

Wesleyan Graduate Liberal Studies Fall 2025 course listings

Fall Term: September 8, 2025 – December 12, 2025

Make up classes, final presentations and examinations may be scheduled in the following week (through December 20).

GLS Program Overview

Tuition & Fees:

- 3-credit GLS course: \$3,699
- Audited course (not for credit): \$1,233
- Registration fee (non-refundable): \$100
- Additional course fees may apply
- Note: Tuition and fees are subject to change.

Programs and Degrees:

- Master of Arts in Liberal Studies (MALS): Concentrations in arts, humanities, sciences, social sciences, or education and human development. Includes capstone option. No prerequisites or required courses.
- Master of Philosophy (MPhil) in Liberal Arts: Requires a prior master's or post-baccalaureate degree. Includes a final thesis.
- Graduate Certificate in Writing: Six-course certificate aimed at business professionals, aspiring writers, and others.
- Non-degree Enrollment: Anyone with a four-year degree may take GLS courses and use full academic resources.

Course Options:

- Online Courses: Some courses and the writing certificate can be completed online (no fully online degree).
- Schedules: Flexible offerings—fall/spring evening classes; summer includes morning, afternoon, evening, and immersion formats.

Student Life:

- Campus Housing: Available during the summer only.
- Facilities Access: Library and gym access provided for enrolled students.
- Class Observations: Prospective students may sit in on classes. Contact Glenn Knight at gknight01@wesleyan.edu for arrangements

ARTS 624**ARTS 624W**

Monday
06:00PM – 08:30PM

Marion Belanger

Connecticut State Parks: A Collaborative Photographic Project

This class requires students to work at one state park or forest of their choice for the entire semester. While a state park will be the site of your study, your work will not be limited to nature or the environment. Portraiture, self-portraiture, performance, fictional narratives, and archival research-based work are all viable and exciting possibilities for study. In addition to your personal photographic work, you are expected to collaborate with your classmates on a final group project. This might be a collection of postcards, or the publishing of a digital on-demand book.

This seminar attempts to do several things at once: we will develop a visual astuteness by which we make and speak about pictures, and we will further our awareness of contemporary photographers. We will explore contemporary dialogues regarding public land use with particular emphasis upon diversity and access, and we will also develop our own photographic competence. Finally, this class is collaborative in nature. As such, group participation and a generous understanding of what each individual can bring to the class is a requirement for a successful collaborative outcome.

I have assigned weekly photographic and reading assignments along with the viewing of movies and videos. The many visual artist talks that have arisen during the pandemic are a wonderful resource. We will be taking advantage of them throughout the class. Class participation is very important, especially as this course has a collaborative component. I also expect everyone to research the history and origin of your park. A portfolio of 10 images that were made in your park is due for the final class, as well as your collaborative project. Students must provide their own camera. Recommended is a high-quality digital camera with a manual control option.

Note: ARTS624W is a foundational section and is fully enrolled.

EDHD 606
SOCS 606

Tuesday

06:30PM – 09:00 PM

ONLINE

Pedro Pascual

Seeing and Being Seen: Deaf Schooling, Sign Languages, and Belonging in Contemporary Society

When you look up the word "deaf" online, it typically means lacking the power of hearing or having impaired hearing. However, if you delve deeper into the web, you may encounter contradictory definitions that present a spectrum of perspectives on what it means to be deaf, ranging from viewing deafness as a disability to acknowledging the cultural aspects of the deaf experience. In this course, we will explore historical trends, examine the role of deaf individuals in mainstream society, and draw parallels with other minority groups, with a goal of developing perspectives informed by historical and current facts about deaf individuals, exploring both their individual and collective experiences.

My name is Pedro Pascual, and my name sign is "KEY." I am an active member of the Deaf community, and my primary language is ASL. We will begin this course by outlining deaf culture, covering the process of becoming deaf, and discussing whether ASL qualifies as a "human language" or a "visually coded English." Next, we will examine how deaf children are educated and how they should be, considering the impact of "normality" on their lives. Then, we will review how deaf individuals think and learn. In the final weeks of the course, we will delve into an interdisciplinary overview of how deaf people navigate today's society, highlighting the diverse identities within the deaf community and the accessibility options available. Through assigned readings, students will connect their observations to class discussions.

This course is an excellent choice for students interested in linguistics, disability studies, sociology, psychology, culture, education, and public policy. Additionally, you may complement it with American Sign Language classes. Furthermore, you might broaden your perspective and discover something new about yourself. As a positive side effect, you will observe how ASL interpreters function in the classroom.

EDHD 627

SOCS 627

SCIE 627

HUMS 627

Thursday
06:30PM – 09:00PM

Jennifer D'Andrea

Depictions of Mental Illness in Fiction and Memoir: The Power of Representation

Mental illness has captured the attention of writers and the interest of readers for generations. The manner in which mental illness is portrayed in a particular work is a reflection of societal attitudes toward those who struggle with it. Authors have great power to worsen stigma, stereotypes, and fear, or to improve understanding, empathy, and education. This course will first provide a context for attitudes toward mental illness through the examination of selected scholarly articles. The rest of the course will be devoted to reading a variety of fiction and nonfiction works incorporating the experience of mental illness. Students will utilize the insight gained through early readings to reflect on and critique the portrayals of mental illness in the course readings.

At the conclusion of the course, students will better understand the historical underpinnings and nuances of stigma toward those who are diagnosed with mental illness. Students will possess a framework with which to critique the manner in which writers represent mental illness in their works, and will better understand the ways in which stereotyping people with mental illness leads to increased stigma and isolation, while complex and nuanced portrayals of characters with mental illness as well as personal illness narratives enhance understanding, increase education, improve empathy, and decrease isolation.

EDHD 655

SOCs 655

SCIE 655

Tuesday
06:00PM – 08:30PM

William Arsenio

Life-Span Development

This course provides an overview of developmental issues across the life span. One theme involves how we are all similar at different ages - what does it mean to be a 1-year-old, a 7-year-old, or a 42-year-old? And how do we change over time, what are the common human developmental trajectories that we travel during our lifetimes? Another major theme is how, despite our commonalities, we differ from one another, beginning even in infancy. For example, some infants sleep through the night and are easy to soothe, while others are irritable and fussy almost from birth. A third theme is whether these individual differences really matter in the long run. Does the fussy baby become an even-tempered toddler; does the aggressive preschooler just grow out of it? In more general terms, is development relatively continuous or discontinuous for most of us? Finally we will discuss how gender, culture, class, and race/ethnicity influence all of these developmental themes.

Upon completion of this class, students will be able to:

- Describe the major life stages and the developmental issues characteristic of these stages
- Distinguish emerging individual differences from precursors to psychopathology
- Have an appreciation for developmental continuities and discontinuities
- Describe some of the ways that gender, race & ethnicity, social class, and culture influence and direct the broad developmental trajectories described above

SOCS 630**American Modernism and the Crises of Democracy****HUMS 630**

Monday
06:30PM – 09:00PM

Sean McCann

The heyday of modernist literature in the United States, the 1920s, was also a time of severe political and cultural conflict. In the wake of global war and a global pandemic, the US experienced multiple sources of social discord: renewed conflict between labor and capital; ascendent nativist politics and, in the Ku Klux Klan, a populist movement for authoritarian ethnic nationalism; and an intense culture war pitting cultural traditionalism against the emerging liberalization of norms about sex, gender, family, and race. All these conflicts were compounded by disruptive new media and technologies (movies, radio, the automobile) and a febrile consumer culture. In this seminar, we will consider the way literary artists responded to these conflicts and the possible comparison between their time and ours.

SOCS 654**Morals and Ethical Philosophy**

Thursday
06:00PM – 08:30PM

Melissa M. Matthes

This graduate seminar explores foundational and contemporary issues in moral philosophy and applied ethics. Students will engage critically with major ethical theories - for example, utilitarianism which asserts that morality is determined by the greatest good for the greatest number; deontology which argues that following a set of rules or duties ensures morality; virtue ethics which asks not what should I do, but what kind of person should I be?; care ethics which prioritizes relationships and empathy as the most important features of morality and finally, moral relativism which insists that there are no universals, only historical, cultural and contextual principles. We will analyze each of these theories as well as their implications for individual conduct and collective responsibility. The course will interrogate enduring moral questions: What does it mean to live a good life? What are our obligations to others? How should power, justice, and equity shape ethical decision-making?

Through case studies and philosophical texts, students will examine moral dilemmas in fields such as medicine, technology, law, education, and the environment. The course also considers the role of moral reasoning in pluralistic societies, including debates on the ethics of dissent, and the intersection of morality with religion, politics, and culture.

Designed for students from a range of disciplines, the course fosters analytical rigor, ethical reflection, and the ability to articulate and defend moral positions with clarity and nuance.