Table of Contents

General Education

**Chair of the Committee on General Education**

Suchandra Basu

General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education focuses on eleven learning outcomes through three core courses, seven distribution areas, and a second language requirement. First Year Writing provides a starting point for writing at all levels. The college requires first year students to enroll in a one-credit course, Introduction to RIC in their first semester. Also in the first year, students take First Year Seminar, choosing from a large selection of intriguing courses designed to spark curiosity and critical engagement. Connections courses serve as a developmental moment in which the skills learned in the first year carry through.

Distribution courses offer students the opportunity to choose courses that advance their professional goals, engage their personal interests, or to explore new areas of knowledge. The Distribution requirement includes an advanced course in science and mathematics, crucial to understanding the world today.

Rhode Island College graduates must demonstrate knowledge of a second language. There are various ways to demonstrate proficiency in a second language. The following sections provide more detailed information on General Education at the College.

Core Courses

Courses

First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based and focused on developing critical thinking, oral communication, information literacy/research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement. Courses are limited to twenty students

|  |  |  |  |
| --- | --- | --- | --- |
| FYS 100 | First Year Seminar | 4 | F, Sp |
| HONR 100 | First Year Seminar | 4 | F, Sp |

\* HONR 100 is open only to students in the College Honors Program.

First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the College Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

|  |  |  |  |
| --- | --- | --- | --- |
| FYW 100 | Introduction to Academic Writing | 4 | F, Sp, Su |
| FYW 100H | Introduction to Academic Writing | 4 | F, Sp |
| FYW 100P | Introduction to Academic Writing PLUS | 6 | F, Sp |



Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100/HONR 100 and FYW 100/FYW 100P/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 261 | The Complexities of Global Health | 4 | F, Sp |
| AFRI 262 | Cultural Issues in Africana Studies | 4 | F, Sp, Su |
| ANTH 262 | Indigenous Rights and the Global Environment | 4 | F, Sp |
| ANTH 265 | Anthropological Perspectives on Childhood | 4 | F, Sp |
| ANTH 266 | Anthropological and Indigenous Perspectives on Place | 4 | F, Sp |
| ART 261 | Art and Money | 4 | Sp |
| ART 262 | Encounters with Global Arts | 4 | F |
| BIOL 261 | The World's Forests | 4 | F (even years) |
| COMM 261 | Issues in Free Speech | 4 | Annually |
| COMM 262 | Dialect: What We Speak | 4 | As needed |
| COMM 263 | East Asian Media and Popular Culture | 4 | Sp, Su |
| ENGL 261 | Arctic Encounters | 4 | As needed |
| ENGL 262 | Women, Crime, and Representation | 4 | As needed |
| ENGL 263 | Zen East and West | 4 | Sp (alternate years) |
| ENGL 264 | American Persuaders | 4 | As needed |
| ENGL 265 | Women's Stories across Cultures | 4 | As needed |
| ENGL 267 | Books that Changed American Culture | 4 | As needed |
| ENST 261 | Climate change and YOU | 4 | F, Su |
| FILM 262 | Cross-Cultural Projections: Exploring Cinematic Representation | 4 | As needed |
| GEND 261 | Resisting Authority: Girls of Fictional Futures | 4 | Sp (alternate years) |
| GEND 262 | Lights, Camera, Gender!: Gender in Film | 4 | F |
| GED 262 | Native American Narratives | 4 | F, Sp |
| HIST 263 | Christianity | 4 | F, Sp |
| HIST 265 | Post-1945 Conflicts in Africa and Globally | 4 | Annually |
| HIST 267 | Personal Memories of the World Wars | 4 | Annually |
| HIST 268 | Civil Rights and National Liberation Movements | 4 | Annually |
| HIST 269 | Jazz and Civil Rights: Freedom Sounds | 4 | F, Sp, Su |
| HIST 272 | Globalization, 15th Century to the Present | 4 | F, Sp, Su |
| HIST 273 | Latin America and Globalization, 1492-Present | 4 | Annually |
| HIST 274 | The History of the Dominican Republic | 4 | Annually |
| HIST 275 | Russia from Beginning to End | 4 | F, Sp |
| MUS 261 | Music and Multimedia | 4 | As needed |
| NURS 262 | Substance Abuse as a Global Issue | 4 | F |
| NURS 264 | Status of the World's Children | 4 | F, Sp, Su |
| NURS 266 | Health and Cultural Diversity | 4 | F, Sp |
| PHIL 261 | Philosophy of Health and Well-Being | 4 | Annually |
| PHIL 262 | Freedom and Responsibility | 4 | F, Sp |
| PHIL 263 | The Idea of God | 4 | F, Sp, Su |
| PHIL 265 | Philosophical Issues of Gender and Sex | 4 | F, Sp |
| PHIL 266 | Asian Philosophies: Theory and Practice | 4 | Annually |
| PSCI 262 | Space: The Final Frontier | 4 | F, Sp, Su |
| POL 262 | Power and Community | 4 | F, Sp, Su |
| POL 267 | Immigration, Citizenship, and National Identity | 4 | Annually |
| POL 269 | International LGBTIQ+ Rights | 4 | F (odd years) |
| SOC 262 | Sociology of Money | 4 | F, Sp, Su |
| SOC 264 | Sex and Power: Global Gender Inequality | 4 | F, Sp |
| SOC 267 | Comparative Perspectives on Higher Education | 4 | Even years |
| SOC 268 | Genocide, Atrocity and Prevention | 4 | Annually |
| SUST 261 | Exploring Nature Through Art, Science, Technology | 4 | F, Sp |
| THTR 261 | Contemporary Black Theatre: Cultural Perspectives | 4 | Annually |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Distribution Courses

Distribution courses emphasize ways of thinking and methods of inquiry within various disciplines. Students are required to take one course in each of the following seven areas:

• Arts—Visual and Performing

• History

• Literature

• Mathematics

• Natural Science (lab required)

• Social and Behavioral Sciences

• Advanced Quantitative/Scientific Reasoning

Courses

Advanced Quantitative/Scientific Reasoning (AQSR)

Courses in the AQSR category have Mathematics or Natural Science prerequisites and often additional prerequisites. For the full list of prerequisites, see the course description section of this catalog.

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ANTH 235 | Bones and Stones: How Archaeologists Know | 4 | Annually |
| ANTH 237 | Measuring Inequality, Analyzing Injustice | 4 | Annually |
| ANTH 306 | Primate Ecology and Social Behavior | 4 | F, Sp |
| ANTH 307 | Human Nature: Evolution, Ecology, and Behavior | 4 | F, Sp |
| BIOL 314 | Genetics | 4 | F |
| BIOL 335 | Human Physiology | 4 | F, Sp, Su |
| CHEM 104 | General Chemistry II | 4 | Sp, Su |
| CHEM 106 | General, Organic, and Biological Chemistry II | 4 | F, Sp, Su |
| CSCI 423 | Analysis of Algorithms | 4 | F (odd years), Sp |
| DATA 245 | Principles of Data Science | 4 | F, Sp |
| GEOG 201 | Mapping Our Changing World | 4 | F, Sp |
| GEOG 205 | Earth's Physical Environments | 4 | F, Sp |
| HIST 207 | History Through Numbers | 4 | F, Sp |
| HSCI 232 | Human Genetics | 4 | F |
| MATH 213 | Calculus II | 4 | F, Sp, Su |
| MATH 239 | Contemporary Topics in Mathematics II | 4 | F, Sp, Su |
| MATH 241 | Statistical Methods II | 4 | As needed |
| MATH 248 | Business Statistics I | 4 | F, Sp, Su |
| MATH 324 | College Geometry | 4 | Sp |
| MGT 249 | Business Statistics II | 4 | F, Sp, Su |
| PHIL 220 | Logic and Probability in Scientific Reasoning | 4 | Annually |
| PHYS 102 | Physics for Science and Mathematics II | 4 | F, Sp, Su |
| PHYS 120 | The Extraordinary Physics of Ordinary Things | 4 | Sp |
| PHYS 309 | Nanoscience and Nanotechnology | 4 | F (even years) |
| POL 300 | Methodology in Political Science | 4 | F, Sp |
| PSCI 204 | Understanding the Physical Universe | 4 | F, Sp, Su |
| PSCI 208 | Forensic Science | 4 | F, Sp |
| PSCI 214 | Introduction to Meteorology | 4 | F |
| SOC 302W | Social Research Methods | 4 | F, Sp, Su |
| SOC 404 | Social Data Analysis | 4 | F, Sp, Su |
| SWRK 303 | Social Work Research Methods II | 4 | F, Sp, Su |
| TECH 306 | Automation and Control Systems | 4 | Annually |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Arts—Visual and Performing (A)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ART 101 | Drawing I: General Drawing | 4 | F, Sp |
| ART 104 | Design I: Two-Dimensional Design | 4 | F, Sp |
| ART 201 | Visual Arts in Society | 4 | As needed |
| ART 210 | Nurturing Artistic and Musical Development | 4 | F, Sp |
| ART 231W | Prehistoric to Renaissance Art | 4 | F, Sp, Su |
| ART 232W | Renaissance to Contemporary Art | 4 | F, Sp, Su |
| COMM 220/MUS 220 | Digital Audio Production I | 4 | F, Sp, Su |
| COMM 241 | Introduction to Cinema and Video | 4 | F, Sp, Su |
| COMM 244 | Digital Media Lab | 4 | F, Sp, Su |
| DANC 215W | Contemporary Dance and Culture | 4 | F, Sp |
| ENGL 113 | Approaches to Drama: Page to Stage | 4 | F, Sp |
| FILM 116 | Introduction to Film | 4 | F, Sp, Su |
| MUS 167 | Music Cultures of Non-Western Worlds | 4 | F, Sp |
| MUS 201 | Survey of Music | 4 | F, Sp, Su |
| MUS 203 | Elementary Music Theory | 4 | F, Sp, Su |
| MUS 220/COMM 220 | Digital Audio Production I | 4 | F, Sp, Su |
| MUS 223 | American Popular Music | 4 | F, Sp |
| MUS 225 | History of Jazz | 4 | F, Sp |
| PHIL 230 | Aesthetics | 4 | F, Sp |
| THTR 240 | Appreciation and Enjoyment of the Theatre | 4 | F, Sp, Su |
| THTR 242 | Acting for Nonmajors | 4 | Su |

History (H)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| HIST 101 | Multiple Voices: Africa in the World | 4 | F, Sp, Su |
| HIST 102 | Multiple Voices: Asia in the World | 4 | F, Sp, Su |
| HIST 103 | Multiple Voices: Europe in the World to 1600 | 4 | F, Sp, Su |
| HIST 104 | Multiple Voices: Europe in the World Since 1600 | 4 | F, Sp, Su |
| HIST 105 | Multiple Voices: Latin America in the World | 4 | F, Sp, Su |
| HIST 106 | Multiple Voices: Muslim People in the World | 4 | F, Sp, Su |
| HIST 107 | Multiple Voices: The United States in the World | 4 | F, Sp, Su |
| HIST 108 | History of Science and Medicine | 4 | Annually |
| HIST 110 | Global History to 1000 | 4 | Annually |
| HIST 111 | Global History Since 1000 | 4 | Annually |
| HIST 117 | Special Topics in History | 4 | As needed |
| HIST 118 | Topics in U.S. History to 1877 | 3 | As needed |
| HIST 119 | Topics in U.S. History from 1877 to Present | 3 | As needed |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Literature (L)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 118 | Introduction to the Literary Experience | 4 | As needed |
| ENGL 120 | Studies in Literature and Identity | 4 | F, Sp, Su |
| ENGL 121 | Studies in Literature and Nation | 4 | F, Sp, Su |
| ENGL 122 | Studies in Literature and the Canon | 4 | F, Sp, Su |
| ENGL 123 | Studies in Literature and Genre | 4 | F, Sp, Su |
| FREN 115 | Literature of the French-Speaking World | 4 | F, Sp |
| ITAL 115 | Literature of Italy | 4 | F, Sp |
| PORT 115 | Literature of the Portuguese-Speaking World | 4 | F, Sp |
| SPAN 115 | Literature of the Spanish-Speaking World | 4 | F, Sp |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Mathematics (M)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| MATH 139 | Math, Data, and the Contemporary Citizen | 4 | F, Sp, Su |
| MATH 177 | Quantitative Business Analysis | 4 | F, Sp, Su |
| MATH 209 | Precalculus Mathematics | 4 | F, Sp, Su |
| MATH 212 | Calculus I | 4 | F, Sp, Su |
| MATH 240 | Statistical Methods I | 4 | F, Sp, Su |

|  |
| --- |
|  |
|  |
|  |
|  |

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Milestone. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

Natural Science (NS)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| BIOL 100 | Fundamental Concepts of Biology | 4 | F, Sp, Su |
| BIOL 108 | Basic Principles of Biology | 4 | F, Sp, Su |
| BIOL 111 | Introductory Biology I | 4 | F, Sp, Su |
| BIOL 112 | Introductory Biology II | 4 | F, Sp, Su |
| CHEM 103 | General Chemistry I | 4 | F, Sp, Su |
| CHEM 105 | General, Organic and Biological Chemistry I | 4 | F, Sp, Su |
| PSCI 103 | Physical Science | 4 | F, Sp, Su |
| PSCI 211 | Introduction to Astronomy | 4 | F, Sp |
| PSCI 212 | Introduction to Geology | 4 | F, Su |
| PSCI 217 | Introduction to Oceanography | 4 | Sp |
| PHYS 101 | Physics for Science and Mathematics I | 4 | F, Sp, Su |
| PHYS 110 | Introductory Physics | 4 | Sp, F, Su |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Social and Behavioral Sciences (SB)

ONE COURSE from

|  |  |  |  |
| --- | --- | --- | --- |
| AFRI 200 | Introduction to Africana Studies | 4 | F, Sp, Su (as needed) |
| ANTH 101 | Introduction to Cultural Anthropology | 4 | F, Sp |
| ANTH 102 | Introduction to Archaeology | 4 | F, Sp |
| ANTH 104 | Introduction to Linguistic Anthropology | 4 | F |
| COMM 240 | Mass Media and Society | 4 | F, Sp, Su |
| COMM 245 | Social Media Communication | 4 | F |
| COMM 256 | Social Media and Society | 4 | Sp, Su |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| ECON 200 | Introduction to Economics | 4 | F, Sp, Su |
| ECON 235 | Economics of Race and Gender | 4 | Sp |
| GEND 100W | Gender and Society | 4 | F, Sp, Su |
| GEOG 100 | Introduction to Environmental Geography | 4 | F, Sp, Su |
| GEOG 101 | Introduction to Geography | 4 | F, Sp, Su |
| GEOG 200 | World Regional Geography | 4 | F, Sp |
| GEOG 206 | Disaster Management | 4 | F, Sp |
| POL 102 | American Government | 4 | F, Sp, Su |
| POL 103 | Global Politics | 4 | F, Sp |
| POL 104 | Introduction to Political Thought | 4 | F, Sp |
| PSYC 110 | Introduction to Psychology | 4 | F, Sp, Su |
| PSYC 215 | Social Psychology | 4 | F, Sp, Su |
| SWRK 200 | Introducing Social Work and Social Justice | 4 | F, Sp |
| SOC 200 | Introduction to Sociology | 4 | F, Sp |
| SOC 202 | The Family | 4 | F, Sp, Su |
| SOC 204 | Urban Sociology | 4 | As needed |
| SOC 207 | Crime and Criminal Justice | 4 | F, Sp, Su |
| SOC 208 | The Sociology of Race and Ethnicity | 4 | F, Sp, Su |
| SOC 217 | Sociology of Aging | 4 | F, Sp, Su |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |

Second Language Requirement

Rhode Island College graduates are expected to communicate in and understand a language other than English at a novice-mid proficiency level. The Second Language Requirement of General Education is designed to meet that expectation. If you are unable to fulfill any one of the requirements listed below, please consult the chair of the Department of Modern Languages.

The Second Language Requirement may be fulfilled in any of the following ways:

1.    By completing RIC language course 102 or higher..

2.    Through transfer credit of language courses equivalent to 102 or higher from an accredited college or university.

3.    Through transfer credit of a second language course from an approved study abroad program.

4.    Through Advanced Placement (AP) credit. If students score three or higher on the AP Test in French, German, or Spanish, RIC will award 6 credits (equivalent to RIC language courses 113 and 114).

5.    Through Early Enrollment Program credit for language courses 113 or 114.

6.    By completing the CLEP Test in French, German, or Spanish, with a score on the Level I test of 50 or higher.

7.    By completing the ACTFL Oral Proficiency Interview (OPI) and the written exam for languages for which there are no CLEP or AP Tests. Level: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in twelve languages).

8.    By completing the SAT II Subject Test (scores vary according to language).

9.    Foreign/international students may submit an official high school transcript from a non-English-speaking country of origin.

Introduction to RIC Requirement

To maximize student success, a one-credit transition to college course, Introduction to RIC, is required of all first-year students during their first semester (RIC 100). Students who entered RIC after 2019 with fewer than 24 credits are required to pass RIC 100 in order to graduate.

RIC 100: Introduction to RIC (1) F, Sp.

Students learn how to navigate college in general and RIC specifically, including such topics as time management, wellness, college expectations, note-taking, cultural competency, and campus resources.

Note: Students taking COLL 101 or COLL 150 or HONR 150 will be exempted.

General Education Categories

Courses that fulfill General Education requirements have the appropriate notation in the course description following credit hours:

Gen. Ed. Category **A** (Arts—Visual and Performing)

Gen. Ed. Category **AQSR** (Advanced Quantitative/Scientific Reasoning)

Gen. Ed. Category **C** (Connections)

Gen. Ed. Category **FYS** (First Year Seminar)

Gen. Ed. Category **FYW** (First Year Writing)

Gen. Ed. Category **H** (History)

Gen. Ed. Category **L** (Literature)

Gen. Ed. Category **M** (Mathematics)

Gen. Ed. Category **NS** (Natural Science)

Gen. Ed. Category **SB** (Social and Behavioral Sciences)

Transfer Students

Transfer Students may determine their status with respect to General Education requirements by inquiring at the Office of Undergraduate Admissions or at the Office of the Dean of the Faculty of Arts and Sciences. For more information, see the college’s admissions website: https://www.ric.edu/admissions-financial-aid/undergraduate-admissions/transfer-students

General Education Honors

To complete General Education Honors, students must take a minimum of five General Education courses in specially designed honors sections. Courses chosen normally include the Honors Core, which consists of Honors First Year Seminar, Honors First Year Writing, and Honors Connections (taken in the junior year). Other honors courses are offered in various disciplines as Distribution requirements. Although honors courses are reserved for students in the General Education Honors Program, if space permits and with the permission of the director of honors, other students may take honors sections. For more information, write or call the director of honors.

Outcomes for General Education

Each course in General Education addresses several outcomes. Students who complete the General Education program will encounter each outcome at least once at an introductory level. No introductory course can fully meet an outcome. Rather, every course introduces or develops several outcomes. Relevant outcomes are addressed at a higher level within the advanced work of the respective majors.

1. **Written Communication Students** will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context.

2. **Critical and Creative Thinking Students** will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.

3. **Research and Information Literacy Students** will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems.

4. **Oral Communication Students** will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.

5. **Collaborative Work Students** will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process.

6. **Arts Students** will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives.

7. **Civic Knowledge Students** will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live.

8. **Ethical Reasoning Students** will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times, and the process of determining ethical practice.

9. **Global Understanding Students** will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups, and nations and the relationships among them across time.

10. **Quantitative Literacy Students** will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics, (2) develop models that can be solved by appropriate mathematical methods, and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data, including words, tables, graphs, and equations.

11. **Scientific Literacy Students** will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; and be able to communicate scientific knowledge through speaking and writing.

## Index