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 or the equivalent (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 the race and ethnicity 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 (one of which must be SWG-prefix)
- One (1) course within Queer studies focus
- One (1) course within Race & Ethnicity studies focus
- One (1) course within Transnational, Postcolonial and Diasporic studies
- 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.

Name, Class: _______________  Major 1: _____  E-mail: __________________________
Adviser: _______________  Major 2: _____  Box # & phone #: ______________________

* **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.
<table>
<thead>
<tr>
<th>Course prefix/#/Title</th>
<th>Sem/yr taken</th>
<th>Credits</th>
<th>150 Queer studies</th>
<th>Race &amp; Ethnicity studies</th>
<th>Transnational, Postcolonial and Diasporic studies</th>
<th>300 level (two, one with SWG prefix)</th>
<th>Four (minimum) SWG prefix</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>x</td>
</tr>
</tbody>
</table>
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**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**.

- to engage in **systemic analysis** with attention to institutional and economic structures of power

- to think **transnationally, globally and diasporically**

- to understand **feminist pedagogy** and **ethics of knowledge production**.

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