COURSE DESCRIPTION
This seminar will be structured to use the relationship between law, gender and sexuality to explore fundamental questions about law. The course, in both process and substance, will enable students to challenge how law regulates the lives of 2SLGBTQQIA+ folk, and the social, cultural and economic impact of this regulation.

The course will include a performative dimension, the parameters of which will be set over the summer months. In previous years students have been required to be part of a collaborative play-reading initiative: http://www.timescolonist.com/entertainment/uvic-law-school-sponsors-reading-of-same-sex-marriage-play-1.90054 http://www.uvic.ca/law/home/news/archive/8theplay.php

This year the course will aim to engage with the intersections of gender expression, Indigeneity, inter-societal identity, class, and disability, amongst other dimensions of sexual identity, paying particular attention to queering law in a global context.

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 within Canada, with attention to explanations of intersecting inequalities such as gender, race, class and sexual identity across colonial contexts;
• invite you to think critically about individualistic conception of sexuality;
• discuss recent legal changes in same-sex marriage and LGBT parenting across the world, with an aim to offer you the opportunities to develop critical perspectives to legal reforms;
• encourage you to think about how law operates in society through the discussion of 2SLGBTQQIA+ folk’s engagement with and resistance to law in a global context;
• 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.

TEACHING METHODOLOGY
This course will be taught as a seminar in two one and a half hour breaks. Each week one class will be dedicated to course readings and discussion, and the other class will be dedicated to putting those theoretical materials into action. The goal is to have an active and engaged class room environment. In this regard, it is our expectation that students will have read and thought about the assigned materials, and come to class prepared to discuss or perform them. Students will be responsible for facilitating class discussions on a rotating basis. The course will also use innovative pedagogy, where possible, to challenge students to think critically about the ways in which we learn law at law schools in Canada today.

EXPECTED EVALUATION METHODOLOGY
The course will be evaluated by research project, the medium of which will be discussed in class, and by class participation. There will not be an examination in this course. There will be an opportunity for students to fulfill their major paper requirement in this course.

1 The information in this document is provided for course registration purposes only and is subject to change. More detailed course information about course content and evaluation will be provided upon the commencement of the course. Students seeking additional information about the course prior to its commencement may contact the instructor or, if no instructor is listed, the Manager of Academic Administration and Student Services (lawmaass@uvic.ca).