

Gender and Politics in Africa
WS 662/AAAS 662/ POLS 669
Fall 2010

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This course is designed to explore the field of gender and African politics. We will begin by paying particular attention to African women's political roles during the pre-colonial and colonial society. We will investigate how the institutions of patriarchy and colonialism affected African women's political power and altered gender relations. We will also examine the impetus, methods, and path of liberation struggles and how gender roles were shaped, shifted, and changed during these struggles. We will discuss how African men and women resisted colonial governments and settler societies through active involvement in independence movements, women's groups, and labor unions. The majority of the class will focus on current issues in African politics, including gender and development, gender and militarism, and women's roles in political institutions, civil society organizations, transnational movements, gender identity politics, gender-based violence, and HIV/AIDS. We will also examine contemporary constructions of masculinity and femininity, race and ethnicity, rural and urban locations, and socio-economic status and explore how these constructions affect social policy and national political agendas. We will be interested in how the changing nature gender identities are shaped by racial, ethnic, and class self-perceptions, as well as how conditions of national transformation, democratization, and development influence those identities. We will be using a combination of films, documentaries, personal narratives, on-line media sources, and scholarly articles throughout the class.

Required Texts:

The several required texts are available at the bookstore and will be on reserve in the library. So, if you do not wish to buy the texts for any reason, you may read them at the library. Additionally, there are several electronic reserve readings on the BlackBoard site for the class. Each should be completed *before coming to* class the day they are discussed. I assure you that you will gain much more from this course if you do the readings before class and then review them after class.

Tsitsi Dangaremba, [Nervous Conditions](#)
Bauer and Britton, [Women in African Parliaments](#)
And plenty of readings on Blackboard...

Course Website: There is a Blackboard course website for this course. You can access Blackboard via <http://courseware.ku.edu> and follow the instructions. First time users will need to set a password; if you have used Blackboard before, just log in as usual. To successfully log in to Blackboard you need to have an Exchange account (i.e., a "ku.edu" account), and you need to use that when you log in. If you do not have an Exchange account you can get one for free from the Academic Computing website, which is linked to the

www.ku.edu website. Feel free to contact me or to contact KU's Instructional Development and Support at www.ku.edu/~ids or (785) 864-2600 or ids@ku.edu

Expectations: There is no question that you will get out of this course what you put into it. The success of this course depends on your preparation and participation. We will be covering a considerable amount of material through readings, films, discussions, and debates. *You are expected to come to class having read the assignments and prepared to discuss and debate the material. Participation is a significant portion of your grade.* This material is engaging but it will take several times through much of the reading to grasp fully the arguments and ideas of each of the authors. I highly recommend you read the material several times, before coming to class, and again after the days discussion. I would recommend active reading of the material – taking marginal notes, making outlines of the arguments, keeping a record of questions or ideas you have in response to the works. I would strongly encourage you to come to class familiar with the main ideas of each reading, the perspectives and opinions of the author, the important facts from each of the readings, the main arguments/claims/supporting ideas of the author, and points for discussion.

I recognize that you have certain assumptions, beliefs, values, and hopefully passionate ideas about the world. I welcome your views, and I hope you share them with the class often. I also caution you to remember that opinions rooted in personal experience are often not universal truths, so it is important that you ground your claims with ideas from the readings, texts, and other scholarly material.

I challenge you to open yourselves up to other perspectives and to an honest examination of the theories we will study. This class works best if we listen to one another, share our own experiences openly, and struggle to see multiple viewpoints. This class is about opening our minds – not closing them. To diminish another person or group is not only an insult to that person/group but is also a limitation on your own intellectual development and is not part of academic integrity. Non-verbal communication is also very powerful, and I ask each of you to examine how your own gestures or facial expressions may inhibit or encourage other students. *In order to be respected, you must respect others.* The keys to academic integrity in this classroom are those of KU: honesty, trust, fairness, respect, and responsibility (<http://www.ku.edu/~stlife/academics.shtml>).

This material is intellectually challenging. You will have varied skills and experiences with this material. The best part of an upper-division course is that we will be able to work together to understand this material. I see each of you as valuable members and voices in this course, and I will rely on your knowledge, analysis, research, and leadership throughout the semester. Bring in your ideas, relevant articles/websites, and - as always - your questions and ideas.

Attendance and etiquette: Attendance is important for this class. In addition to the consistent findings that attendance and performance are positively correlated, I rely upon each of you to be actively engaged in the course. Therefore, I will take attendance daily. Coming to class is as important as going to a job. *If you come to class after attendance is taken, you are considered absent for that day. Early departures will be counted as absences. You must be awake in class to receive credit for attendance.* I also ask that you observe proper etiquette for class behavior and conduct. For example, I ask that you refrain from the use of tobacco products during the class period, that you turn off your cell phones before entering the class, and that you refrain from talking with your classmates privately during class. Each of these behaviors detracts from the course and discussion.

Service Learning: This class is a designated service-learning course. Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning fosters a better understanding of classroom material, is a catalyst for innovative leadership and social responsibility and drives positive change in the world. By completing the service in this course, you will have fulfilled the first component of becoming certified in service learning. Please contact the Center for Service Learning at csl@ku.edu or www.servicelearning.ku.edu if you wish to complete certification. There are forms attached to

the syllabus to assist you in completing the service-learning component of the course.

Students with Special Needs: The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

Writing Center

I strongly recommend you familiarize yourself with the resources available to you at the KU Writing Center, (<http://www.ku.edu/~writing/>). The Writing Center has several excellent on-line resources such as writing guides, on-line consultations, and individual consultation times. No matter your skill level, there are things here that can help you advance to the next level of successful writing.

Academic Integrity, Academic Misconduct and Intellectual Property: Using the work of another and claiming it as your own is inexcusable and will not be tolerated. If you are found to be using another person's work (that means any form of another person's work), you will receive a grade of "F" for the assignment and for the course. Academic misconduct is a serious offense that could possibly lead to your suspension or expulsion from the University and permanently scar your academic record. All cases of plagiarism and academic misconduct will be reported to the proper University authorities. Please refer to the web resources from the Dean of Students if you have questions (<http://www.ku.edu/~stlife/academics.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us. Information on avoiding plagiarism can be found at the KU Writing Center in their on-line guides for writers: (<http://www.writing.ku.edu/students/guides.shtml>).

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, I will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. The University authorizes enrolled students to take careful notes for the purpose of mastering the course material. No university authorization exists for an enrolled student to take notes for the purpose of selling them for profit. Permission is withheld for commercial note takers based on two existing university regulations: Article V, section 5, paragraph 2 of the Faculty Senate Rules and Regulations and Article 22, section B, paragraph 2 of the Code of Student Rights, Responsibilities and Conduct.

Problem Resolution: No special problems are anticipated, but if they do arise please see me first. Most conflicts are the result of miscommunication, misunderstanding, and/or confusion that can be resolved by calmly speaking or writing to me. If I am unable to resolve your problem to your satisfaction, you may contact Dr. Elaine Sharp, Chair of the Department of Political Science. Her phone number is ext. 4-9025 or you may contact Dr. John Younger, Director of the Women, Gender, and Sexuality Studies Program. His phone number is ext. 4-2311.

Graduate Students: You will be expected to write a major research paper (40%), complete three short papers analyzing the course material (15% each), and participate regularly in class (15%). Graduate students should be prepared to meet individually with Professor Britton to discuss your research papers as needed.

Undergraduate

Grading:	Participation, attendance, in-class assignments, quizzes	10%
	Exams (20% each)	60%
	Research Paper or Service Learning Project	30%

Your grade at the end of the semester will use the plus/minus system.

There are no curves. There is no "rounding up." There is no extra credit.

Undergraduate Assignments:

Participation, in class assignments, quizzes: Participation features as an important portion of your grade, and of course you must be present to participate. You will earn your participation grade based on frequent quality participation. Given the seminar nature of this class, I do expect you to participate in every single class, but you must provide quality responses and contributions to the discussion and lectures on a regular weekly basis. By quality, I mean you must demonstrate that you have read and thought about the material for the day's discussion. Merely debating your classmates for the sake of debating will not substantially add to your grade. Students who participate less frequently but with more substance often earn higher participation grades than those who speak frequently and do not substantially contribute to the class. If discussion slows, I may likely call on you for your input. Asking questions of me and of your classmates counts as valuable participation. Part of participation is also listening – to what others are saying and to what I am saying. If your behavior during class is distracting or inappropriate (this means laughing inappropriately, talking, making noises, writing homework for another class, reading, etc.) your participating grade will suffer. Please be considerate of others, and you may expect consideration from them. We may also have occasional assignments based on the class material – short response papers, quizzes, and discussion questions. The best way to avoid pop-quizzes is to read the material and participate regularly. I quiz when you stop reading. There are no make-up quizzes.

Exams: There will be three non-cumulative exams this semester. They will be a mix of short answer and longer essay questions. I have high expectations for the quality of your work on these exams, so advance preparation will be essential.

Research Paper: You must either complete a major research paper or a service learning project. The paper is a major research paper on a topic specifically related to gender and politics in Africa. We will meet throughout the semester to discuss your progress. You have several **mandatory** deadlines with this research papers. Failure to turn any of these elements in will reduce your final paper grade by 5% each.

- 1) The topic and thesis statement are due by **September 15** for approval.
- 2) The first paragraph and a bibliography are due by **October 4** for approval.
- 3) The outline is due by **October 20** for approval.
- 4) A completed rough draft is due by **November 1**.
- 5) You will need to make a brief presentation to the class about your research findings, **during the last two class periods**.
- 6) The research paper is to be 20-30 pages of text, not including bibliography or other supporting materials. You should have a substantial number of primary and scholarly secondary sources.
- 7) The final paper is due by **December 8**. This is a 'due by' date. You can turn it in early, but not late. If the paper is turned in after I take collect them at the beginning of class, it will be considered late.

Service-Learning Project: The project is in place of the research paper. Do not contact any organization until we meet in class and discuss the project. The project will involve something broadly related to the topics of the course. For example, we are covering gender-based violence, so you could conduct your project at a local gender-based violence shelter. We are covering issues of poverty, development, HIV/AIDS, race relations, immigration, sexuality, and leadership. There are several campus groups working on these issues, as well as community organizations. You will need to conduct 20 service hours during the course of the semester. You will also keep a professional journal of your reflections on *each* of your service hours, and the journal should connect the work you are doing with the course readings and what you are learning in class. You will need to get your service activity approved by me in advance, and you will need to provide me with a number of a contact person at the organization to verify your hours at the end of the course. You should in no way be a burden to these organizations (for example by trying to fit all your hours in at the end of the semester). You will need to make a brief presentation to the class about your project and connections to the theories in the readings, during the last two class periods. The final journal is due by **December 8**. This is a 'due by' date. You can turn them in early, but not late. If the journal is turned in after I take collect them at the beginning of class, it will be considered late.

TOPICS AND ASSIGNMENTS

Tentative Dates

August 23 **Introduction to the Class, and Gender Politics in Post-Genocide Rwanda**

Viewing and discussion of *God Sleeps in Rwanda*

August 25 **Women's Movements as Agents of Change**

Handout: Tripp, Aili, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa. (2009) "Historic Influences on Contemporary Women's Movements." in *African Women's Movements*. P. 25-61.

Blackboard: Judith Van Allen. (1972). "'Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women." *Canadian Journal of African Studies*. pp. 165-181

Blackboard: Caroline Ifeka-Moller, "'Sitting on a Man': Colonialism and the Lost Political Institutions of Igbo Women." A Reply to Judith Van Allen." *Canadian Journal of African Studies*. Vol. 7, No. 2 (1973), pp. 317-318.

August 30 **Impact of Colonial Systems on Gender Roles**

Discussion of Tsitsi Dangaremba's *Nervous Conditions*: Chpts. 1-5. Do not read beyond Chpt. 5.

September 1 **Impact of Colonial Systems on Gender Roles**

Discussion of Tsitsi Dangaremba's *Nervous Conditions*: Chpts. 6-9

September 6 No class - Labor Day

September 8

Gender and Conflict

Blackboard: Meredith Turshen, "The Political Economy of Violence against Women during Armed Conflict in Uganda." *Social Research*. 67.3: 803.

Blackboard: Shikola, "We Left our Shoes Behind." From *What Women Do in Wartime: Gender and Conflict in Africa*.

Blackboard: Mats Utas. (2005). "West-African Warscapes: Victimcy, Girlfriending, Soldiering: Tactic Agency in a Young Woman's Social Navigation of the Liberian War Zone." *Anthropological Quarterly*. 78.2: 403-430.

September 13

Gender and MNCs

Blackboard: Sokari Ekine. (2008). "Women's Responses to State Violence in the Niger Delta." *Feminist Africa*. Issue 10.

Blackboard: Augustine Ikelegbe. (2005). "Engendering Civil Society: Oil, Women's Groups and Resource Conflicts in the Niger Delta Region of Nigeria." *Journal of Modern African Studies*. 43 (2): 241-270.

September 15

Research Paper Deadline: Topic and Thesis Statement

Masculinities in Transition

Blackboard: Morrell, "The Times of Change: Men and Masculinity in South Africa." In Robert Morrell's Changing Men in Southern Africa.

Blackboard: Cock, "Gun Violence and Masculinity." In Robert Morrell's Changing Men in Southern Africa.

September 20

Masculinities in Transition

Blackboard: Swart, "'Man, Gun and Horse': Hard Right Afrikaner Masculine Identity." In Robert Morrell's Changing Men in Southern Africa.

Blackboard: Four Readings on Eugene Terreblanche's Death

Blackboard: Shireen Hassim, 2009. "Democracy's Shadows: Sexual Rights and Gender Politics in the Rape Trial of Jacob Zuma." *African Studies*. 68.1: 57-77.

September 22

Women and Post-War Liberia

Discussion of *Pray the Devil Back to Hell*

Blackboard: Ruthie Ackerman. (2009). "Rebuilding Liberia, One Brick at a Time." *World Policy Journal*. Pp. 83-92.

September 27 **EXAM ONE**

September 29 **Spenser Museum of Art**

African Healing Journey with Amanda Martin-Hamon
Meeting in the Teaching Gallery of the Spenser Art Museum.

Reminders from the Spenser Museum Staff:

Works of art are fragile, and if people put their hands on them repeatedly, even the gentlest touches can damage them permanently over time. One of our jobs as a museum is to safeguard artistic creations for future generations to enjoy. Please help us preserve our collection.

Leave drinks, book bags and coats in the coat room.

Stand a foot or more from the works of art.

Stand carefully near walls and pedestals; they are not as sturdy as they appear.

The guide will meet and welcome us in the lobby area at 11:00 AM.

October 4 *Research Paper Deadline: First Paragraph and Bibliography*

Reconciliation and Re-configuring Gender Post-Conflict

Blackboard: Lyn Graybill. (2004). "Pardon, punishment, and amnesia: three African Post-conflict Methods." *Third World Quarterly*. Sep, Vol. 25 Issue 6, p1117, 14p

Blackboard: Antjie Krog. (2001). "Locked into Loss and Silence: Testimonies of Gender and Violence at the South African Truth Commission." In *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*. Eds. Caroline O.N. Moser and Fiona C. Clark. New York: Zed Books. Pp. 203-217.

Documentary on TRC: Facing the Truth - Bill Moyers (Section on Women's Hearings)

October 6 **Reconciliation and Re-configuring Gender Post-Conflict**

Blackboard: Valerie Oosterveld. "The Special Court for Sierra Leone's Consideration of Gender-based Violence: Contributing to Transitional Justice?" *Human Rights Review*. (2009). 10:73-98.

Blackboard: Helen Scanlon. (2008). " Militarization, Gender, and Transitional Justice in Africa." *Feminist Africa*. Issue 10.

October 11 **Lasting Legacy/New Struggles**

Blackboard: Yaliwe Clarke. (2008). "Security Sector Reform in Africa: A Lost Opportunity to Deconstruct Militarised Masculinities?" *Feminist Africa*. Issue 10.

Blackboard: Deevia Bhana, Naydene de Lange, Claudia Mitchell. "Male teachers talk about gender violence: 'Zulu men demand respect.'" *Educational Review* 61.1:49-62.

Blackboard: Thokozani Xaba, "Masculinity and its Malcontents: The Confrontation between 'Struggle Masculinity' and 'Post-Struggle Masculinity' (1990-1997)." In Robert Morrell's *Changing Men in Southern Africa*.

Blackboard: Sylvia Tamale. "African Feminism: How Should We Change?" *Development*. 49.1: 38.

October 13

HIV/AIDS

Blackboard: Contesting democracy: HIV/AIDS and the achievement of gender equality in South Africa. Catherine Albertyn. *Feminist Studies* 29.3 (Fall 2003): p595(21).

Blackboard: Youde, Jeremy. "The Development of a Counter-Epistemic Community: AIDS, South Africa, and International Regimes." *International Relations* 19.4 (2005). 421-439.

October 18

HIV/AIDS

Blackboard: "Women Have No Tribe": Connecting Carework, Gender, and Migration in an Era of HIV/AIDS in Botswana." Rebecca L. Upton. *Gender and Society*. Vol. 17, No. 2, Global Perspectives on Gender and Carework (Apr., 2003), pp. 314-322

Blackboard: Gender and Human Rights Dimensions of HIV / AIDS in Nigeria
Nkoli I. Aniekwu. *African Journal of Reproductive Health*. Vol. 6, No. 3 (Dec., 2002), 30-37.

Discussion of Film *Yesterday*.

October 20

Research Paper Deadline: Outline

The Politics of Gay Liberation

Blackboard: Sheila Croucher, "South Africa's Democratisation and the Politics of Gay Liberation." *Journal of Southern African Studies*. Vol. 28, No. 2. Pp. 315-330.

October 25

EXAM TWO

October 27

Gender and Executive Politics

Blackboard: Selections from *Legacies of Power: Leadership Change and Former Presidents in African Politics*, edited by Roger Southall and Henning Melber. (2006). ISBN 0-7969-2120-2. The Nordic Africa Institute and HSRC Press. Distributed by Independent Publishers Group.

Blackboard: Interview with Ellen Johnson-Sirleaf, in the *New African*, October 2009.

November 1

Research Paper Deadline: Completed Rough Draft

Women and Parliaments

Gretchen Bauer and Hannah E. Britton, "Women and African Parliaments: A Continental Shift?" In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 1-30.

Jennifer Leigh Disney, "Mozambique: Empowering Women Through Family Law." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 31-59.

Blackboard: Tripp, Aili, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa. (2009) "Women's Movements and Constitutional and Legislative Challenges" in *African Women's Movements*.

- November 3 Pp. 108-139.
Women and Parliaments
- Hannah Britton, "South Africa: Mainstreaming Gender in a New Democracy." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 59-84.
- Gretchen Bauer, "Namibia: Losing Ground Without Mandatory Quotas" In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 85-110.
- November 8 **Gender Politics in Ghana**
- Blackboard: Selections from Kathleen Fallon's *Democracy and the Rise of Women's Movements in Sub-Saharan Africa*.
- November 10 **Gender Politics in Ghana**
- Blackboard: Selections from Kathleen Fallon's *Democracy and the Rise of Women's Movements in Sub-Saharan Africa*.
- November 15 **Women and Parliaments**
- Aili Mari Tripp, "Uganda: Agents of Change for Women's Advancement." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 111-132.
- Timothy Longman, "Rwanda: Achieving Equality or Serving an Authoritarian State?" In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 133-150.
- November 17 **Women and Parliaments – Quotas**
- Blackboard: Comparoe, Nestorine. "Case Study: Burkina Faso: Recruiting women for legislative elections.
- Lucy Creevey, "Senegal: Contending with Religious Constraints." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006. Pp. 151-170.
- Review other cases of your choice from the reading on blackboard: The Implementation of Quotas: The African Experience. Ed by Julie Ballington, *The International Institute for Democracy and Electoral Assistance*. 2004. This is a very large reading, so skim the entire document and come with several cases you want to discuss and present that are different from the cases we cover in class.
- November 22 **Next Steps? and Gender and Bureaucracy.**
- Blackboard: Tripp, Aili, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa. (2009) "Engendering the State Bureaucracy" in *African Women's Movements*. P. 166-194.
- Blackboard: Gretchen Bauer, Fifty/Fifty by 2020. *International Feminist Journal of Politics*. September, 2008. Vol 10, Issue 3. P. 348-368.
- Shireen Hassim, "The Virtuous Circle of Representation: Women in African Parliaments." In *Women in African Parliaments*, ed. by Gretchen Bauer and Hannah Britton. Lynne Rienner Publishers, 2006.

Pp. 133-150.

November 24 No Class – University Holiday

November 29 **Women and the Courts**

Film: Sisters in Law

December 1 **EXAM THREE**

December 6 **Presentations**

December 8 **Presentations**

Final Research Paper Due

Final Service Learning Project Materials Due

I: I agree to...

- Perform my assigned duties to the best of my ability
- Adhere to organizational rules and procedures
- Be open to supervision and feedback
- Meet time and duty commitments or provide 24 hours notice so proper arrangements can be made

Supervisor: I agree to...

- Provide adequate information, training, and supervision for the service learner
- Provide meaningful tasks related to skills, interests, and available time
- Provide appreciation and recognition of the service learner's contribution

Initial



Initial

Student/Agency Service Learning Agreement

Student Information:

Student Name: _____

Phone: _____ Email: _____

Course: _____	Instructor: _____
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Agency Information:

Agency Name: _____

Contact Person/Supervisor: _____

Phone: _____ Email: _____

Student Responsibilities:

Service Schedule:	Sundays	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays	Saturdays

Total Hours to Serve: _____ Begin Date: _____ End Date: _____

Student's Duties: _____

I agree to the above terms: _____	Date: _____
Student Signature	
I agree to the above terms: _____	Date: _____
Agency Supervisor Signature	

STUDENT: Return completed form to the course instructor.

