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### Insights into Gender, Resistance in West Africa

A challenge for many instructors is often building a course that will guarantee maximum learning, attainable goals, and also respects the guidelines of the curriculum. Survey courses are especially difficult to design and teach because they require a broad sweep of material and the requirement that students actually learn something. Grant Wiggins and Jay McTighe propose the technique of 'designing backwards' for course design as a way to circumvent these issues (2005). Backwards design focuses on the learning outcomes of students as well as the evidence students will provide for content knowledge instead of the content and teaching itself. Using the idea of backwards design proposed by Wiggins and McTighe, we propose to document and present the re-workings of a syllabus entitled Insights into Gender and Resistance in West Africa. We will engage with the techniques they laid out and apply them to the syllabus. This course seeks to examine issues of gender in post-colonial societies and how everyday forms of resistance help shape our understanding of identity production. We will explore concepts of gender and forms of resistance in specific West African sites. The presentation will therefore be a visually documented flow of the steps we have taken to rework the syllabus based on their model of course design.