### Smith College – Program for the Study of Women & Gender
#### Advising Checklist (revised Fall 2016)

**Name, Class:** ___________________________  **Major 1:** __________  **E-mail:** ___________________________

**Adviser:** ___________________________  **Major 2:** __________  **Box # & phone #:** ___________________________

**Ten (10) 4-credit Courses** (to include 4 with SWG prefix) focused on women or gender chosen from the list published annually on program website (www.smith.edu/swg), **meeting the following requirements** [NOTE: A single course can be used to fulfill more than one of your requirements – for example, one of your seminars might also fulfill the queer or women, race, and culture requirement]:

- **SWG 150 Introduction to the Study of Women and Gender** (normally taken 1st or 2nd year, may not be taken S/U)
- Two (2) 300-level courses (total)
- One (1) course within Queer studies focus
- One (1) course within Women, Race & Culture focus – in either a U.S OR non-U.S. context
- **Three (3) courses within one of the following thematic foci** (one must be a 300-level seminar)
  - Forms of literary /artistic expression {L/A}
  - Historical perspectives {H}
  - Modes of political/social organization {S}
  - Scientific inquiry {N/M}
  - Queer Studies (thematic focus)
  - Women, Race & Culture (thematic focus)
- **Four (4) courses with the SWG prefix, including 150 and one 300-level seminar** (may be taken in 5 colleges w/ adviser approval)
- **No more than 8 SWG Special Studies credits may count toward the major; no more than 4 credits should be taken in any academic year.**
- **List courses on reverse side: check all columns that apply for each course.**
- **DOUBLE MAJORS:** Students who double major in SWG and another field may count toward the SWG major up to 3 courses that they choose to count toward the other major.

**★ To the Adviser:** When the student files their Certification of the Major for the Registrar, please also complete this form and forward to the Chair. Students should submit their senior statement (page 3) by the Friday before spring break, J-term graduates by the Friday before Fall break.
Name, Class: _____________________________ Major 1: ________ E-mail: _____________________________
Adviser: _____________________________ Major 2: ________ Box # & phone #: _____________________________

<table>
<thead>
<tr>
<th>Course prefix/#/Title</th>
<th>Sem/yr taken</th>
<th>Credits</th>
<th>150</th>
<th>WRC</th>
<th>QST</th>
<th>300 level (two) (one in thematic focus)</th>
<th>Four (minimum) SWG prefix</th>
<th>Thematic focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWG 150 Intro to SWG</td>
<td>spring</td>
<td>4</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Required Prior to Graduation: In their senior year the student will complete a statement reflecting on the connections among the courses in their major, the questions addressed, and the methods used. The student will identify what questions have been the most important to them.

Shared Curricular Goals of the Program for the Study of Women and Gender
Not every course that is cross-listed in the Program or taught by our faculty will address all of these goals for the major in the Study of Women and Gender, but we expect that every graduating senior will have engaged these concepts and ways of thinking more than once during the course of the major. The goals of the major are:

- to understand social construction: our courses interrogate and de-stabilize familiar or naturalized categories; yet in questioning these categories, we also acknowledge that these social constructions have real effects in subordinating groups and in marking bodies;

- to focus on intersectionality: the mutual and simultaneous constitution of identities and categories such as gender, race, sexuality, and nation, understood as a historical process;

- to analyze social change and to understand agency and resistance;

- to engage theory, to read and write about theoretical texts, and to recognize that theory emerges from different disciplinary locations;

- to examine historical periods and beliefs different from the current moment, although these materials and experiences may be illuminated by current theoretical perspectives;

- to analyze forms of representation and discourse as they shape experience and shape our understanding of ourselves and of the world;

- to approach problems and questions from a variety of disciplinary perspectives.

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