

**SEXUAL ORIENTATION AND THE LAW**  
**Law 357**  
**Spring 2012**

**Faculty of Law, University of Victoria**  
**Professor Gillian Calder**

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**Course Outline: Sexual Orientation and the Law<sup>1</sup>**  
Spring 2012

**I. Course Description**

This seminar will be structured to use the relationship between law, gender and the diversity of sexualities to explore fundamental questions about law. The course, in both process and substance, will enable students to challenge how law regulates the lives of GLBTQ folk, and the social, cultural and economic impact of this regulation.

**II. Course Objectives**

- stimulate your interest in the relationship between gender, law and sexuality and theoretical approaches to law; with attention to the ways in which families are constructed as a result;
- convey basic principles that underlie and inform substantive questions of sexual identity in Canada, with attention to explanations of intersecting inequalities such as gender, race, class and sexual identity;
- enable you to identify key issues across substantive areas of law, and to write about those issues with attention to complex social and legal forces;
- provide you with an opportunity to examine and discuss the political forces and theoretical debates that shape the law in this area; and
- challenge you to think critically about the role that legal education plays in the adequate preparation of legal advocates.

**III. Administrative Details**

**A. Class location and Times**

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<sup>1</sup> My huge thanks to Professors Angela Cameron, Sharon Cowan, Elaine Craig and Karen Pearlston for sharing their own experiences teaching similar courses, and to Zuzana Modrovic for extraordinary research assistance.

Tuesdays and Thursdays, 11:00 – 12:30

Note: For Thursdays February 2, 9, 23, March 1, 8 and 15 our class will run 10:30 – 12:30  
Room 205

## **B. Office Hours**

I have an open door policy. If my door is open and I am in my office, you are more than welcome to drop by and ask a question. Please also feel free to call me at 472-5247, e-mail me at [gcalder@uvic.ca](mailto:gcalder@uvic.ca), or stop me in the hall at any time to talk about the course. I will be happy to schedule an appointment that meets your needs.

## **C. Course Web-site**

This course has a Moodle site which will be used for posting of all extra materials handed out in class, including class questions designed by students, and for announcements. The website is located at: <http://moodle.uvic.ca/course/view.php?id=17712>

## **IV. Materials**

### **A. Required Materials**

All reading will be from on-line materials, or handed out in class. Attached to the syllabus is a reading outline that details what the choices are for each week. Students should feel free to negotiate with the professor and with the class for readings that engage the key issues addressed.

The cases are drawn from an on-line casebook which can be found here:

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

### **B. Supplementary Materials**

There is a world of supplementary material that can be accessed in a course such as this. A more detailed list will be circulated with the research project assignment. Some sources students may find of assistance the following websites:

Please browse these sites for issues of language and diversity of issues:

[www.utne.com/lens98/body/gender/quiz.html](http://www.utne.com/lens98/body/gender/quiz.html); [www.survivorproject.org/pdf/terms.pdf](http://www.survivorproject.org/pdf/terms.pdf);  
[www.egale.ca](http://www.egale.ca); [www.wou.edu/student/sla/SafeZone/definitions.php](http://www.wou.edu/student/sla/SafeZone/definitions.php)

Please also browse these sites on the history and diversity of LGBTQ peoples and movements:  
CBC same-sex rights timeline:

[http://www.cbc.ca/news/background/samesexrights/timeline\\_canada.html](http://www.cbc.ca/news/background/samesexrights/timeline_canada.html); A Summary Of Lesbian, Gay, Bisexual And Transgendered Rights In Each Jurisdiction Of Canada [to 2002] <http://www.egale.ca/index.asp?lang=E&menu=1&item=468>; A History of Gay Liberation in Canada; <http://www.uwo.ca/pridelib/body politic/gaylib/glhistory.htm>; Lesbian History (United States); <http://sitemaker.umich.edu/lesbian.history/home>; Transgender Timeline (apologies for typos etc.); <http://www.transgenderzone.com/features/timeline.htm>; A Chronology of Advances in LGBT Rights in Canada and in B.C” <http://bctf.ca/SocialJustice.aspx?id=6100>; A History of Gay Liberation in Canada; <http://www.uwo.ca/pridelib/body politic/gaylib/glhistory.htm>; Clip: “A psychiatric ‘problem’”; [http://archives.cbc.ca/politics/rights\\_freedoms/topics/599/](http://archives.cbc.ca/politics/rights_freedoms/topics/599/); Clip: “Jailed for Homosexuality”[http://archives.cbc.ca/politics/rights\\_freedoms/topics/599-12538](http://archives.cbc.ca/politics/rights_freedoms/topics/599-12538)

## V. Teaching Methodology, Attendance and Participation

This is a discussion-based seminar, and as such, regular attendance and active participation of students is required. There will, of course, be times when your participation or your attendance will be affected due to illness, an unexpected occurrence and for other reasons. If you miss a class due to these reasons, you should feel free to come and discuss with me material that was covered in the class you were unable to attend. ***Students who miss a class will be required to hand in a 2 page critical reflection on the week’s readings. These will not be graded, but 2 marks will be deducted from the class participation grade if the reflections are not submitted by the end of term.***

An inclusive and respectful classroom environment is crucial to a positive learning experience. So is constantly challenging what “inclusive” and “respectful” means. To ensure that all students feel welcome and able to participate in class discussions, we must strive to be courteous, considerate but courageous in our use of language and examples, and the manner in which we engage with each other individually and as a group. The University and Faculty are committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all their members. But we don’t always succeed in meeting this goal. We will need to work together to ensure that all aspects of this class live up to this commitment. If you have any concerns about the climate of the class, please feel free to speak with me.

If you would like to discuss classroom or assignment accommodation necessitated by a permanent or temporary disability, or for other reasons, please see Associate Dean Raven as soon as possible.

## VI. Evaluation and Expectations

### A. Overview

Evaluation will have two components, a research paper/project worth 75% of your final grade, and four in-class participation components worth 25% of your final grade.

## **B. Detailed Assessment Expectations**

### **1. In-class Participation**

#### **Nominating a Moment (5%)**

Each student will be required to nominate “the most significant milestone in queer legal history in Canada.” These nominations should be 5 minutes in length, and can occur at any time throughout the year. Students need only to advise me at the beginning of any class in which they would like to make their pitch. In our final class (April 5th) we will undertake a mapping exercise to situate the nominated moments in relation to the journey of our course and the four key questions we have worked with this term.

#### **Media Presentation: Our communities (10%)**

The week of January 31<sup>st</sup>, students will be asked to present on the documentary work that they have done the previous two weeks. The goal of the presentation is to reflect back to the class their media choice and findings on the intersection of law and sexual identity in the community chosen. This presentation can be done solely or in a group of any size.

#### **Class Facilitation (5%)**

Students will work in groups (of two or three), with each group responsible for facilitating one week of the course’s readings. Each group will be expected to prepare a one to two page hand-out for their classmates, giving some guidance on the following week’s readings. Each group will be expected to take an active role in the facilitation of one class of that week’s discussions. The hand-out must be prepared to be distributed to the class by Moodle the Friday of the week before.

#### **Research Presentation (5%)**

In the last two weeks of term each student will be required to make a presentation to the class on their research project. The presentation will be time-limited, but can be in any form that the student chooses.

### **2. Research Paper/Project (75%)**

All students will be required to submit a 20-25 page research paper on a question or topic on “Sexual Orientation and the Law.” The aim of this paper is to apply the knowledge and insights that you have gained during the course to a topic that we have not covered in any great depth. A detailed hand-out with respect to this assignment will be circulated the week of January 31st. All

students will be expected to meet with me at least once to discuss their topics, research questions and ideas. Students who wish for this to be their major paper are required to submit a 30-35 page paper, and should meet with me early in the course to discuss this option. It will be possible to propose a research project instead of a research paper to fulfill this aspect of the course. All students who aim to fulfill this component of the course through another medium must have their idea approved by me.

The paper will be due two weeks from our final class: **Thursday, April 19, 2012.**

### 3. Page length

“Pages” mean letter-size (8 ½" x 11") paper, double-spaced, typed, with 12 point font and 1" margins. Students must use Times New Roman Font.

Any assignments that exceed page limits will be docked one grade level (for example, A down to A-, B+ down to B) for each partial page over the limit.

Any assignments that are handed in late will similarly be docked one grade level for each partial day beyond the due date.

## VII. Regulations

- A. Students should obtain and review all regulations and policies contained in the University of Victoria Calendar, 2011-2012 (“U Vic Calendar”), both generally and specifically for the Faculty of Law.
- B. The assignments are due at the times stipulated to Colleen Chong, room 217 on the date specified in the instructions distributed with the assignment.
- C. Academic integrity is expected of all participants in the University Community. **Please familiarize yourselves with the University’s Policy on Academic Integrity set out in the U Vic Calendar; and on-line at:**  
<http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/PoAcI.html>
- D. The following breakdown of letters and percentages is the one that the University of Victoria Faculty of Law uses to determine course grades:

Letter Grade	Grade Point	Percentage Value	Narrative Description
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	Value		
A+	9	90-100%	Exceptional, outstanding, and excellent performance, normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation, and has an insightful grasp of subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	75-79%	Very good, good, and solid performance, normally achieved by the largest number of students. These grades indicate a good grasp of subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	70-74%	
B-	4	65-69%	
C+	3	60-64%	Satisfactory or minimally satisfactory performance. These grades indicate a satisfactory performance and knowledge of subject matter.
C	2	55-59%	
D	1	50-54%	Marginal performance. A student receiving this grade demonstrates a superficial grasp of subject matter.
F	0	49 and below	Unsatisfactory performance.

### VIII. Detailed Outline

Attached is our detailed reading outline. For the first class of the week read the assigned articles, plus the case-law you have chosen from *Sexual Orientation, Gender Identity and Justice: A Comparative Law Casebook* unless the week has been specifically oriented to a topic (see for example: March 1<sup>st</sup>). In any given week an article of the student's choice can be substituted for any of the assigned readings, with an argument made in the previous class.

Any one set of articles can be displaced by one of the suggested popular culture offerings (a student may do this for one week of the term if they so choose), in consultation with the professor. Students who *deviate* from the assigned readings will be responsible for summarizing their reading/watching for the class.

#### Question one: How are sexual identities and law constructed in the world around us?

##### 1. Dancing with Dichotomies: Bringing a queer theory lens to law

###### Articles:

Gillian Calder and Sharon Cowan, "Re-Imagining Equality: Meaning and Movement" (2008) 29 *Australian Feminist Law Journal* 109-130  
[http://heinonline.org/HOL/Page?handle=hein.journals/afemlj29&div=11&collection=journals&set\\_as\\_cursor=0&men\\_tab=srchresults](http://heinonline.org/HOL/Page?handle=hein.journals/afemlj29&div=11&collection=journals&set_as_cursor=0&men_tab=srchresults)

Elaine Craig, "Trans-phobia and the Relational Production of Gender" (2007) 18 *Hastings Women's Law Journal* 137  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1504877](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1504877)

Janet Halley, "Sexual Orientation and the Politics of Biology: A Critique of the Argument from Immutability" (1994) 46 *Stanford Law Review* 503  
<http://www.jstor.org/stable/pdfplus/1229101.pdf?acceptTC=true>

**And please look at:**

Julie Lasonde, *Performing Law*  
<http://law.uvic.ca/lasonde/>

**Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

Foreword: pp. xix-xxiii  
 Introduction: pp. 1-4

In class: Graffiti or Ambient Violence? <http://www.youtube.com/watch?v=-BGkFqvMkYY>

**2. Looking and relooking at our world as a site of inclusion and exclusion of gender, sexualities and legal space.**

Judith Butler, "Against Proper Object" <http://ies.sas.ac.uk/events/seminars/Feminist/Butler.pdf>

Carrie Sandahl, "Queering The Crip Or Crippling The Queer? Intersections of Queer and Crip Identities in Solo Autobiographical Performance" (2003) 9 *GLQ: A Journal of Lesbian and Gay Studies* 23-56.  
[http://muse.jhu.edu/journals/journal\\_of\\_lesbian\\_and\\_gay\\_studies/v009/9.1sandahl.html](http://muse.jhu.edu/journals/journal_of_lesbian_and_gay_studies/v009/9.1sandahl.html)

**3. Creating a record of your discoveries, using the medium of your choice. What do we see/hear/taste/feel know?**

Jessica Silbey, "Film-making in the Precinct House and the Genre of Documentary Film" (2006) 29(2) *Columbia Journal of Law and the Arts* 107-180  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=892401](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=892401)

Sara R. Benson "Hacking the Gender Binary Myth: Recognizing Fundamental Rights for the Intersexed" (2005-2006) 12 *Cardozo Journal of Law and Gender* 31-63  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=983600](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=983600)

#### 4. Queer theories and Law: Presenting our findings

##### Article:

Ian Halley, "Queer Theory by Men" (2004) 11 *Duke J. of Gender L. & Pol'y* 7  
<http://www.law.duke.edu/shell/cite.pl?11+Duke+J.+Gender+L.+&+Pol'y+7>

Dean Spade, "Compliance is Gendered: Transgender Survival and Social Welfare" in *Transgender Rights* (Minneapolis: University of Minnesota Press, 2006) pp. 217-241.  
<http://www.deanspade.net/wp-content/uploads/2010/07/complianceisgendered1.pdf>

Betsy Lucal, "What it Means to be Gendered Me: Life on the Boundaries of a Dichotomous Gendered System" (1999) 13(6) *Gender and Society* 781-797  
<http://gas.sagepub.com/content/13/6/781.full.pdf+html>

#### 5. Workshop on language

##### Question Two: How does law and its tools shape the contours of debates for queer movements?

##### 1. The rights response: Formal Equality, Discrimination and Critique

##### Article:

Douglas Sanders, "Constructing Gay and Lesbian Rights" (1994) 9 *Canadian Journal of Law and Society* 99  
[http://heinonline.org/HOL/Page?handle=hein.journals/cjls9&div=23&collection=journals&set\\_a\\_s\\_cursor=5&men\\_tab=srchresults](http://heinonline.org/HOL/Page?handle=hein.journals/cjls9&div=23&collection=journals&set_a_s_cursor=5&men_tab=srchresults)

Brenda Cossman, "Lesbians, Gay Men, and the Canadian Charter of Rights and Freedoms" (2002) 40 *Osgoode Hall Law Journal* 223-249

[http://www.ohlj.ca/archive/articles/40\\_34\\_cossman.pdf](http://www.ohlj.ca/archive/articles/40_34_cossman.pdf)

Lise Gotell, "Queering Law? Not by Vriend" (2002) 17 *Canadian Journal of Law and Society* 89-113

[http://heinonline.org/HOL/Page?handle=hein.journals/cjls17&div=8&g\\_sent=1&collection=journals](http://heinonline.org/HOL/Page?handle=hein.journals/cjls17&div=8&g_sent=1&collection=journals)

### **Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

Introductions from chapters one, two and three:  
Choose one case for discussion

### **Popular culture:**

Jane Rule, *Desert of the Heart; Desert of the Heart*; PS8585 U5D47 McPherson Library  
Alison Bechdel, *Fun Home: A Family Tragicomedy* (Boston: Houghton Mifflin Company, 2006)

## **2. Case Study: Heteronormativity/Polygamy/Marriage**

### **Articles (read three of five):**

Susan Boyd and Claire Young, "Losing the Feminist Voice? Debates on Legal Recognition of Same-Sex Partnerships in Canada" (2006) 14 *Feminist Legal Studies* 213

<http://faculty.law.ubc.ca/boyd/pdf/fls.pdf>

Gillian Calder, "Penguins and Polyamory: The Essence of Marriage" (2009) 21(1) *Canadian Journal of Women and the Law* 55-89

[http://muse.jhu.edu/journals/canadian\\_journal\\_of\\_women\\_and\\_the\\_law/v021/21.1.calder02.html](http://muse.jhu.edu/journals/canadian_journal_of_women_and_the_law/v021/21.1.calder02.html)

Robert Leckey, "Profane Matrimony" (2006) 21 *Canadian Journal of Law and Society* 1

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1140692](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1140692)

Cheshire Calhoun, "Who Afraid of Polygamous Marriage: Lessons for Same Sex Marriage Advocacy from the History of Polygamy"

[http://heinonline.org/HOL/Page?handle=hein.journals/sanlr42&div=59&g\\_sent=1&collection=journals&set\\_as\\_cursor=clear](http://heinonline.org/HOL/Page?handle=hein.journals/sanlr42&div=59&g_sent=1&collection=journals&set_as_cursor=clear)

Elizabeth Emens, "Monogamy's Law: Compulsory Monogamy and Polyamorous Existence"

(2004) 29 *New York University Review of Law and Social Change* 277

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=506242](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=506242)

**Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

Introduction to chapter fourteen, pp. 339-345

Choose one case

And also:

Reference re: *Section 293 of the Criminal Code*, <http://www.courts.gov.bc.ca/jdb-txt/SC/11/15/2011BCSC1588.htm>

**Popular culture:**

One season: *Big Love*

**Question Three: How are issues of identity engaged in the formation of the legal family?**

**1. Queer Families/Queer Kids and New Reproductive Technologies**

**Articles (read three of five):**

Fiona Kelly, “(Re)forming Parenthood: The Assignment of Legal Parentage within Planned Lesbian Families” (2008-2009) 40 *Ottawa Law Review* 185

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1683581](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1683581)

Susan Boyd, “Gendering Legal Parenthood: Biogenetic Ties, Intentionality and Responsibility” (2007) 25 *Windsor Access to Justice Yearbook* 63-94

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=962236](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=962236)

Angela Cameron, “*D.W.H. v. D.J.R.* 2007 ABCA 57 : Regulating the (Outlaw) Queer Family: *The Assisted Human Reproduction Act*” (2008) 24 *Canadian Journal of Family Law* 101-118

[http://heinonline.org/HOL/Page?handle=hein.journals/cajfl24&div=6&g\\_sent=1&collection=journals](http://heinonline.org/HOL/Page?handle=hein.journals/cajfl24&div=6&g_sent=1&collection=journals)

Sean MacDonald, “Acknowledging the Rainbow: The Need for the Legitimization of Lesbian, Gay, Bisexual and Transgender Youth in Canadian School” (2006) 16 *Education and Law Journal* 183

<http://proquest.umi.com/pqdlink?Ver=1&Exp=01-02-2017&FMT=7&DID=1183590171&RQT=309&cfc=1>

Eva Kosofsky Sedgwick, "How to Bring your Kids up Gay: The War on Effeminate Boys" (1991) 29 *Social Text* 18-27

<http://www.jstor.org/stable/466296?seq=1>

**Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

Chapter 11, pp. 253-257

Choose one case

And also:

**Pratten v. British Columbia (Attorney General), 2011 BCSC 656**

<http://www.canlii.org/en/bc/bcsc/doc/2011/2011bcsc656/2011bcsc656.html>

**Popular culture:**

*Ma Vie En Rose*, Music and Media Desk, Call Number PN1997 M195

## 2. Indigeneity, Race and Intersecting Lives

**Article (read three of four):**

Val Napoleon, "The Raven's Garden: A Discussion about Aboriginal Sexual Orientation and Transgender Issues" (2002) 17 *Canadian Journal of Law and Society* 211-217

[http://heinonline.org/HOL/Page?handle=hein.journals/cjls17&div=21&collection=journals&set\\_as\\_cursor=2&men\\_tab=srchresults](http://heinonline.org/HOL/Page?handle=hein.journals/cjls17&div=21&collection=journals&set_as_cursor=2&men_tab=srchresults)

Smith, Andrea. "Queer Theory & Native Studies: The Heteronormativity of Settler Colonialism," *GLQ: A Journal of Gay & Lesbian Studies* 16, nos. 1-2 (2010): 41-68

<http://glq.dukejournals.org/content/16/1-2/41.abstract>

Suzanne J. Lenon, "Marrying Citizens! Raced Subjects? Rethinking the Terrain of Equal Marriage Discourse" (2005) 17 *Canadian Journal of Women and the Law* 405-421

<http://heinonline.org/HOL/Page?handle=hein.journals/cajwol17&collection=journals&page=405>

Siobhan B. Somerville, "Queer Loving" (2005) 11.3 *Gay Legal Quarterly* 335-370

<http://glq.dukejournals.org/content/11/3/335.short>

**And please read:**

<http://royalcaute.blogspot.com/2008/03/why-poem-by-bob-flanagan.html>

**Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

[tice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf](#)

Chapter 12, pp. 285-289

Choose one case:

**Popular culture:**

*Milk*, Music and Media Desk, Call Number PN1997.2 M55

**Question four: Can law embrace more than two genders?**

**1. Transgendered Lives**

**Article (read three of four):**

Sharon Cowan, "We Walk Among You: Trans Identity Politics Goes to the Movies" (2009) 21 *Canadian Journal of Women and the Law* 91-118

[http://muse.jhu.edu/journals/canadian\\_journal\\_of\\_women\\_and\\_the\\_law/v021/21.1.cowan.pdf](http://muse.jhu.edu/journals/canadian_journal_of_women_and_the_law/v021/21.1.cowan.pdf)

Graham Mayeda, "Re-Imagining Feminist Theory: Transgender Identity, Feminism and the Law" (2005) 17 *Canadian Journal of Women and the Law* 423

[http://heinonline.org/HOL/Page?handle=hein.journals/cajwol17&div=33&collection=journals&set\\_as\\_cursor=1&men\\_tab=srchresults](http://heinonline.org/HOL/Page?handle=hein.journals/cajwol17&div=33&collection=journals&set_as_cursor=1&men_tab=srchresults)

Read something from Dean Spades's website: <http://www.deanspade.net/writing/>

Susan Stryker, "My Words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage" (1994) 1(3) *GLQ: A Journal of Lesbian and Gay Studies* 237-254

<http://glq.dukejournals.org/content/1/3/237.short>

**Case-law:**

<http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>

Introductions to chapters 7, 8 or 9

Choose one case

**Popular culture:**

*Cabaret*, *Transamerica*, *Hedwig and the Angry Inch*

Documentary: Thomas Beattie; Toilet Training

Photography

**2. Queer Theory in Action: Play-reading**