

*Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.  
We are all treaty people*

The following information is for quick reference; the full syllabus can be found below.

PHIL 4070 / 5070 : Topic in the Philosophy of Psychology, Fall 2022  
**Philosophy on the Spectrum: The Philosophy of Autism and Autistic Philosophy**  
 Syllabus 'Cheat-Sheet'

**Course Info.** (More details provided in Section 1, Pages 2-4)

**Room:** McCain ARTS & SS, Room 2184; **Time:** T 14:35 - 17:25 Atlantic

**Contact:** Dr. Travis LaCroix, [tl@dal.ca](mailto:tl@dal.ca), Marion McCain 3180, **Office Hours** by Appointment

**Important Dates.**

**06 Sep. 2022:** Classes begin – Fall term

**16 Sep. 2022:** Last day to add / change classes

**03 Oct. 2022:** Last day to drop without a 'W'

**10 Oct. 2022:** Thanksgiving, University closed

**01 Nov. 2022:** Last day to drop with a 'W'

**07 Nov. 2022:** Fall break begins

**11 Nov. 2022:** Fall break ends

**07 Dec. 2022:** Classes end – fall term

**Textbooks and Readings.** (More details provided in Section 2, Pages 4-18; Appendix A, Pages 26-34)

**Required:** Julia Bascom (ed.). 2012. *Loud Hands: Autistic People, Speaking*. (\$15.76 at Dalhousie Bookstore)

**Remaining required readings** will be made available on Brightspace.

**Schedule of Topics.** (More details provided in Section 2, Pages 4-18)

**PART I: HISTORY OF AUTISM**

**WEEK 1,** Sept. 06, **Lecture**, Introduction to the Course; Autism Today

**WEEK 2,** Sept. 13, **Lecture**, 1910-1970: Diagnosis and 'Discovery'; Refrigerator Mothers

**WEEK 3,** Sept. 20, **Lecture**, 1960-1990: Parent Advocacy; Treatments

**WEEK 4,** Sept. 27, **Lecture**, 1980-2010: The 'Autism Wars'; Awareness; Vaccines; Epidemics

**WEEK 5,** Oct. 04, **Lecture**, 1990-Present: Autistic Self-Advocacy; Neurodiversity; **Seminar**, Mindblindness

**PART II: THE PHILOSOPHY OF AUTISM**

**WEEK 6,** Oct. 11, **Seminar**, The Philosophy of Autism, Module 1 (TBA in week 5)

**WEEK 7,** Oct. 18, **Seminar**, The Philosophy of Autism, Module 2 (TBA in week 5)

**WEEK 8,** Oct. 25, **Seminar**, The Philosophy of Autism, Module 3 (TBA in week 5)

**WEEK 9,** Nov. 01, **Seminar**, The Philosophy of Autism, Module 4 (TBA in week 5)

**WEEK 10,** November 8, **FALL BREAK:** No Class; University Open

**PART III: AUTISTIC PHILOSOPHY OF AUTISM**

**WEEK 11,** Nov. 15, **Seminar**, Autistic Philosophy, Module 1 (TBA in week 5)

**WEEK 12,** Nov. 22, **Seminar**, Autistic Philosophy, Module 2 (TBA in week 5)

**WEEK 13,** Nov. 29, **Seminar**, Autistic Philosophy, Module 3 (TBA in week 5)

**WEEK 14,** Dec. 06, **Seminar**, Autistic Philosophy, Module 4 (TBA in week 5); Research Presentations

**WEEK 15,** Dec. 13, Final papers due

**WEEK 16,** Dec. 20, Self-evaluations due

**Grade Breakdown.** (More details provided in Section 3, Pages 19-21)

20% Attendance and Participation, *Ongoing*

40% **PHIL 4070 Only:** Weekly Reflections, *Ongoing. Every Monday.*

20% **PHIL 5070 Only:** Weekly Reflections, *Ongoing. Every Monday.*

20% **PHIL 4070 Only:** 'Research' Project and Presentation. *December 06*

30% **PHIL 5070 Only:** Professionalization Projects. *Ongoing*

20% **PHIL 4070 Only:** Short Paper. *Nov. 29 (Optional Draft); Dec. 13 (Final).*

30% **PHIL 5070 Only:** Research Paper. *Nov. 29 (Draft); Dec. 13 (Final).*

2% Course evaluation game (bonus). *SLEQ deadline.*

0% Self-assessment. *December 20.*

**Complete Course Policies and University Statements provided in Sections 4, 5, & 6; Pages 21-25**

**Dalhousie University**  
Faculty of Arts and Social Science  
PHIL 4070 / 5070 : Topics in Philosophy of Psychology  
Fall 2022, 3 Credit Hours, Seminar

**Philosophy on the Spectrum:  
The Philosophy of Autism and Autistic Philosophy**

## 1. COURSE INFORMATION

**1.1. Territorial Acknowledgement.** Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all treaty people.

### 1.2. Instructor Information.

|                      |   |
|----------------------|---|
| <b>Instructor</b>    | Dr Travis LaCroix   |
| <b>Pronunciation</b> | // TRA-viss LA-kwah //  |
| <b>Office</b>        | Marion McCain, Room 3180  |
| <b>Office Hours</b>  | By appointment, <a href="https://calendly.com/tlacroix">https://calendly.com/tlacroix</a> |
| <b>Email</b>         | <a href="mailto:tlacroix@dal.ca">tlacroix@dal.ca</a>                                      |

### 1.3. Course Times + Location.

|                  |                                      |
|------------------|--------------------------------------|
| <b>Time</b>      | T 14:35 - 17:25 Atlantic             |
| <b>Delivery</b>  | In-Person, except if otherwise noted |
| <b>Location:</b> | McCain ARTS & SS, Room 2184          |

### 1.4. Important Dates.

|             |   |
|-------------|---|
| 05 Sep 2022 | Labour Day – University closed          |
| 06 Sep 2022 | Classes begin – Fall term               |
| 16 Sep 2022 | Last day to add / change classes        |
| 03 Oct 2022 | Last day to drop without a 'W' notation |
| 10 Oct 2022 | Thanksgiving Day – University closed    |
| 1 Nov 2022  | Last day to drop with a 'W' notation    |
| 07 Nov 2022 | Fall break begins                       |
| 11 Nov 2022 | Fall break ends                         |
| 07 Dec 2022 | Classes end – fall term                 |

**1.5. Calendar Course Description.** In this seminar course, students focus on a particular topic in the philosophy of psychology and investigate it in detail. When the course is offered, the topic is assigned by the Department at the end of the preceding academic year and is then posted at the Department and in the Faculty's timetable on the Web.

### 1.6. Description of Class Format

Barring any contingencies owing to university, provincial, or federal guidelines in response to the ongoing global pandemic, this course will be offered (primarily) in-person, and it will (primarily) take the format of a seminar—i.e., our meeting will consist primarily of collaborative discussion rather than lectures. If we need to switch the format at some point in the semester, this information will be posted on the course webpage (<https://dal.brightspace.com>) under 'announcements'. See Section 4.4. for information on Covid-19.

**1.7. Minimal Technical Requirements.** This course will utilise D2L's Brightspace Learning Management System for readings, announcements, assignment submission, additional discussion, etc. If using a **PC (Windows)** or a **Mac (Mac OS)** it is recommended that you use **Firefox** to access Brightspace since some other browsers (Internet Explorer, Edge, Safari), may not fully support the software. Brightspace can be accessed at <https://dal.brightspace.com>. You will also need a Microsoft Teams account to attend virtual office hours if you choose to book an appointment.

**1.8. Prerequisites.** (PHIL 4070) At least two previous credits in philosophy or instructor permission.

**1.9. Cross-Listing.** PHIL 5070.

**1.10. Course Rationale.** The philosophy of autism is not (yet) a subfield of philosophy. However, autism provides a philosophically rich vehicle for diverse ways of understanding the world and reflexively criticizing philosophical and scientific theories and practice. This course intends to explore these subjects and their relations in more detail.

**1.11. Course Learning Outcomes.** This course is structured to provide students with an in-depth examination of content that is specific to autism spectrum disorders coupled with an opportunity to hone the critical thinking and communication skills that are relevant to students across all areas of study. Upon completion of this course, students should be able to:

- Discuss the historical and social origins of autism spectrum disorders (ASD).
- Describe ASD diagnostic features as well as assessment, and treatment of ASD in the present day.
- Understand controversies that currently characterize the ASD literature regarding prevalence, etiology, and neurodiversity/difference in addition to identifying the characteristics of the neurodiversity discourse and understanding the goals and motives of its proponents.
- Think critically and independently about (philosophical, ethical, scientific, political, etc.) issues in ASD research.
- Explain scientific facts, concepts, and theoretical perspectives verbally and in writing to individuals with varied backgrounds (e.g., fellow students, your instructor, a lay audience), in addition to cross-cultural, gendered, and political perspectives on ASD.
- Use analytic tools to understand the experiences of those on the autism spectrum, in order to, among other things, examine the benefits and reliability of the scholarly literature.
- Critically evaluate texts that deal with autism either directly or indirectly, while placing an emphasis on the category's social and cultural aspects as well as giving sufficient attention to the narratives of those who are themselves on the autism spectrum.

**1.12. Required Texts.** The following text is required for this course; a hard copy should be available at the Dalhousie Bookstore (\$15.76) by the start of the semester.

Julia Bascom (ed.). 2012. *Loud Hands: Autistic People, Speaking*. Washington, DC: The Autistic Press.

All the other required readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>. Details about the readings are given in the course schedule below.

**1.13. Detailed Course Description.**

‘The very idea of an autistic person is a philosophical one’  
- Stuart Murray (2012) *Autism*

This course is about autism and philosophy. According to Kenneth Richman, the philosophy of autism is not (yet) a subfield of philosophy. Instead, philosophical work on autism falls mostly under ethics, philosophy of mind, philosophy of psychology, or philosophy of medicine. However, as we shall see, the autism spectrum provides a philosophically rich vehicle for considering philosophical perspectives in a much wider array of subfields and topics.

Owing to the nature of the subject, the presentation of this course will not be structured like a ‘typical’ philosophy seminar. Because of stigma, misinformation, and confusion surrounding autism, we will begin our seminar (Weeks 2-5) with an historical overview of autism as a diagnosis in the early-mid twentieth century. The first part of the course will be primarily lecture-based, with some in-class activities. To gain a better understanding of autism from within autism, the ‘readings’ for these weeks will consist in videos, essays, stories, blog posts, etc. told from an autistic perspective. The rest of the semester (Weeks 6-14) we will continue in a seminar format. Our discussions will span a variety of philosophically rich topics in the philosophy of autism and autistic approaches to philosophy. Details are given in the course schedule (Section 2).

**Content Warning:** Throughout this course, discussions may include content that some find offensive or disturbing, including but not limited to offensive language (such as outdated terms), descriptions of violence (such as self-harm, filicide, sexual assault, abuse), and ableism.

## 2. COURSE SCHEDULE

### 2.1. Summary of Topics.

#### PART I: THE HISTORY OF AUTISM

The first part of the course will comprise *lectures* and *in-class activities* on the *history of autism*. The accompanying required ‘readings’ for these lectures will consist primarily of articles, blog posts, videos, etc. created by autistics.

|               |  |
|---------------|--|
| <b>Week 1</b> | Introduction to the Course; Autism Today                     |
| <b>Week 2</b> | 1910-1970: Diagnosis and ‘Discovery’; Refrigerator Mothers   |
| <b>Week 3</b> | 1960-1990: Parent Advocacy; Treatments                       |
| <b>Week 4</b> | 1980-2010: The ‘Autism Wars’; Awareness; Vaccines; Epidemics |
| <b>Week 5</b> | 1990-Present: Autistic Self-Advocacy; Neurodiversity; ToM    |

#### PART II: THE PHILOSOPHY OF AUTISM

The second part of this course will comprise *seminars* on four modules on the *philosophy of autism*. The specific topic of each of these modules will be determined by an in-class vote no later than Week 4 (September 27). The module topics and some key questions asked are given in a table below (Sec. 2.2). The course schedule will be finalised no later than Week 5 (October 4).

|                |  |
|----------------|--|
| <b>Week 6</b>  | Philosophy of Autism, Module 1                 |
| <b>Week 7</b>  | Philosophy of Autism, Module 2                 |
| <b>Week 8</b>  | Philosophy of Autism, Module 3                 |
| <b>Week 9</b>  | Philosophy of Autism, Module 4                 |
| <b>Week 10</b> | <i>FALL BREAK — No Class (University Open)</i> |

#### PART III: AUTISTIC PHILOSOPHY

The third part of this course will comprise *seminars* on four modules on *autistic philosophy*. The specific topic of each of these modules will be determined by an in-class vote no later than Week 4 (September 27). The module topics and some key questions asked are given in a table below (Sec. 2.2). The course schedule will be finalised no later than Week 5 (October 4).

|                |   |
|----------------|---|
| <b>Week 11</b> | Autistic Philosophy, Module 1                         |
| <b>Week 12</b> | Autistic Philosophy, Module 2                         |
| <b>Week 13</b> | Autistic Philosophy, Module 3                         |
| <b>Week 14</b> | Autistic Philosophy, Module 4; Research Presentations |

## 2.2. Module Descriptions (Part II and III).

Below are listed the module topics available for Parts II and III of our seminar discussion. You will vote on the module topics that most interest you, and the final course schedule will be set and announced on Brightspace by Week 5 of the semester (Tuesday, October 4).

To aid in your ranking of the topics, I have listed a number of the *types* of questions (non-exhaustive) that may be explored under the heading of such a module topic. Sometime before Week 4, you should read through these and think about which questions you are most interested in exploring.

\* **Note:** the modules voted upon for Fall 2022 are denoted in **green text** below.

The complete list of readings associated with each possible module is provided in Appendix A.

| <b>Philosophy of Autism</b>   | <b>Autistic Philosophy</b>   |
|---|--|
| <p><b>Theory of Mind and ‘Mindblindness’</b></p> <ul style="list-style-type: none"> <li>• Do autistics lack a theory of mind?</li> <li>• What is the scientific evidence for this claim?</li> <li>• How should we understand or interpret the results of experiments regarding theory of mind?</li> <li>• What is the epistemological basis for children’s understanding of others’ minds?</li> </ul> <p><i>Note: This module will be mandatory and comprises our discussion topic for October 04.</i></p> <p><i>As such, this module will not be eligible for voting; however, it is included here for completeness.</i></p> | <p><b>The Philosophy of Mind</b></p> <ul style="list-style-type: none"> <li>• How does autism come to bear on philosophical thought about psychology and mind—e.g., the nature of and basis for understanding minds, or the relations among cognition, conation, and affect, or the structure of social emotions and the self, or the mechanisms of communication and thought?</li> <li>• Are we justified in introducing divisions among cognition, conation, and affect in characterizing early development?</li> <li>• How should we think about the origins of and basis for symbolic functioning?</li> <li>• Can consideration of autistic individuals help resolve philosophical debate in the philosophy of mind?</li> <li>• How does phenomenal experience (sensory, perceptual, and movement differences between autistics and neurotypicals) affect philosophical theories of mind?</li> <li>• What assumptions do philosophical theories of mind make? Can these theories accommodate neurodiversity?</li> <li>• Can neurodivergence inspire new theories of mind and cognition?</li> </ul> |
| <p><b>Politics of Autism</b></p> <ul style="list-style-type: none"> <li>• In what ways is an autism diagnosis, or the autism itself, inherently political?</li> <li>• How does the politicisation of diagnosis affect social policy recommendations?</li> </ul>   | <p><b>Neurodiversity</b></p> <ul style="list-style-type: none"> <li>• How does the concept of neurodiversity or ‘neuro-equality’ challenge current nosology that pathologizes the phenotypes associated with neurological/developmental disorders, like ASDs?</li> <li>• How does neurodiversity challenge extant social institutions that model a social hierarchy where</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• What are the (social, political, ethical) consequences of the widening diagnostic criteria for ASD?</li> <li>• Can autism and autism diagnosis be decoupled from the political?</li> <li>• How does research contrasting autistic and neurotypical populations affect the construction and understanding of autism?</li> <li>• Is professional diagnosis necessary to affirm membership in the autism community?</li> <li>• Can ‘autism’ be a meaningful and helpful classification even if it lacks scientific validity and biomedical utility?</li> </ul>   | <p>the interests or needs of individuals are ranked relative to what is regarded as ‘properly functioning’ cognitive capacities?</p> <ul style="list-style-type: none"> <li>• What limitations does the goal of neuro-equality face?</li> <li>• Can neurodiversity appeal to adaptivity and functionality? How does the autism spectrum allow (or disallow) such an appeal.</li> <li>• What does it mean to understand human difference in terms of deficits?</li> <li>• What is the deficit view of autism? What is the difference view of autism? What (social, political, normative, practical) implications do either of these views carry?</li> <li>• How best can we achieve a sophisticated and nuanced understanding of neurodiversity? How might this understanding inform research?</li> <li>• What is the relation between neurodiversity’s claim of natural variation and the value of autistic lives?</li> </ul> |
| <p><b>The Philosophy of Language</b></p> <ul style="list-style-type: none"> <li>• What can semantic theory tell us about the logical space of categorization when we refer to psychiatric conditions, like autism, as a ‘disease’?</li> <li>• How do philosophical theories about the indeterminacy of meaning apply to the explication of normative rules and understanding of social interaction?</li> <li>• How (well) do philosophical theories of linguistic meaning account for autistic speakers?</li> </ul>  | <p><b>Communication and Meaning</b></p> <ul style="list-style-type: none"> <li>• What is meaning? In what ways are neurotypical conceptions of meaning limiting in an autistic context?</li> <li>• How does autistic experience challenge extant notions of meaning in communicative or linguistic contexts?</li> <li>• What forms of communication, outside of language, are meaningful? In what ways?</li> <li>• Is it possible to ‘translate’ non-verbal autistic experience into the meaningful symbols of natural language?</li> <li>• What can the linguistic development of autistics tell us about meaning and language?</li> </ul>   |
| <p><b>Sex, Gender, and Misogyny</b></p> <ul style="list-style-type: none"> <li>• What ought we to conclude from apparent fact that autism seems to be significantly sexually dimorphic?</li> <li>• Given the discrepancy in diagnosis across genders, should we understand autism as an ‘extreme’ version of the ‘male brain’? What, if any, arguments have been produced for this equivalence?</li> <li>• What would we gain by seeing autism as a gendered disorder?</li> <li>• Does the history of autism diagnosis embed misogyny and sexism? How are these interrelations self-reinforcing?</li> <li>• What practical implications does diagnostic discrepancy have for individuals with autism?</li> </ul> | <p><b>Queerness and Social Norms</b></p> <ul style="list-style-type: none"> <li>• In what ways are the experiences of autistics analogous to other marginalised communities— e.g., the queer community?</li> <li>• How does autism interrelate with sex and gender identity?</li> </ul>   |

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|---|---|
| <p><b>Moral Responsibility</b></p> <ul style="list-style-type: none"> <li>• Are autistics (morally) responsible for their actions?</li> <li>• Should autism be treated as exculpatory?</li> <li>• How is the answer to this question influenced by (or dependent upon) explanatory models of autism?</li> </ul>   | <p><b>Moral Agency</b></p> <ul style="list-style-type: none"> <li>• Are moral emotions, like empathy, necessary for moral agency? If so, to what extent?</li> <li>• How is empathy characterized in the literature, and how crucial is empathy, so described, to moral understanding and agency?</li> <li>• What does autism tell us about extant philosophical theories of moral agency?</li> <li>• How does conceptual ambiguity (‘empathy’, ‘moral’, ‘agency’) come to bear on the characterisation of autism as a deficit, and what can autism tell us about these concepts?</li> </ul>   |
| <p><b>The Ethics of Autism</b></p> <ul style="list-style-type: none"> <li>• What ethically follows from categorising autism in one way or another?</li> <li>• What are the moral implications of the ontological status of autism?</li> <li>• What affect does the complexity of autism (aetiology, genetics, etc.) have on the ethics of autism research?</li> <li>• What social and ethical concerns arise from the search for or development of biomarkers and their clinical application (with respect to autism)?</li> <li>• How does the heterogeneity of autism, and the plasticity of autistic symptoms (in early childhood) affect the search for biomarkers?</li> <li>• Supposing a biomarker were discovered for autism, what implications might this have in the context of bioethics?</li> </ul> | <p><b>Flourishing, Well-Being, and the Good Life</b></p> <ul style="list-style-type: none"> <li>• Are existing philosophical theories of well-being suited for understanding how well the lives of autistic persons are going?</li> <li>• Do we need an account of well-being specifically for autistics?</li> <li>• What might philosophical research about well-being learn from autistic experience and phenomenology?</li> <li>• How do competing conceptions of difference, diversity, and disability affect philosophical theories of well-being?</li> <li>• What does a good life for an autistic person consist in?</li> <li>• Can we assume that autistic well-being is substantively the same as the well-being of non-autistic individuals?</li> <li>• What would an epistemology of well-being that is sensitive to autism look like?</li> <li>• How can relational accounts of equality or a capability theory of social justice be developed to account for the specific complexities of autism?</li> <li>• Does the specific nature of autism force us to rethink default accounts of justice, autonomy, and paternalism?</li> <li>• How can we appropriately take the heterogeneity of autistic people into account when thinking about justice?</li> </ul> |
| <p><b>Epistemology and Metaphysics of Science</b></p> <ul style="list-style-type: none"> <li>• Is the autism spectrum something which exists factually independent of our beliefs or is it a methodological convention adopted to classify individuals with some similarities of symptoms?</li> <li>• In the absence of biological markers for autism, how can we know when a person is autistic?</li> <li>• What justifies an autism diagnosis, and why are <i>those</i> the signs that justify the diagnosis?</li> <li>• To what ontological category does autism belong?</li> <li>• How does the heterogeneous nature of autism’s behavioural symptoms—and the underlying</li> </ul>   | <p><b>Autistic Kinds</b></p> <ul style="list-style-type: none"> <li>• What <i>kind</i> of thing is autism?</li> <li>• What are ‘looping effects’? Indifferent and interactive kinds? How do these categories help conceptualise autism as biological or socially constructed?</li> <li>• How do ‘looping processes’ affect biosocial communities of autistics?</li> <li>• If there is no underlying “gene-for” autism, how can we make sense of the continuing efforts to understand the complex genomic correlates of human disease, difference, and ancestry?</li> </ul>  |

|   |   |
|---|---|
| <p>genetic, neural, and cognitive mechanisms that produce them—frustrate ontological categorisation?</p> <ul style="list-style-type: none"> <li>In what ways are psychiatric diagnoses like autism (and the symptoms that underpin these diagnoses) epistemologically problematic?</li> </ul>   | <ul style="list-style-type: none"> <li>How have ‘looping processes’ changed [the genetic makeup of] autism over time?</li> <li>How do classifications of people affect the people thus classified?</li> </ul>   |
| <p><b>Models of Autism and Scientific Explanation</b></p> <ul style="list-style-type: none"> <li>How can scientific (genetic, cognitive) explanations accommodate the heterogeneity of autism?</li> <li>Can there be a unifying theory that could explain the manifold autistic symptoms? What proposals have been made for such a theory, and how do they accommodate the data?</li> <li>What is implied by models that focus on different aspects of autism?</li> <li>What are the mainstream theories/models of autism? What evidence exists for these theories? What are their limitations? How well do these explain autistic experience?</li> </ul>   | <p><b>The Philosophy of Science</b></p> <ul style="list-style-type: none"> <li>What is the ontological status of autism?</li> <li>In what ways do positivist methodologies in cognitive psychology and science assume that there is a set of definable social norms and rules that exist for people to follow, and how do these assumptions affect scientific theories surrounding autism?</li> <li>How can the subjective experience of autistics aid the scientific modelling of autism?</li> <li>What role does autistic testimony have to play in autism science?</li> <li>How do traditional philosophies of science (positivism, interpretivism, social constructivism) essentialise complex phenomena like autism? What consequences might this have for autistics?</li> </ul> |
| <p><b>Representation and Rhetoric</b></p> <ul style="list-style-type: none"> <li>How are autistics represented in various media?</li> <li>What are the material effects of autism discourse on the lives and bodies of people</li> <li>How does neuro-normativity affect dominant frames of recognition and cultural narrative surrounding autism?</li> <li>In what ways do academic representations of autistics fail to capture the realities of autistic lives?</li> <li>How does autistic autobiography, as a genre, create a ‘language of autism’?</li> <li>How does the diversity of autism challenge the ability to narrate or represent autistic stories?</li> <li>If autism is a narrative condition (routinely diagnosed through storytelling) who authors that narrative?</li> </ul> | <p><b>Testimonial and Epistemic Injustice</b></p> <ul style="list-style-type: none"> <li>Can a non-autistic person really know what autism is?</li> <li>Does the atypical neurology of autistic people affect their epistemic authority?</li> <li>Who has the epistemic authority to describe the reality or experience of autistics?</li> <li>Are there distinctive kinds of epistemic injustices against autists? If so, how can this help us further appreciate dangers and harms of using interpretive frameworks for autistic experience that neglect the contributions of autistics?</li> <li>How might epistemic injustice negatively affect flourishing or wellbeing among individuals with neurodivergent disabilities?</li> </ul>   |
| <p><b>Empathy and Moral Emotions</b></p> <ul style="list-style-type: none"> <li>What empirical evidence exists for the claim that autistics lack empathy?</li> <li>What is the conceptual relation between empathy and theory of mind?</li> <li>Does a lack of empathy adequately account for the behavioural characteristics of autistics?</li> <li>What do tests of empathy measure?</li> <li>How can a theory of emotion account for differences between neurotypicals and autistics?</li> </ul>   | <p><b>Autistic Ethics</b></p> <ul style="list-style-type: none"> <li>How does autism confront notions embedded in moral philosophy?</li> <li>What can autism tell us about the connections between ethics and norms?</li> <li>How can (or ought) ‘autism sensitivity’ inform an epistemology of well-being? What consequences might this have for extant moral theories?</li> <li>How can we make sense of differences in autistic and neurotypical moral thinking? What consequences might this hold for normativity?</li> </ul>   |



**2.3. Detailed Course Schedule.** This is an upper-level / graduate course, so you should expect (and plan for) approximately 73.67 pages of reading in any given week.

Except where otherwise noted, all of the required readings for this course will be made available online through the Learning Management System, <https://dal.brightspace.com/>.

For the readings listed below, the symbol ‘♥’ denotes that the author (or at least one of the authors) is autistic (or neurodivergent). The symbol ‘♦’ denotes that the author (or at least one of the authors) is the parent of an autistic person. (Note that this categorisation will be incomplete, owing to availability and disclosure of information.)

| Week 1   | Introduction to the Course  |
|----------|---|
| 06 Sept. | <p><b><i>Deadlines</i></b></p> <p style="text-align: center;"><i>Pre-Assessment Survey</i> (‘Knowledge Check’, to be completed in class)</p> <p><b><i>Required Readings:</i></b></p> <p style="padding-left: 40px;">Syllabus</p> <p style="padding-left: 40px;">♥ Liane Holliday Willey. 1999. ‘Survival Skills for AS College Students’ Appendix II in <i>Pretending to Be Normal: Living with Asperger’s Syndrome</i> London: Jessica Kingsley Publishers. 131-140.</p> <p><b><i>Meeting Schedule</i></b></p> <p style="padding-left: 40px;"><b>14:35 - 15:25 — Introductions; In-Class Activity:</b> Knowledge Check<br/> <b>15:25 - 15:35 — Break 1</b><br/> <b>15:35 - 16:25 — Lecture 1:</b> Syllabus<br/> <b>16:25 - 16:35 — Break 2</b><br/> <b>16:35 - 17:25 — Lecture 2:</b> Autism Today</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p style="padding-left: 40px;">Weekly Reflection (Discussion Board): on Required Readings, Week 2</p> |
| Week 2   | The History of Autism I: 1910 - 1970  |
| 13 Sept. | <p><b><i>Deadlines</i></b></p> <p style="padding-left: 40px;">Weekly Reflection (Discussion Board): on Required Readings, Week 2</p> <p><b><i>Required Reading</i></b></p> <p style="padding-left: 40px;"><b>Available in Julia Bascom (ed.). 2012. <i>Loud Hands: Autistic People, Speaking</i> Washington DC: The Autistic Press —</b></p>  |

13 Sept.  
(Cont'd)

- ♥ Jim Sinclair. 'Why I dislike "Person First" Language' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 223-225.
- ♥ Amy Sequenzia. 'Non-Speaking, Low Functioning' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 159-161.
- ♥ Julia Bascom. 2012. 'Quiet Hands' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 177-182.

**Available Online (Brightspace, Course webpage) —**

- ♥ Anand Prahlad. 2017. 'The Pillows are Crying' *The Secret Life of a Black Aspie* Fairbanks: The University of Alaska Press. 45-58.
- ♥ Columbia Daily Tribune. 2017. 'MU professor Anand Prahlad reads an excerpt from his new memoir'. <https://youtu.be/RPmxKIWOUZQ>. [Corresponding to Prahlad (2017) 53-54]
- ♥ Simon Cushing. 2013. 'Autism: The Very Idea' in Jami L. Anderson and Simon Cushing (Eds.) *The Philosophy of Autism*. Lanham, MD: Rowman and Littlefield. 17-45.

**Meeting Schedule**

**14:35 - 15:25 — Lecture 3:** Diagnosis and 'Discovery'  
**15:25 - 15:35 — Break 1**  
**15:35 - 16:25 — In-Class Activity**  
**16:25 - 16:35 — Break 2**  
**16:35 - 17:25 — Lecture 4:** Refrigerator Mothers

**Homework (Due Subsequent Week)**

Weekly Reflection (Discussion Board): on Required Readings, Week 3

**Optional Reading**

- ♥ Hannah Gadsby. 2020. *Douglas*. Netflix.

**Additional Resources**

Leo Kanner. 1943. 'Autistic Disturbances of Affective Contact' *Nervous Child* 2(3): 217-250.

Asperger, Hans. 1944. 'Die „Autistischen psychopathen" im kindesalter' *Archiv für psychiatrie und nervenkrankheiten* 117(1): 76-136.

Leo Kanner. 1971. 'Follow-up Study of Eleven Autistic Children Originally Reported in 1943' *Journal of Autism and Childhood Schizophrenia* 1:2, 119-145.

- ♥ Majia Holmer Nadesan. 2005. *Constructing Autism: Unravelling the 'Truth' and Understanding the Social*. New York: Routledge.

Adam Feinstein. 2010. *A History of Autism: Conversations with the Pioneers*. West Sussex: Wiley-Blackwell.

Mitzi Waltz. 2013. *Autism: A Social and Medical History*. Basingstoke: Palgrave MacMillan.

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|               | <p>Steve Silberman. 2015. <i>NeuroTribes: The Legacy of Autism and the Future of Neurodiversity</i>. New York: Avery.</p> <p>John Donvan and Caren Zucker. 2016. <i>In a Different Key: The Story of Autism</i>. New York: Broadway Books.</p> <p>Bonnie Evans. 2017. <i>The Metamorphosis of Autism: A History of Child Development in Britain</i>. Manchester: Manchester University Press.</p> <p>Herwig Czech. 2018. Hans Asperger, National Socialism, and “Race Hygiene” in Nazi-Era Vienna’ <i>Molecular Autism</i> 9: 29.</p>   |
| <b>Week 3</b> | <b>The History of Autism II: 1960 - 1990</b>  |
| 20 Sept.      | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 3</p> <p><b><i>Required Reading</i></b></p> <p><b>Available in Julia Bascom (ed.). 2012. <i>Loud Hands: Autistic People, Speaking</i> Washington DC: The Autistic Press —</b></p> <ul style="list-style-type: none"> <li>♥ Cal Montgomery. 2012. ‘Critic of the Dawn’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 71-87.</li> <li>♥ Anonymous. 2012. ‘Becoming Autistic, Becoming Disabled’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 153-158.</li> <li>♥ Zoe Gross. 2012. ‘Killing Words’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 238-240.</li> <li>♥ Shain Neumeier, <i>JD</i>. 2012. ‘Inhumane Beyond All Reason: The Torture of Autistics and Other People with Disabilities at the Judge Rotenberg Center’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 204-219.</li> </ul> <p><b>Available Online (Brightspace, Course webpage) —</b></p> <ul style="list-style-type: none"> <li>♥ Jim Sinclair. 1992. “Bridging the Gaps: An Inside-Out View of Autism (Or, Do You Know What I Don't Know?)” in Eric Schopler and Gary B. Meslbov (Eds.) <i>High-functioning Individuals with Autism</i> New York: Plenum Press. 294-302.</li> </ul> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25 — Lecture 5: The Mothers Strike Back!</b><br/> <b>15:25 - 15:35 — Break 1</b><br/> <b>15:35 - 16:25 — In-Class Activity</b><br/> <b>16:25 - 16:35 — Break 2</b><br/> <b>16:35 - 17:25 — Lecture 6: Treatments and Education</b></p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 4</p> |

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|               | <p><b>Survey:</b> Vote for Course modules for Part II and Part III of the course</p> <p><b>Additional Resources</b></p> <p>Gil Eyal, Brendan Hart, Emine Onculer, Neta Oren, and Natasha Rossi. 2010. <i>The Autism Matrix: The Social Origins of the Autism Epidemic</i>. Cambridge: Polity Press.</p> <p>Laura Schreibman. 2005. <i>The Science and Fiction of Autism</i>. Cambridge, MA: Harvard University Press.</p>  |
| <b>Week 4</b> | <b>The History of Autism III: 1980 - 2010</b>  |
| 27 Sep.       | <p><b>Deadlines</b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 4<br/> <b>Survey:</b> Vote for Course modules for Part II and Part III of the course</p> <p><b>Meeting Schedule</b></p> <p><b>14:35 - 15:25 — Lecture 7:</b> Awareness, the ‘Spectrum’, and the ‘Autism Wars’<br/> <b>15:25 - 15:35 — Break 1</b><br/> <b>15:35 - 16:25 — In-Class Activity</b><br/> <b>16:25 - 16:35 — Break 2</b><br/> <b>16:35 - 17:25 — Lecture 8:</b> Epidemics and Vaccines</p> <p><b>Required Reading</b></p> <p><b>Available in Julia Bascom (ed.). 2012. <i>Loud Hands: Autistic People, Speaking</i> Washington DC: The Autistic Press —</b></p> <ul style="list-style-type: none"> <li>♥ Ari Ne’eman. 2012. ‘The Future (and the Past) of Autism Advocacy, or Why the ASA’s Magazine, <i>The Advocate</i>, Wouldn’t Publish This Piece’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 88-97.</li> <li>♥ Penni Winter. 2012. ‘Loud Hands &amp; Loud Voices’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 115-128.</li> <li>♥ Jim Sinclair. 2012. ‘Don’t Mourn for Us’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 15-21.</li> <li>♥ Nick Walker. 2012. ‘Throw Away the Master’s Tools: Liberating Ourselves from the Pathology Paradigm’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 225-237.</li> <li>♥ Amanda Forest Vivian. 2012. ‘Passing as Ethics: A Primer’ in Julia Bascom (Ed.) <i>Loud Hands: Autistic People Speaking</i> Washington, DC: The Autistic Press. 249-251.</li> </ul> <p><b>Available Online (Brightspace, Course webpage) —</b></p> <p>Sven Bölte and Kenneth A. Richman. 2019. ‘Hard Talk: Does Autism Need Philosophy?’ <i>Autism</i> 23(1): 3-7.</p> |

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|               | <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 5</p> <p><b><i>Additional Resources</i></b></p> <p>David Kirby. 2005. <i>Evidence of Harm: Mercury in Vaccines and the Autism Epidemic: A Medical Controversy</i>. New York: St. Martin's Press.</p> <p>Paul A. Offit. 2008. <i>Autism's False Prophets: Bad Science, Risky Medicine, and the Search for a Cure</i>. New York: Columbia University Press.</p> <p>Brian Deer. 2020. <i>The Doctor Who Fooled the World: Science, Deception, and the War on Vaccines</i>. Baltimore: Johns Hopkins University Press.</p> <p>Anne McGuire. 2016. <i>War on Autism: On the Cultural Logic of Normative Violence</i>. Ann Arbor: University of Michigan Press.</p>  |
| <b>Week 5</b> | <b>The History of Autism IV: 1990 - Present</b>  |
| 04 Oct.       | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 5</p> <p><b><i>Required Reading</i></b></p> <p>Simon Baron-Cohen, Alan M. Leslie, and Uta Frith. 1985. 'Does the Autistic Child Have a "Theory of Mind?"' <i>Cognition</i> 21(1): 37-46.</p> <p>Uta Frith and Francesca Happé. 1999. 'Theory of Mind and Self-Consciousness: What Is It Like to be Autistic?' <i>Mind &amp; Language</i> 14(1): 82-89.</p> <p>Diana Raffman. 1999. 'What Autism May Tell Us About Self-Awareness: A Commentary on Frith and Happé' <i>Mind &amp; Language</i> 14(1): 23-31.</p> <p>♥ J. Blackburn, Katja Gottschewski, Elsa George, and Niki L. 2000. 'A Discussion About Theory of Mind: from an autistic perspective' presented at the <i>International Autism Europe Congress 2000</i>, Glasgow, 19-21 May 2000. <a href="http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/AR27/html">http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/AR27/html</a>.</p> <p>Jill Boucher. 2012. Putting theory of mind in its place: psychological explanations of the socio-emotional-communicative impairments in autistic spectrum disorder. <i>Autism</i> 16(3): 226-246.</p> <p>♥ Morton Ann Gernsbacher and Melanie Yergeau. 2019. 'Empirical Failures of the Claim That Autistic People Lack a Theory of Mind' <i>Archives of Scientific Psychology</i> 7(1): 102-118.</p> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25 — Lecture 9: Self Advocacy, Autistic Voices, and Neurodiversity</b></p> <p><b>15:25 - 15:35 — Break 1</b></p> <p><b>15:35 - 16:25 — In-Class Activity: TBA; Seminar Discussion: Mindblindness</b></p> <p><b>16:25 - 16:35 — Break 2</b></p> <p><b>16:35 - 17:25 — Seminar Discussion: Mindblindness &amp; Theory of Mind (Cont'd)</b></p> |

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|               | <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 6</p> <p><b><i>Supplementary Readings</i></b></p> <p>Peter Carruthers. 1996. 'Autism as Mindblindness: An Elaboration and Partial Defence' in Peter Carruthers and Peter K. Smith (Eds.) <i>Theories of Theories of Minds</i>. Cambridge: Cambridge University Press. 257-274.</p> <p>Elizabeth Sheppard, Dhanya Pillai, Genevieve Tze-Lynn Wong, Danielle Ropar, Peter Mitchell. 2016. 'How Easy is it to Read the Minds of People with Autism Spectrum Disorder?' <i>Journal of Autism and Developmental Disorders</i> 46: 1247-1254.</p> <p><b><i>Additional Resources</i></b></p> <ul style="list-style-type: none"> <li>♥ Devon Price. 2022. <i>Unmasking Autism</i>. New York: Harmony.</li> <li>♥ Eric Garcia. 2022. <i>We're Not Broken: Changing the Autism Conversation</i>. New York: Houghton Mifflin Harcourt.</li> </ul> |
| <b>Week 6</b> | <b>The Philosophy of Autism, Module 1</b>  |
| 11 Oct.       | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 6</p> <p><b><i>Required Reading</i></b></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25</b> — Discussion (Topic TBA by Week 5)<br/> <b>15:25 - 15:35</b> — <b>Break 1</b><br/> <b>15:35 - 16:25</b> — In-Class Activity (Topic TBA by Week 5)<br/> <b>16:25 - 16:35</b> — <b>Break 2</b><br/> <b>16:35 - 17:25</b> — Discussion (Topic TBA by Week 5)</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 7</p>  |
| <b>Week 7</b> | <b>The Philosophy of Autism, Module 2</b>  |
| 18 Oct.       | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 7</p>   |

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|               | <p><b><i>Required Reading</i></b></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25</b> — Discussion (Topic TBA by Week 5)<br/> <b>15:25 - 15:35</b> — <b>Break 1</b><br/> <b>15:35 - 16:25</b> — In-Class Activity (Topic TBA by Week 5)<br/> <b>16:25 - 16:35</b> — <b>Break 2</b><br/> <b>16:35 - 17:25</b> — Discussion (Topic TBA by Week 5)</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 8</p>  |
| <b>Week 8</b> | <b>The Philosophy of Autism, Module 3</b>   |
| 25 Oct.       | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 8</p> <p><b><i>Required Reading</i></b></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25</b> — Discussion (Topic TBA by Week 5)<br/> <b>15:25 - 15:35</b> — <b>Break 1</b><br/> <b>15:35 - 16:25</b> — In-Class Activity (Topic TBA by Week 5)<br/> <b>16:25 - 16:35</b> — <b>Break 2</b><br/> <b>16:35 - 17:25</b> — Discussion (Topic TBA by Week 5)</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 9</p> |
| <b>Week 9</b> | <b>The Philosophy of Autism, Module 4</b>   |
| 01 Nov.       | <p><b><i>Deadlines</i></b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 9</p> <p><b><i>Required Reading</i></b></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><b><i>Meeting Schedule</i></b></p>   |

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|                | <p>14:35 - 15:25 — Discussion (Topic TBA by Week 5)<br/> 15:25 - 15:35 — <b>Break 1</b><br/> 15:35 - 16:25 — In-Class Activity (Topic TBA by Week 5)<br/> 16:25 - 16:35 — <b>Break 2</b><br/> 16:35 - 17:25 — Discussion (Topic TBA by Week 5)</p> <p><i>Homework (Due After Fall Break)</i></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 11</p>  |
| <b>Week 10</b> | <b>Fall Study Break</b>  |
| 08 Nov.        | <p><i>No Class</i><br/> (University Open)</p>  |
| <b>Week 11</b> | <b>Autistic Philosophy, Module 1</b>   |
| 15 Nov.        | <p><i>Deadlines</i></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 11</p> <p><i>Required Reading</i></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><i>Meeting Schedule</i></p> <p>14:35 - 15:25 — Discussion (Topic TBA by Week 5)<br/> 15:25 - 15:35 — <b>Break 1</b><br/> 15:35 - 16:25 — In-Class Activity (Topic TBA by Week 5)<br/> 16:25 - 16:35 — <b>Break 2</b><br/> 16:35 - 17:25 — Discussion (Topic TBA by Week 5)</p> <p><i>Homework (Due Subsequent Week)</i></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 12</p> |
| <b>Week 12</b> | <b>Autistic Philosophy, Module 2</b>   |
| 22 Nov.        | <p><i>Deadlines</i></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 12</p> <p><i>Required Reading</i></p>  |



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|                | <p>To be announced no later than Week 5. See Appendix A.</p> <p><b>Meeting Schedule</b></p> <p>14:35 - 15:25 — Discussion (Topic TBA by Week 5)<br/> 15:25 - 15:35 — <b>Break 1</b><br/> 15:35 - 16:25 — In-Class Activity (Topic TBA by Week 5)<br/> 16:25 - 16:35 — <b>Break 2</b><br/> 16:35 - 17:25 — Discussion (Topic TBA by Week 5)</p> <p><b>Homework (Due Subsequent Week)</b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 13<br/> <b>PHIL 4070:</b> Draft Paper<br/> <b>PHIL 5070:</b> Draft Research Paper</p>   |
| <b>Week 13</b> | <b>Autistic Philosophy, Module 3</b>  |
| 29 Nov.        | <p><b>Deadlines</b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 13<br/> <b>PHIL 4070:</b> Draft Short Paper (Optional for feedback)<br/> <b>PHIL 5070:</b> Draft Research Paper</p> <p><b>Required Reading</b></p> <p>To be announced no later than Week 5. See Appendix A.</p> <p><b>Meeting Schedule</b></p> <p>14:35 - 15:25 — Discussion (Topic TBA by Week 5)<br/> 15:25 - 15:35 — <b>Break 1</b><br/> 15:35 - 16:25 — In-Class Activity (Topic TBA by Week 5)<br/> 16:25 - 16:35 — <b>Break 2</b><br/> 16:35 - 17:25 — Discussion (Topic TBA by Week 5)</p> <p><b>Homework (Due Subsequent Week)</b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 14<br/> <b>PHIL 4070:</b> Research project</p> |
| <b>Week 14</b> | <b>Autistic Philosophy, Module 4</b>  |
| 06 Dec.        | <p><b>Deadlines</b></p> <p>Weekly Reflection (Discussion Board): on Required Readings, Week 14<br/> <b>PHIL 4070:</b> Research project presentation (in class)</p> <p><b>Required Reading</b></p>   |

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|                | <p>To be announced no later than Week 5. See Appendix A.</p> <p><b><i>Meeting Schedule</i></b></p> <p><b>14:35 - 15:25</b> — Discussion (Topic TBA by Week 5)<br/> <b>15:25 - 15:35</b> — <b>Break 1</b><br/> <b>15:35 - 16:25</b> — Research Presentations<br/> <b>16:25 - 16:35</b> — <b>Break 2</b><br/> <b>16:35 - 17:25</b> — Research Presentations</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Post-Assessment Survey (Knowledge Check, Redux)<br/> <b>PHIL 4070:</b> Short Paper due next week<br/> <b>PHIL 5070:</b> Research Paper due next week</p> |
| <b>Week 15</b> | <b>Exam Period (No Class)</b>   |
| 13 Dec.        | <p><b><i>Deadlines</i></b></p> <p>Post-Assessment Survey (Knowledge Check, Redux)<br/> <b>PHIL 4070:</b> Short paper<br/> <b>PHIL 5070:</b> Research Paper (PHIL 5070 Only)</p> <p><b><i>Homework (Due Subsequent Week)</i></b></p> <p>Self-Assessment (Submit no later than Dec. 20)</p>   |
| <b>Week 16</b> | <b>Exam Period (No Class)</b>   |
| 20 Dec.        | <p><b><i>Deadlines</i></b></p> <p>Self-Assessment (Submit Online)</p>   |

## 2.4. Module Descriptions

See Appendix A.

### 3. GRADING

#### 3.1. Assessment Details

There are two assessment schemes, depending on whether you are registered in PHIL 4070 (undergraduate section) or PHIL 5070 (graduate section). Any student who is registered in PHIL 4070 is welcome to be graded according to the 5070 scheme; if you wish to do so, please let me know via email (tlacroix@dal.ca) prior to our fourth meeting (27 September 2022). After this date, it will not be possible to change the scheme by which you are graded.

**3.2. PHIL 4070 Grading Scheme (Overview).** The breakdown for the final grade for the 4070 (undergraduate) scheme is given as follows. Further details on each component are given below, in Section 3.4.

| <b>Weight</b> | <b>Description</b>                  | <b>Deadline</b>                      |
|---------------|-------------------------------------|--------------------------------------|
| 0%            | Pre- and Post-Assessment Survey     | <i>First and last week of class</i>  |
| 20%           | Attendance & Participation          | <i>Ongoing</i>                       |
| 40%           | Weekly Reflections                  | <i>Every Monday, starting week 2</i> |
| 20%           | 'Research' Project and Presentation | Dec. 6                               |
| 20%           | Short Paper (~1500 words)           | Dec. 13 (Optional draft, Nov. 29)    |
| 2%            | Course Evaluation Game (Bonus)      | End of Term                          |
| 0%            | Self-Assessment                     | Dec. 20                              |

**3.3. PHIL 5070 Grading Scheme (Overview).** The breakdown for the final grade for the 5070 (graduate) scheme is given as follows. Further details on each component are given below, in Sec. 3.4.

| <b>Weight</b> | <b>Description</b>                 | <b>Deadline</b>                      |
|---------------|------------------------------------|--------------------------------------|
| 0%            | Pre- and Post-Assessment Survey    | <i>First and last week of class</i>  |
| 20%           | Attendance & Participation         | <i>Ongoing</i>                       |
| 20%           | Weekly Reflections                 | <i>Every Monday, starting week 2</i> |
| 30%           | Professionalization Projects       | <i>Ongoing</i>                       |
| 30%           | Short Research Essay (~3000 words) | Dec. 13 (Draft, Nov. 29)             |
| 2%            | Course Evaluation Game (Bonus)     | End of Term                          |
| 0%            | Self-Assessment                    | Dec. 20                              |

**3.4. Assignment Details.** Where relevant, all assignments should be submitted via the course webpage. Detailed instructions for assignment submission will be posted on the course webpage (<https://dal.brightspace.com>).

**3.4.1. Pre- and Post-Assessment Survey (4070 and 5070).** In our first meeting, everyone registered will submit a pre-assessment survey ('knowledge check'). At the end of the semester, the same survey will be completed again. Students should reflect on how/whether their beliefs changed throughout the semester.

**3.4.2. Attendance and Participation (4070 and 5070).** Since this course is an advanced seminar on the topic, timely arrival, attendance, and engagement in class is expected and will count toward the attendance and participation mark. It is expected that your contributions will be respectful and constructive. Each day should count for two marks, meaning that 10 of our 13 meetings will be counted toward the attendance and participation mark, meaning that you may have up to three undocumented absences without any effect on your final grade.

*Note: See 'ground rules' (Sec. 4.3) below for expectations about class discussion.*

**3.4.3. Weekly Reflections (4070 and 5070).** Every week, starting in Week 2 (September 13), you will submit a reflection of approximately 500 words based on at least one of the readings for that week. The reflection should be submitted as a thread on the discussion forum. In addition to your own

reflections, you are welcome to comment on or otherwise engage with others' posts, which would count toward 'participation'. Your reflections should be written and submitted the day *before* the seminar in which we are discussing the reading (by 23:59 Atlantic). More details are provided on the course webpage.

**3.4.4. 'Research' Project and Presentation (4070 Only).** As an introduction to the research process, you will search for a paper that you think would be relevant to (and should have been included in) one of the modules for Parts II or III of the course. You should prepare a brief report summarising the main argument of the paper and arguing for why it would be worth including in a future syllabus. In the final week of class, everyone registered in PHIL 4070 will be required to give a short (~5 min.) presentation on the paper of their choosing. The presentation should summarise the key points of the paper for the class. Further details will be provided in class and on the course webpage.

**3.4.5. Professionalization (5070 Only).** Over the course of the semester, all students registered in the graduate section of the course (or those who chose to be graded according to the graduate scheme) will submit three (3) assignments emphasising skills important to academic philosophy. These will be chosen, in consultation with the professor, from the following (ideally, but not necessarily, distinct) options:

- a. **Conference Commentary.** Prepare and present a commentary on one of the required readings in Parts II or III of the course. The commentary should be approximately 10 minutes in length (about 1200 words), including a brief summary of the paper, as well as objections and suggestions for improving the position. The commentary will be presented to the class in the week in which the reading chosen is scheduled.
- b. **Referee Report.** Prepare a mock 'referee report' on one of the required readings in Parts II or III of the course.
- c. **Public Philosophy.** Write an op-ed piece or blog post, intended for a non-academic audience, on any topic related to Parts II or III of the course.
- d. **Conference Presentation.** Prepare an APA-style conference presentation on the topic of your research paper, to be presented to the class in the final meeting (December 06), with a short Q&A.
- e. **Other Suggestions.** If so inclined, graduate students may suggest an alternative to any of these options to focus on other aspects of professional philosophy with which the student would like to gain some experience.

**3.4.6. Short Paper (4070 Only).** Students should submit a short paper (around 1500 words, but no more than 2000) based upon at least one of their discussion forum posts. The paper can be submitted at any point throughout the semester, as long as it is *after* the meeting in which we discussed the paper(s) on which the topic was discussed, up to December 13. Papers submitted before November 29 (two weeks in advance of the final deadline) will receive detailed feedback and are eligible for resubmission up to December 13.

**3.4.7. Short Research Essay (5070 Only).** Students registered in the graduate section of this course (PHIL 5070) must submit a final research paper no later than Tuesday, December 13. A draft of the paper should be submitted by November 29. Students will receive details feedback on their drafts. The final paper is due Tuesday, December 13. The final paper should be accompanied by an abstract of no more than 150 words. The paper itself should be no longer than 3000 words (absolute maximum: 3500 words).

3.4.8. *Bonus Marks (4070 and 5070)*. Two bonus marks in the class will be awarded to everyone registered just in case a quorum (at least 3/4) of students completes the year-end course evaluations. More details are given below.

*Course Evaluations Game*. If a 3/4 majority of students fill out the year-end evaluation, then everyone will receive one bonus mark for the course. Note that this bonus assignment has a structure typical of a prisoner's dilemma: If most students cooperate (fill out the evaluation), then it is in your individual interest to not (because you can get a bonus mark without expending additional effort in filling out the evaluation). Further, if most students defect (fail to fill out the evaluation), it is again in your best interest to defect (otherwise, you would have expended additional effort for nothing). This is a dilemma because it will always be in your own best interest to defect; however, it is in everyone's best interest to cooperate.

3.4.9. *Self-Assessment (4070 and 5070)*. At the end of the course, you will submit a brief report to serve as a self-assessment of your learning and participation during the semester. More details will be given in class and on the course webpage.

**NOTE:** You *must* submit a self-assessment in order to be graded for this course.

**3.5. Grade Scale.** The grade scale and definitions for letter grades for this course can be found online at [https://www.dal.ca/campus\\_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html](https://www.dal.ca/campus_life/academic-support/grades-and-student-records/grade-scale-and-definitions.html).

## 4. COURSE POLICIES

**4.1. Contact Policy.** Contacting the instructor (or TAs) in a course can be intimidating. So, below is a template and some tips for how best to do this.

First, a few preliminaries. The best way to contact me will be via email (see 'Instructor Information', Sec. 1.2 above).

**NOTE:** Please put the course code ('PHIL 4070' or 'PHIL 5070') in the subject-line of your email.

My policy is to respond to any enquiries within 48 hours of receipt (excluding weekends and holidays). This is important: it means you should not email the night before a deadline and expect a reply in time. If I have not responded to your email within this time frame, however, you are entitled to (and should) send a follow-up email.

Importantly, *before* you contact me, you should check the syllabus and course webpage to see if you cannot easily answer the question for yourself.

This might seem simple, but: *be polite and considerate*. That is, in your communication, it is good to acknowledge that the person on the receiving end is a human.

Finally, try to be clear and concise in your emails. The clearer the question, the more effectively it can be answered. For example, 'I do not understand homework 3' is far too vague to warrant a useful response. What, specifically, do you not understand? Instead, a question like 'In problem 2 of homework 3, I am unclear if the question is asking us to find the probability of event X or the probability of event Y?' is much more likely to receive a helpful answer.

Here is a template, which you need not follow, but may be helpful in writing your emails:

Dear Dr LaCroix,

I hope this finds you well.

I am writing to ask a question regarding homework 2. (I have checked the course webpage and syllabus, but I did not find the answer to this particular question.)

My question is...

Sincerely,  
(Your name)

**4.2. Late Submission Policy.** The deadlines posted above are guidelines. As such, there will be no late penalties on assignments. However, assignments that are handed in after the deadline may not receive (as) extensive feedback as assignments handed in by the deadline.

### 4.3. Ground Rules for Discussion

These ground rules form a set of expected behaviours for conduct in discussions and lectures. They are meant to foster an intellectual atmosphere where we work together to achieve knowledge. They are also meant to ensure that discussions are spirited without devolving into argumentation and to ensure that everyone has an opportunity to be heard.

*DO:*

- Respect yourself and others (share your viewpoint and allow others to share theirs).
- Show respect for others by learning and using their preferred names and pronouns.
- Give each other the benefit of the doubt. (Be charitable.)
- Be cautious of universal claims.
- Listen actively and attentively.
- Keep an open mind. (Expect to learn something new, or to have your views challenged by ideas, questions, and points of view different than your own.)
- Ask for clarification if you are confused.
- Challenge one another but do so respectfully.
- Allow others (and yourself) to revise or clarify ideas and positions in light of new information.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Build on one another's comments; work toward shared understanding.
- Try to always have your readings in front of you.
- If you are offended by anything said during discussion, acknowledge it immediately.

*DO NOT:*

- Interrupt one another—even when you are excited to respond.
- Offer opinions without supporting evidence.
- Engage in put-downs.
- Make assumptions—ask questions instead.
- Do not monopolise discussion.

*COURSE SPECIFIC:*

- **Do not** depend on neurotypical conventions for discussion.
  - **Do** be aware of your communication style.
  - **Do** try to use concrete, literal language in discussion.
  - **Do** try to avoid nonliteral or ambiguous language (idiom, metaphor, etc.).
    - If using indirect language like metaphor, idiom, cultural reference, **do** try to explain the reference for your colleagues who might not pick up on it.
  - **Do** try to ask specific questions and avoid open-ended or rhetorical questions.
  - **Do** feel free to ask for clarification if you do not understand something.

If you notice patterns that are troubling or might be impeding full engagement by others, please speak to me in office or via email. Such discussions should be understood as being strictly confidential. If it is not possible to speak to me, feel free to reach out to the department chair, and academic advisor, or a trusted mentor.

**4.4. Covid-19.** Up to date information about Dalhousie's current plans and policies regarding Covid-19 can be found online at <https://www.dal.ca/covid-19-information-and-updates.html>.

As per the University's guidance for the Fall semester, **masks will be required in all indoor classrooms and instructional spaces**. If you come to class without a mask, you will be asked to leave the classroom.

If you are not feeling well, please remain home. If you experience symptoms of COVID-19, including a cough (new or worsening) or a fever, you should complete a COVID-19 self-assessment and schedule a COVID-19 test through the province. You can consult the Nova Scotia public-health guidelines here: <https://novascotia.ca/coronavirus/symptoms-and-testing/>. If you are ultimately diagnosed with COVID-19, follow all guidance you receive from Public Health.

If any students are struggling, and are looking for mental health support, please make sure you reach out for help. There are a variety of mental health resources and supports available for students at [www.dal.ca/mentalhealth](http://www.dal.ca/mentalhealth).

If you wish to chat with a mental health professional, same-day counselling appointments are available at the Student Health and Wellness Centre on the 2nd floor of LeMarchant Place. Appointments can be made by calling 902-494-2171 or online at: [www.dal.ca/studenthealth/bookonline](http://www.dal.ca/studenthealth/bookonline). Students can also access free and confidential mental health counselling support 24 hours per day, 7 days a week, by calling Good2Talk at 1-833-292-3698 or by [texting GOOD2TALKNS to 686868](#). If you are in crisis, you can always call 902-429-8167 or 1-888-429-8167 to reach the Mental Health Mobile Crisis Team, 24 hours a day, 7 days a week.

## 5. UNIVERSITY STATEMENTS

**5.1. Territorial Acknowledgement.** Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

**5.2. Internationalization.** At Dalhousie, "[thinking and acting globally](#)" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

**5.3. Academic Integrity.** At Dalhousie University, we are guided in all of our work by the values of [academic integrity](#): honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity. (Read more: [http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html))

**5.4. Accessibility.** The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact: (A) the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro), or (B) the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture. Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

**5.5. Conduct in the Classroom – Culture of Respect.** Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

**5.6. Diversity and Inclusion – [Culture of Respect](#).** Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

**5.7. Code of Student Conduct.** Everyone at Dalhousie is expected to treat others with dignity and respect. The [Code of Student Conduct](#) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**5.8. Fair Dealing policy.** The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

**5.9. Originality Checking Software.** The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.



**5.10. Student Use of Course Materials.** These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g., uploading to a commercial third-party website) may lead to a violation of Copyright law.

## 6. UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#). Important student information, services, and resources are available below:

### University Policies and Programs

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)
- [Scent-Free Program](#)

### Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- Elders-in-Residence: The [Elders in Residence program](#) provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the [Indigenous Student Centre](#) or contact the program at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

### Classroom Safety

- Students who experience COVID symptoms should **stay home** and protect their classmates.
- If you must stay home because you are experiencing COVID symptoms, please email me so we can discuss accommodations for the missed class.
- The University has mandated masks in classrooms for the Fall semester.
- I will not be able to speak with students immediately before or after class; however, I will hold regular office hours, and virtual office meetings may be scheduled via email.
- If public health conditions make it necessary, or advisable, classes may move online.
- All students must follow health and safety requirements on campus and should be considerate of others' health concerns. If an individual student fails to consider the safety of their colleagues, class may be suspended; repeated inconsideration may lead to the student being reported under the University Code of Student Conduct.

**APPENDIX A : COMPLETE LIST OF READINGS**


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**PART I: The History of Autism**


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**Introduction to the Course; Autism Today**
***Required Readings [45]***

## Syllabus

- ♥ Liane Holliday Willey. 1999. 'Survival Skills for AS College Students' Appendix II in *Pretending to Be Normal: Living with Asperger's Syndrome* London: Jessica Kingsley Publishers. 131-140.

**1910-1970: Diagnosis and 'Discovery'; Refrigerator Mothers**
***Required Readings [55]***

- ♦ Simon Cushing. 2013. 'Autism: The Very Idea' in Jami L. Anderson and Simon Cushing (Eds.) *The Philosophy of Autism*. Lanham, MD: Rowman and Littlefield. 17-45.
- ♥ Jim Sinclair. 2012. 'Why I dislike "Person First" Language' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 223-225.
- ♥ Amy Sequenzia. 2012. 'Non-Speaking, Low Functioning' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 159-161.
- ♥ Julia Bascom. 2012. 'Quiet Hands' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 177-182.
- ♥ Anand Prahlad. 2017. 'The Pillows are Crying' *The Secret Life of a Black Aspie* Fairbanks: The University of Alaska Press. 45-58.
- ♥ Columbia Daily Tribune. 2017. 'MU professor Anand Prahlad reads an excerpt from his new memoir'. <https://youtu.be/RPmxKIWOUZQ>. [Corresponding to Prahlad (2017) 53-54]

***Supplementary Readings***

- ♥ Hannah Gadsby. 2020. *Douglas*. Netflix.

**1960-1990: Parent Advocacy; Treatments**
***Required Readings [51]***

- ♥ Jim Sinclair. 1992. "Bridging the Gaps: An Inside-Out View of Autism (Or, Do You Know What I Don't Know?)" in Eric Schopler and Gary B. Meslbov (Eds.) *High-functioning Individuals with Autism* New York: Plenum Press. 294-302.
- ♥ Cal Montgomery. 2012. 'Critic of the Dawn' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 71-87.
- ♥ Anonymous. 2012. 'Becoming Autistic, Becoming Disabled' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 153-158.
- ♥ Zoe Gross. 2012. 'Killing Words' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 238-240.
- ♥ Shain Neumeier, *JD*. 2012. 'Inhumane Beyond All Reason: The Torture of Autistics and Other People with Disabilities at the Judge Rotenberg Center' in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 204-219.

**1980-2010: The ‘Autism Wars’; Awareness; Vaccines; Epidemics**
***Required Readings [47]***

- ♥ Ari Ne’eman. 2012. ‘The Future (and the Past) of Autism Advocacy, or Why the ASA’s Magazine, *The Advocate*, Wouldn’t Publish This Piece’ in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 88-97.
- ♥ Penni Winter. 2012. ‘Loud Hands & Loud Voices’ in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 115-128.
- ♥ Jim Sinclair. 2012. ‘Don’t Mourn for Us’ in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 15-21.
- ♥ Nick Walker. 2012. ‘Throw Away the Master’s Tools: Liberating Ourselves from the Pathology Paradigm’ in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 225-237.
- ♥ Amanda Forest Vivian. 2012. ‘Passing as Ethics: A Primer’ in Julia Bascom (Ed.) *Loud Hands: Autistic People Speaking* Washington, DC: The Autistic Press. 249-251.

**1990-Present: Autistic Self-Advocacy; Neurodiversity**

*See Readings for ‘Mindblindness and Theory of Mind Deficits’ in Part II.*

**PART II: The Philosophy of Autism**
**Mindblindness and Theory of Mind Deficits**
***Required Readings [68]***

- Simon Baron-Cohen, Alan M. Leslie, and Uta Frith. 1985. ‘Does the Autistic Child Have a “Theory of Mind?”’ *Cognition* 21(1): 37-46.
- Uta Frith and Francesca Happé. 1999. ‘Theory of Mind and Self-Consciousness: What Is It Like to be Autistic?’ *Mind & Language* 14(1): 82-89.
- Diana Raffman. 1999. ‘What Autism May Tell Us About Self-Awareness: A Commentary on Frith and Happé’ *Mind & Language* 14(1): 23-31.
- ♥ J. Blackburn, Katja Gottschewski, Elsa George, and Niki L. 2000. ‘A Discussion About Theory of Mind: from an autistic perspective’ presented at the *International Autism Europe Congress 2000*, Glasgow, 19-21 May 2000. <http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/AR27/html>.
- Jill Boucher. 2012. Putting theory of mind in its place: psychological explanations of the socio-emotional-communicative impairments in autistic spectrum disorder. *Autism* 16(3): 226-246.
- ♥ Morton Ann Gernsbacher and Melanie Yergeau. 2019. ‘Empirical Failures of the Claim That Autistic People Lack a Theory of Mind’ *Archives of Scientific Psychology* 7(1): 102-118.

***Supplementary Readings***

- Peter Carruthers. 1996. ‘Autism as Mindblindness: An Elaboration and Partial Defence’ in Peter Carruthers and Peter K. Smith (Eds.) *Theories of Theories of Minds*. Cambridge: Cambridge University Press. 257-274.
- Elizabeth Sheppard, Dhanya Pillai, Genevieve Tze-Lynn Wong, Danielle Ropar, Peter Mitchell. 2016. ‘How Easy is it to Read the Minds of People with Autism Spectrum Disorder?’ *Journal of Autism and Developmental Disorders* 46: 1247-1254.

## The Politics of Autism

### ***Required Readings* [103]**

- Charlotte Brownlow. 2010. 'Re-Presenting Autism: The Construction of "NT Syndrome"' *Journal of Medical Humanities* 31(3): 243-255.
- Anne McGuire. 2016. "'We Have Your Son...': Frames of Terror in Advocacy's War on Autism' Chapter 4 in *War on Autism: On the Cultural Logic of Normative Violence*. 144-185.
- Jennifer C. Sarrett. 2016. 'Biocertification and Neurodiversity: The Role and Implications of Self-diagnosis in Autistic Communities' *Neuroethics* 9(1): 23-36.
- ♥ Robert Chapman. 2019. 'Neurodiversity Theory and its Discontents: Autism, Schizophrenia, and the Social Model of Disability' in Şerife Tekin and Robyn Bluhme (Eds.) *The Bloomsbury Companion to Philosophy of Psychiatry*. London: Bloomsbury Academic. 371-390.
- Jonathan A. Hughes. 2021. 'Does the heterogeneity of autism undermine the neurodiversity paradigm?' *Bioethics* 35(1): 47-60.

### ***Supplementary Readings***

- Bryna Siegal. 2018. 'The Politics of Autism Diagnosis' Chapter 2 in *The Politics of Autism*. Oxford: Oxford University Press. 15-50.

## The Philosophy of Language

### ***Required Readings* [85]**

- Kathrin Glüer and Peter Pagin. 2003. 'Meaning Theory and Autistic Speakers' *Mind & Language* 18(1): 23-51.
- Jessica de Villiers, Robert J. Stainton, and Peter Szatmari. 2007. 'Pragmatic Abilities in Autism Spectrum Disorder: A Case Study in Philosophy and the Empirical' *Midwest Studies in Philosophy* XXXI: 292-317.
- Christopher Mole. 2017. 'Autism and "Disease": The Semantics of an Ill-Posed Question' *Philosophical Psychology* 30(8): 1126-40.
- Wolfram Hinzen, Dominika Slušná, Kristen Schroeder, Gabriel Sevilla, and Elisabet Vila Borrellas. 2020. 'Mind–Language = ? The Significance of Non-verbal Autism' *Mind & Language* 35(4): 514-528.

### ***Supplementary Readings***

- Daniel A Wilkenfeld. 2019. 'Living with Autism: Quus-ing in a Plus-ers World' *Res Philosophica* 97(1): 53-68.

## Sex, Gender, and Misogyny

### ***Required Readings* [81]**

- Simon Baron-Cohen. 2002. 'The Extreme Male Brain Theory of Autism' *Trends in Cognitive Science* 6(6): 248-254.

- Timothy M. Krahn and Andrew Fenton. 2012. 'The Extreme Male Brain Theory of Autism and the Potential Adverse Effects for Boys and Girls with Autism' *Bioethical Inquiry* 9: 93-103.
- Ruth Sample. 2013. 'Autism and the Extreme Male Brain' in Jami L. Anderson and Simon Cushing (eds.) *The Philosophy of Autism*. Lanham: Rowman and Littlefield. 73-102.
- Rosalind Ridley. 2018. 'Some Difficulties behind the Concept of the 'Extreme Male Brain' in Autism Research. A Theoretical Review' *Research in Autism Spectrum Disorders* 57: 19-27.
- Kate Manne. 2018. 'Ameliorating Misogyny' Chapter 2 in *Down Girl: The Logic of Misogyny*. Oxford: Oxford University Press. 55-77.

### ***Supplementary Readings***

- Kate Manne. 2018. *Down Girl: The Logic of Misogyny*. Oxford: Oxford University Press.

## **Moral Responsibility**

### ***Required Readings [92]***

- Kenneth A. Richman and Raya Bidshahri. 2018. 'Autism, Theory of Mind, and the Reactive Attitudes' *Bioethics* 32(1): 43-49.
- Kenneth Shields and David Beversdorf. 2020. 'A Dilemma for Neurodiversity' *Neuroethics*: 1-17.
- R. v. Minassian, 2021 ONSC 1258.

### ***Supplementary Readings***

- Nathan Stout. 2016. 'Reasons-Responsiveness and Moral Responsibility: The Case of Autism' *The Journal of Ethics* 20(4): 401-418.
- Mathieu Garon, Baudouin Forgeot D'Arc, Marie M. Lavallée, Evelyn V. Estay, and Miriam H. Beauchamp. 2018. 'Visual Encoding of Social Cues Contributes to Moral Reasoning in Autism Spectrum Disorder: An Eye-Tracking Study' *Frontiers in Human Neuroscience* 12.

## **The Ethics of Autism**

### ***Required Readings [58]***

- Pat Walsh, Mayada Elsabbagh, Patrick Bolton, and Ilina Singh. 2011. In search of biomarkers for autism: Scientific, social, and ethical challenges *Nature Reviews Neuroscience* 12: 603-612.
- Kristien Hens, Hilde Peeters, and Kris Dierickx. 2016. 'The ethics of complexity. Genetics and autism, a literature review' *American Journal of Medical Genetics Part B: Neuropsychiatric Genetics* 171(3): 305-316.
- Jo Bervoets and Kristien Hens. 2020. 'Going Beyond the Catch-22 of Autism Diagnosis and Research. The Moral Implications of (Not) Asking "What Is Autism?"' *Frontiers in Psychology*. 11(529193): 1-15.
- ♥ Robert Chapman. 2020. 'The reality of autism: On the metaphysics of disorder and diversity' *Philosophical Psychology* 33(6): 799-819.

## **Epistemology and the Metaphysics of Science**

**Required Readings [59]**

- Nick Leonard. 2016. 'Testimony, Evidence, and Interpersonal Reasons' *Philosophical Studies* 173(9): 2333-2352.
- Daniel A. Weiskopf. 2017. 'An ideal disorder? Autism as a psychiatric kind' *Philosophical Explorations* 20(2): 175-190.
- ♥ Sam Fellowes. 2021. 'How Autism Shows that Symptoms, Like Psychiatric Diagnoses, Are "Constructed": Methodological and Epistemic Consequences' *Synthese* 199(1): 4499-4522.

**Models of Autism and Scientific Explanation**
**Required Readings [107]**

- Francesca Happé, Angelica Ronald, and Robert Plomin. 2006. 'Time to Give Up on a Single Explanation for Autism' *Nature Neuroscience* 9: 1218-1220.
- Henry Markram, Tania Rinaldi, and Kamila Markram. 2007. 'The Intense World Syndrome: An Alternative Hypothesis for Autism' *Frontiers in Neuroscience* 1(1): 2007, 77-96.
- Gnanathusharan Rajendran Peter Mitchell. 2007. 'Cognitive Theories of Autism' *Developmental Reviews* 27(2): 224-260.
- Elizabeth Pellicano. 2011. 'Psychological Models of Autism: An Overview' in I. Roth and P. Rezaie (eds.) *Researching the Autism Spectrum: Contemporary Perspectives*. Cambridge: Cambridge University Press. 219-265.

**Representation and Rhetoric**
**Required Readings [88]**

- Ian Hacking. 2009. 'How We Have Been Learning to Talk About Autism' *Metaphilosophy* 40(3-4): 499-516.
- Victoria McGreer. 2009. 'The Thought and Talk of Individuals with Autism: Reflections on Ian Hacking' *Metaphilosophy* 40(3-4): 517-530.
- ♥ M. Remi Yergeau. 2010. Circle Wars: Reshaping the Typical Autism Essay. *Disability Studies Quarterly* 30(1). <https://dsq-sds.org/article/view/1063/1222>.
- ♥ Dawn Eddings Prince. 2012. 'All the things I have ever been: Autoethnographic reflections on academic writing and autism. In Joyce Davidson and Michael Orsini (Eds.) *Worlds of Autism: Across the Spectrum of Neurological Difference*. Minneapolis: University of Minnesota Press. 319-330.
- ♦ Mark Osteen. 2012. 'Narrating Autism'. In Joyce Davidson and Michael Orsini (Eds.) *Worlds of Autism: Across the Spectrum of Neurological Difference*. Minneapolis: University of Minnesota Press. 261-284.

**Empathy and Moral Emotions**
**Required Readings [73]**

- Adam Smith. 2009. 'The Empathy Imbalance Theory of Autism: A Theoretical Approach to Cognitive and Emotional Empathy in Autistic Development' *Psychological Record* 59(2): 273-294.

- Patrick McDonagh. 2013. 'Autism in an Age of Empathy: A Cautionary Critique' in Joyce Davidson and Michael Orsini (Eds.) *Worlds of Autism: Across the Spectrum of Neurological Difference*. Minneapolis: University of Minnesota Press. 31-51.
- Sue Fletcher-Watson and Geoffrey Bird. 2019. 'Autism and Empathy: What Are the Real Links?' *Autism* 24(1): 3-6.
- Sarah Arnaud. 2020. 'Emotional Consciousness in Autism' *Journal of Consciousness Studies*. 27(9-10): 34-59.

### PART III: Autistic Philosophy

#### The Philosophy of Mind

##### **Required Readings [90]**

- Meredith R. Wilkinson and Linden J. Ball. 2012. 'Why Studies of Autism Spectrum Disorders Have Failed to Resolve the Theory Theory Versus Simulation Theory Debate' *Review of Philosophy and Psychology*. 263-291.
- R. Peter Hobson. 2013. 'Autism and the Philosophy of Mind' in K. W. M. Fulford, Martin Davies, Richard Gipps, George Graham, John Z. Sadler, Giovanni Stanghellini, Tim Thornton (eds.) *The Oxford handbook of Philosophy and Psychiatry*. Oxford: Oxford University Press. 820-834.
- Janette Dinishak. 2015. 'Empathy, Like-mindedness, and Autism' in Mark Risjord (ed.) *Normativity and Naturalism in the Philosophy of the Social Sciences*. Routledge. 113-134.
- ♥ M. Remi Yergeau and Bryce Huebner. 2017. 'Minding the Theory of Mind' *Journal of Social Philosophy* 48(3): 273-296.

##### **Supplementary Readings**

- Shaun Gallagher. 2004. 'Understanding Interpersonal Problems in Autism: Interaction Theory as an Alternative to Theory of Mind' *Philosophy, Psychiatry, and Psychology*. 11(3): 199-217.

#### Neurodiversity

##### **Required Readings [65]**

- Ron Amundson. 2000. 'Against Normal Function' *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Science* 31(1): 33-53.
- Andrew Fenton and Tim Krahn. 2007. 'Autism, Neurodiversity, and Equality Beyond the "Normal"' *Journal of Ethics in Mental Health* 2(2): 1-6.
- Janette Dinishak. 2016. 'The Deficit View and Its Critics' *The Disability Studies Quarterly* 36(4): 1-24.
- Pier Jaarsma and Stellan Welin. 2012. 'Autism as a natural human variation: Reflections on the claims of the neurodiversity movement' *Health Care Analysis* 20(1): 20-30.
- ♥ Jacqueline den Houting. 2019. 'Neurodiversity: An Insider's Perspective' *Autism* 23(2): 271-273.

##### **Supplementary Readings**

- ♦ Roy Richard Grinker Jr. 2021. *Nobody's Normal: How Culture Created the Stigma of Mental Illness*. New York: W. W. Norton & Company.
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## Communication and Meaning

### **Required Readings [64]**

- ♥ Amanda Baggs. 2007. In My Language. *YouTube*. <https://youtu.be/JnylM1hI2jc>.
  - ♥ Amanda Baggs. 2010. Cultural Commentary: Up in the Clouds and Down in the Valley: My Richness and Yours. *Disability Studies Quarterly* 30(1). <https://dsq-sds.org/article/view/1052/1238>.
  - Laura Sterponi, Kenton de Kirby, Jennifer Shankey. 2014. 'Rethinking language in autism' *Autism* 19(5): 517-526.
  - ♥ Damian E. M. Milton. 2014. 'Autistic Expertise: A Critical Reflection on the Production of Knowledge in Autism Studies' *Autism* 18(7): 794-802.
  - Steven K. Kapp, Robyn Steward, Laura Crane, Daisy Elliott, Chris Elphick, Elizabeth Pellicano, and Ginny Russell. 2019. "'People should be allowed to do what they like": Autistic adults' views and experiences of stimming' *Autism* 23(7): 1782-1792.
  - Mila Vulchanova, Evelyn Milburn, Valentin Vulchanov, and Giosuè Baggio. 2019. 'Boon or Burden? The Role of Compositional Meaning in Figurative Language Processing and Acquisition' *Journal of Logic, Language, and Information* 28(2): 359-387.
  - ♥ Damon Kirsebom. 2021. 'A Metamorphosis' *YouTube Video*. <https://youtu.be/ORwKS802gTM>.
- Listen* [Short Film].
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## Queerness, Gender Roles, and Normativity

### **Required Readings [106]**

- ♥ Nick Walker. 2021. 'Neuroqueer: An Introduction' in *Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities*. Fort Worth, TX: Autonomous Press.
  - ♥ Nick Walker. 2021. 'Comments on Neuroqueer: An Introduction' in *Neuroqueer Heresies: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities*. Fort Worth, TX: Autonomous Press.
  - Kristin Bumiller. 2008. Quirky Citizens: Autism, Gender, and Reimagining Disability. *Signs: Journal of Women in Culture and Society*. 33(4): 967-991.
  - Joyce Davidson and Victoria L. Henderson. 2010. "'Coming out" on the Spectrum: Autism, Identity, and Disclosure' *Social and Cultural Geography* 11(2): 155-170.
  - Rachael Groner. 2012. 'Sex as "Spock": Autism, Sexuality, and Autobiographical Narratives', Chapter 13 in Robert Mcruer and Anna Follow (Eds.) *Sex and Disability*. Durham: Duke University Press. 263-281.
  - ♥ M. Remi Yergeau. 2018. 'Intervention' Chapter 2 in *Authoring Autism: On Rhetoric and Neurological Queerness*. Durham, NC: Duke University Press. 89-134.
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## Moral Agency

### **Required Readings [111]**



- Timothy Krahn and Andrew Fenton. 2009. 'Autism, Empathy, and Questions of Moral Agency' *Journal for the Theory of Social Behaviour* 39(2): 145-158.
- Jeanette Kennett. 2002. 'Autism, empathy and moral agency' *The Philosophical Quarterly* 52(208): 340-357.
- Victoria McGeer. 2008. 'Varieties of Moral Agency: Lessons from Autism (and Psychopathy)' in Walter Sinnott-Armstrong (ed.) *Moral Psychology*, Volume 3. Cambridge, MA: The MIT Press. 227-257.
- Mara Bollard. 2013. 'Psychopathy, Autism and Questions of Moral Agency', in Alexandra Perry and C. D. Herrera (eds.) *Ethics and Neurodiversity*. Newcastle upon Tyne: Cambridge Scholars Publishing. 238-259.
- Nathan Stout. 2019. 'Emotional Awareness and Responsible Agency' *Review of Philosophy and Psychology* 10(2): 337-362.

### ***Supplementary Readings***

- Nathan Stout. 2013. 'Cultivation of Empathy in Individuals with High-Functioning Autism Spectrum Disorder' *Ethics and Education* 8(3): 290-300
- Nathan Stout. 2016. 'Autism, Episodic Memory, and Moral Exemplars' *Philosophical Psychology* 29(6): 858-870.
- Nathan Stout. 2016. 'Conversation, Responsibility, and Autism Spectrum Disorder' *Philosophical Psychology* 29(7): 1015-1028.

## **Flourishing, Well-Being, and The Good Life**

### ***Required Readings [60]***

- ♦ Stuart Murray. 2010. Autism Functions/The Function of Autism. *Disability Studies Quarterly* 30(1). <https://dsq-sds.org/article/view/1048/1229>.
- Ingrid Robeyns. 2016. Conceptualising well-being for autistic persons. *Journal of Medical Ethics* 42(6): 383-390.
- Lidia Ripamonti. 2016. 'Disability, Diversity, and Autism: Philosophical Perspectives on Health' *The New Bioethics* 22(1): 56-70.
- ♥ Robert Chapman. 2020. 'Neurodiversity, Disability, Well-Being' in Nick Chown, Anna Stenning, and Hanna Rosqvist (eds.) *Neurodiversity Studies: A New Critical Paradigm*. London: Routledge. 57-72.
- Gary Yu Hin Lam, Sujay Sabnis, Maria Migueliz Valcarlos, and Jennifer R. Wolgemuth. 2021. 'A Critical Review of Academic Literature Constructing Well-Being in Autistic Adults' *Autism in Adulthood*. 3(1): 61-71.
- ♥ Elizabeth Pellicano, Unsa Fatima, Gabrielle Hall, Melanie Heyworth, Wenn Lawson, Rozanna Lilley, Joanne Mahony, and Marc Stears. 'A Capabilities Approach to Understanding and Supporting Autistic Adulthood' *Nature Reviews Psychology*.

## **Autistic Kinds**

### ***Required Readings [126]***

- Ian Hacking. 1999. 'Madness: Biological or Constructed?' Chapter 4 in *The Social Construction of What?* Cambridge, MA: Harvard University Press. 100-124.
- Ian Hacking. 2007. 'Kinds of People: Moving Targets' *Proceedings of the British Academy* 151: 285-318.

- Daniel Navon and Gil Eyal. 2016. 'Looping Genomes: Diagnostic Change and the Genetic Makeup of the Autistic Population' *AJS: American Journal of Sociology* 121: 1416-1471.
- Kristien Hens. 2021. Labels and Looping Effects. Chapter 9 in *Towards an Ethics of Autism*. Open Book Publishers. 117-127.

## The Philosophy of Science

### **Required Readings [58]**

- ♥ Damian Milton. 2012. 'On the Ontological Status of Autism: the "Double Empathy Problem"' *Disability & Society* 27(6): 883-887.
- ♥ Dinah Murray, Mile Lesser, and Wendy Lawson. 2005. 'Attention, Monotropism, and the Diagnostic Criteria for Autism. *Autism* 9(2): 139-156.
- Vikram K. Jaswal and Nameera Akhtar. 2019. 'Being versus Appearing Socially Uninterested: Challenging Assumptions about Social Motivation in Autism' *Behavioural and Brain Sciences*. 42: e82.
- Janette Dinishak. 2019. 'The value of giving autistic testimony a substantial role in the science of autism' *Behavioral and Brain Sciences* 42: e87.
- ♥ Monique Botha. 2021. Critical realism, community psychology, and the curious case of autism: A philosophy and practice of science with social justice in mind. *Journal of Community Psychology*. 1-19.

## Testimonial and Epistemic Injustice

### **Required Readings [71]**

- ♥ M. Remi Yergeau. 2016. 'Occupying Autism: Rhetoric, Involuntarity, and the Meaning of Autistic Lives' in P. Block, D. Kasnitz, A. Nishida, and N. Pollard, N. (eds.) *Occupying Disability: Critical Approaches to Community, Justice, and Decolonizing Disability*. Dordrecht: Springer. 83-95.
- Kristen Gillespie-Lynch, Steven K. Kapp, Patricia J. Brooks, Jonathan Pickens, and Ben Schwartzman. 2017. 'Whose expertise is it? Evidence for autistic adults as critical autism experts' *Frontiers in Psychology*, 8(438): 1-14.
- Janette Dinishak. 2021. 'Autistic autobiography and hermeneutical injustice' *Metaphilosophy* 52(5): 556-569.
- Kristien Hens. 2021. Epistemic Injustice and Language. *Towards an Ethics of Autism*. Open Book Publishers. 81-92.
- ♥ Robert Chapman and Havi Carel. 2022. 'Neurodiversity, Epistemic Injustice, and The Good Human life' *Journal of Social Philosophy*. 1-18.

### **Supplementary Reading**

- Miranda Fricker. 2007. *Epistemic Injustice: Power and the Ethics of Knowing*. Oxford: Clarendon Press.

## Autistic Ethics

### **Required Readings [72]**

- Erick Ramirez. 2019. 'Psychopathy, autism, and basic moral emotions: Evidence for sentimentalist constructivism', in Serife Tekin and Robyn Bluhm (eds.) *The Bloomsbury Companion to Philosophy of Psychiatry*. Bloomsbury. 93-112
- ♦ Raffaele Rodogno, Katrine Krause-Jensen, and Richard E. Ashcroft. 2016. "Autism and the good life": A new approach to the study of well-being' *Journal of Medical Ethics* 42(6): 401-408.
- Kristien Hens, Ingrid Robeyns, and Katrien Schaubroeck. 2019. 'The Ethics of Autism' *Philosophy Compass* 14(1): e12599. <https://doi.org/10.1111/phc3.12559>
- Erin E. Dempsey, Chris Moore, Annie E. Richard, Isabel M. Smith. 2020. 'Moral Foundations Theory in Autism Spectrum Disorder: A Qualitative Investigation' *Autism* 24(8): 2202-2212.
- ♥ Devon Price. 2022. 'Creating a Neurodiverse World' Chapter 8 in *Unmasking Autism: Discovering the New Faces of Neurodiversity*. New York: Harmony. 229-250.

## APPENDIX B : AUTISTIC VOICES

### ***B.1: Anti-Biographies***

- Temple Grandin and Margaret M. Scariano. 1986. *Emergence: Labelled Autistic*. New York: Warner Books.
- Donna Williams. 1994. *Nobody Nowhere: The Extraordinary Autobiography of an Autistic Girl*. London: Jessica Kingsley Publishers.
- Donna Williams. 1994. *Somebody Somewhere: Breaking Free from the World of Autism*. New York: Random House.
- Temple Grandin. 1996. *Thinking in Pictures: And Other Reports from my Life with Autism*. New York: Vintage Books.
- Tito R. Mukhopadhyay. 2000. *Beyond the silence: my life, the world and autism*. London, UK: National Autistic Society.
- Dawn Prince-Hughes. 2002. *Aquamarine Blue 5: Personal Stories of College Students with Autism*. Athens: Ohio University Press.
- Gunilla Gerland. 2003. *A Real Person: Life on the Outside*. London: Souvenir Press.
- Tito R. Mukhopadhyay. 2003. *The mind tree: an extraordinary child breaks the silence of autism*. New York, NY: Arcade.
- Dawn Prince-Hughes. 2004. *Songs of the Gorilla Nation: My Journey Through Autism*. New York: Harmony Books.
- Wendy Lawson. 2005. *Life Behind Glass: A Personal Account of Autism Spectrum Disorder*. London: Jessica Kingsley.
- Daniel Tammet. 2006. *Born on a blue day: a memoir of Asperger's and an extraordinary mind*. London, UK: Hodder and Stoughton.
- Tito R. Mukhopadhyay. 2008. *How Can I Talk If My Lips Don't Move? Inside My Autistic Mind*. New York: Arcade.
- Anand Prahlad. 2017. *The Secret Life of a Black Aspie: A Memoir*. Fairbanks: University of Alaska Press.

### ***B.2 Collections***

- Julia Bascom (Ed.) 2012. *Loud Hands: Autistic People, Speaking*. The Autistic Press.
- Maxfield Sparrow (Ed.) 2020. *Spectrums: Autistic Transgender People in Their Own Words*. London: Jessica Kingsley Publishers.

### ***B.3 Online***

- Just Stimming (Julia Bascom), <https://juststimming.wordpress.com>.
- Autistic Future (Larkin Taylor-Parker), <http://autisticfuture.com>.
- Spaced Out & Smiling (Jamie Knight), <https://spacedoutandsmiling.com>.
- Chavisory's Notebook (Emily Paige Ballou), <https://chavisory.wordpress.com>.
- Yes, That Too (Alyssa Hillary), <http://yesthattoo.blogspot.com>.
- Ido in Autismland (Ido Kedar), <http://idoinautismland.com>.
- Devon Price, <https://devonprice.medium.com>.
- Embrace Autism, (Natalie Engelbrecht and Eva Silvertant), <https://embrace-autism.com>.
- Autistic and Unapologetic (James Ward-Sinclair), <https://autisticandunapologetic.com>.
- Spectrum News, <https://www.spectrumnews.org>.

### ***See also:***

- Amanda M. Baggs. 'A Bibliography of autistic authors':  
<http://www.larry-arnold.net/Autonomy/index.php/autonomy/article/view/AR7>.