make up the stories we tell about ourselves, as well as the form those stories should take.

Stepping Stone Areas: Fine and Performing Arts, History, Humanities, Literature, Social Sciences

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**Full**

FOR WESSON HONORS PROGRAM STUDENTS ONLY!

**PTH 101U-HN. Torrents of Talent—An Honors Pathway (R. Medbery)**

Talent is often used to describe natural ability. However, talent is measured in performance ability. Talent development involves understanding the challenges and subsequent struggles that are a component of each of our lives. The first year seminar explores the challenges of people from a variety of cultural and ethnic backgrounds. For Wesson Honors Program students only.

Stepping Stone Areas: Environmental Literacy, Fine and Performing Arts, Science, Social Sciences, Wellness