

Psyc 4559-20940: Autism: From Neurons to Neighborhoods

Fall, 2015

Tuesdays, Thursdays 9:30-10:45 a.m.

Fayerweather 215

(updated regularly!)

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Office: B008 Gilmer

Office hours: Wed 2-3:30 & Thurs 11-12:15

Course Description: In this interdisciplinary seminar, we will discuss recent research on autism at multiple levels (biological, cognitive, social) and from multiple perspectives (autistic individuals, scientists, disability studies scholars, families, schools, community/government organizations). Throughout, we will consider ethical issues arising in how we think, study, teach, treat, and write about people who behave and think differently.

Our goals are:

1. To learn how to evaluate studies that (purport to) address theoretically interesting and practically important issues in autism.
2. To understand the lived experiences of (some) autistic individuals and their families.
3. To consider how well science characterizes autism, and how this influences those affected.
4. To develop the ability to thoughtfully and respectfully write and talk about these issues.

Required Readings: As befits an interdisciplinary seminar, our readings will be drawn from many disciplines, and will take many forms. We'll read empirical papers (i.e., papers reporting data collected from experiments or surveys), but also first-hand accounts, memoirs, clinical reports, philosophical and anthropological perspectives, and more. You should bring along the readings (in paper or electronic format) to class. You can access the readings via a dropbox folder I've created for this course; if you are going to want access to these readings after the semester ends, you should download them to your local drive. A .zip file with all readings (as of 8/25/15) is also available at the link below (as well as on collab in the resources section).

<http://tinyurl.com/nh83o4z> [You'll need the password, which I will give in class]

In addition, you should purchase the following two books (from e.g., Amazon or another source). E-book or kindle would be fine:

1. The Reason I Jump (Higashida) - needs to be read by 9/3
2. Unstrange Minds (Grinker)

Course Requirements

1. **Active participation (10%).** This is a discussion-based seminar, and so it is essential that you complete the readings and come prepared to thoughtfully and respectfully discuss, argue, and critique each week. You are expected to attend each meeting, to arrive on time and to stay for the scheduled time. The easiest way to earn 10% of your final grade is to cheerfully attend and thoughtfully participate in each meeting. Moreover, you are not going to be able to complete the assignments (let alone benefit from the seminar) unless you come to class and participate. If you're nervous about speaking up, I understand! We'll discuss some strategies in class (e.g., using your questions or assignment [described below] as a starting point).

2. **Questions (10%).** To facilitate class discussion, beginning in Week 2 (9/1), you will be required to post three (3) discussion questions prior to 10 of our meetings (5 before 10/2 and 5 after). The questions you post should demonstrate that you have read and thought about the material. Questions could be about implications, how the readings connect to earlier sessions, raise a substantive concern about the methodology or interpretation (i.e., NOT "Why didn't they have more subjects?"), etc. These must be posted by 7 pm on the Monday or Wednesday night before the class meeting, as they will help to structure the class discussion. Late assignments will not be accepted, nor can you receive credit for questions submitted for a session you do not attend. **NOTE: You can submit an assignment or questions (see #3 below) for a given session, but not both.**

To post (or review others' questions), go to <https://goo.gl/f1ZGHb>

3. **Assignments (30%).** You will be required to complete a written assignment of 1-2 double-spaced pages (~200-400 words) prior to 10 of our meetings (5 before 10/2 and 5 after). These assignments are designed to help you to synthesize material, to encourage you to read and seek out additional resources (e.g., via PsycInfo. NOT Wikipedia), and to think about how the issues fit in the larger context of the course. They should be thoughtful, polished, well-argued, and grammatically correct pieces, with a clear thesis backed up with evidence. Stream-of-consciousness is not appropriate. Put your name and the session date in upper left header. Center a title unique to your essay at the top.

The prompts for each assignment are explained in the calendar, and a hard copy is due in class on the relevant day. Late assignments will not be accepted, and you must participate in the corresponding class session to receive credit. **NOTE: You can submit an assignment or questions (see #2 above) for a given session, but not both.**

4. Memoir essay, due via collab on Friday, November 6 at 12 noon (20%). This is a multi-week individual project. In week 3, you will choose (or be assigned) one of the following four memoirs written by an autistic person or a family member: *Life, Animated* (Suskind); *Following Ezra* (Fields-Meyer); *Look Me in the Eye* (Robison); *Exiting Nirvana* (Park). On Nov. 6 by 12 noon, you will submit via collab a 1000-word essay on the book, connecting it to empirical work we have read (or that you have found on your own). Your topic will necessarily have to be quite narrow; you're not going to be able to discuss or cover everything. You might, for example, choose a particular event or episode described in the memoir and explain how it is consistent or inconsistent with empirical work we have read (or other empirical work you have found). You might focus on something surprising in the book given what the empirical work suggests. Who should we believe? Remember, your focus should be on situating the book in the context of the science (rather than commenting on writing style or describing your personal feelings about the book). Late assignments will not be accepted. You will share your essays and general reactions to the book with each other on Nov. 12.

Details of the assignment are [here](#).

4. Prezi for the public (30%). This is going to be a semester-long **group** project, with deadlines along the way. You will choose (or be assigned) to one of four groups. Each group will tackle a controversial question (and/or possible misconception) and will research that topic in order to come to an answer. Where possible, you will also invite the participation of members of the autistic community. Your group will create a stand-alone, 5-minute Prezi (with audio) that is appropriate for the public (and may, in fact, be posted online). An extended PSA, if you will.

There will be opportunities to meet with me along the way, and deadlines, including for 1) an annotated bibliography; 2) an outline that includes your thesis; and 3) a draft of your script and description of what you are thinking of for visuals. Details will be provided in Week 3. You'll show the final, polished Prezi on the last day of class. Late assignments will not be accepted.

Here are the topics:

- Do autistics lack a theory of mind?
- Is there an autism epidemic?
- Should autistic students be educated in inclusive or segregated classrooms?
- How do non-verbal people who learn to communicate by typing or writing challenge conventional notions of intelligence?

Details of the assignment are [here](#).

5. Movies. I will arrange showings for two movies that will be useful for our discussions: *Autism: The Musical* (on Wednesday, 9/30 @ 5:30 p.m.) and *Wretches & Jabberers* (on Monday, 11/2 @ 5:30 p.m.). If you cannot make either or both showings, please arrange

to obtain and watch the movie before those dates on your own—e.g., through Netflix or Amazon Prime.

6. Professor Morton Gernsbacher (UW-Madison) will be giving a colloquium sponsored jointly by the Psych Dept and the Disability Studies Initiative on **Monday, Nov. 9 from 3:30-5** in Gilmer 190. You are required to attend (you won't be sorry you did!), so please make a note in your calendar and re-arrange your schedule now if needed. Please see me if you have a course conflict that would prevent you from attending. Professor Gernsbacher will visit our seminar on Tuesday, Nov. 10 for an informal Q&A about her talk, autism science, and more.

Grades: Cutoffs for grades will be: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = Below 60.

Honor code: We are fortunate at UVA to have an honor code, which serves to foster trust among students and faculty. I support the honor policy that the students have developed over the years, and expect that you will too. All work in this class must be completely original pieces of your own work, and must not have been turned in for any other course at UVA or elsewhere. You are welcome (and encouraged) to discuss with your classmates and me any and all of your writing and ideas. This is not a violation of the honor code in this class. If you ever have any questions about whether something is appropriate, just ask me beforehand.

Disability statement: I encourage students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, or psychiatric disabilities, to discuss appropriate accommodations with me. The Disability Access Center is also available to facilitate the removal of barriers and to ensure reasonable accommodations. Visit:
<http://www.virginia.edu/studenthealth/sdac/sdac.html>

Other resources: Lots of autism resources are available, including from funding organizations, scientists, parents, and autistic people. I list here a few and encourage you to seek others out on your own.

Excellent resource for weekly newsletters about autism science:
<http://sfari.org/about-sfari/press-room/newsletter>

An excellent twitter feed by an autistic scientist, commenting on autism-related science and policy: @autismcrisis

Some autism and/or parent blogs: <http://www.thinkingautismguide.com/>,
<http://tinygracenotes.blogspot.com/>, <http://neurowonderful.tumblr.com/>,
<http://idoinautismland.com/>, <http://daysixtyseven.blogspot.com/>,
<http://emmashopebook.com/>, <http://adiaryofamom.wordpress.com/>,

<http://jerobison.blogspot.com/>, <http://wrongplanet.net/>, <http://autism.typepad.com/>,
<http://www.onthetrainwithsophie.com/>

Calendar: Below is the calendar. Some of the readings may change, but I will let you know at least a week in advance if they do. (And remember: You will never be penalized for reading something that is no longer “required”!). I’ve attempted to place the readings in a rational order—but it was just an attempt.

1. Tuesday, 8/25	Intro: What is ASD? What is this course? Why are you here?
	<p><u>Readings (after class for this session only):</u></p> <ol style="list-style-type: none"> 1. Snow (2009). People-first language 2. Sinclair (1999). Why I dislike person first language
2. Thursday, 8/27	Origins
	<p><u>Readings (before class):</u></p> <ol style="list-style-type: none"> 1. Kanner (1943). Autistic disturbances of affective contact. 2. Frith (2003). Lessons from History (Chapter 3) (pp. 34-57) <p><u>Video (before class):</u> The forgotten history of autism: Steve Silberman (13:48) http://www.ted.com/talks/steve_silberman_the_forgotten_history_of_autism</p> <p><u>Kanner exercise (in class):</u> https://docs.google.com/document/d/11jZwEdcanfd5Q79F6LtHJyrBUwtkraO6sTSoA-NQ3zU/edit?usp=sharing</p>
3. Tuesday, 9/1	The medical model: What do most scientists and clinicians today say ASD is and is like?
	<p><u>Readings (before class):</u></p> <ol style="list-style-type: none"> 1. Klin et al. (2004). Autism in a 15-month-old child. 2. Volkmar & Wiesner (2009). Case reports (pp. 215-227) 3. Frith (2003). What is autism – Peter excerpt (pp. 2-5) 4. Sacks (1993). An anthropologist on mars. <p><u>Video (before class):</u> Overview of Autism Part 1 - Yale (Volkmar) - 31 minutes http://www.youtube.com/watch?v=IBR5NUMN7_0</p> <p><u>Assignment (before class):</u> Choose one of the case studies assigned for today and describe some of the characteristics that are consistent with those Kanner observed in his (1943) original paper.</p>

Video (in class):

KKI Early Signs (~10 mins): KKI early signs video (first 8 mins):

<https://www.youtube.com/watch?v=YtvP5A5OHpU>

Handout (in class):

[Participating in discussion](#)

4. Thursday, 9/3

Lived experience: What do some autistic people say ASD is and is like?

Readings (before class)

1. Higashida (2013). *The reason I jump*. [The whole book; your personal copy]

2. Robison (2012). *Autism – What is it?* [Blogpost]

3. Mandy (2013). Book review: Meet one person with autism.

Assignment (before class): Find, quote, and explain: (a) An example of a problem Higashida describes, which sounds just like a problem a non-autistic person might have. (b) An example of a problem Higashida describes, which you think is particular to autism. Repeat this exercise for an autistic blogger. (Give the url to the blogger)

Discussion notes (in class):

https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-_4ciNKmrOysN4/edit?usp=sharing

5. Tuesday, 9/8

Assignment, book and Prezi explanation, beginning of Prezi planning

Assignment (before class): What would you like me to know about you? What's your story? Describe yourself, where you grew up, what you're studying, what you want to be, etc. If you feel comfortable doing so, explain why you're in this seminar and what you hope to get out of it. Have you had much interaction with autistic people? What concerns (if any) do you have with the seminar or material? Any suggestions or comments about how things are going so far?

Details of assignments (in class):

[Memoir essay](#)

[Prezi for the public](#)

6. Thursday, 9/10

Diagnosing autism

Readings (before class):

1. Chapter 3 of Volkmar & Wiesner (2009). Getting a diagnosis.

2. Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders.

Video (before class):

Autism Assessment - Yale (Tsatsanis): 47 mins

<http://www.youtube.com/watch?v=EjlizuWPqV0>

Assignment (before class): Identify and explain some of the controversy over the way autism is classified in the DSM-5. (You'll have to do some web searching.)

Screening instruments (in class):

M-chat: https://www.m-chat.org/_references/M-CHATInterview.pdf

Early diagnosis (60 minutes):

<http://www.youtube.com/watch?v=zVgPIURSad8>

DSM-5:

<https://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria>

Discussion notes (in class):

<https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-4ciNKmrOysN4/edit?usp=sharing>

7. Tuesday, 9/15

ASD as a natural kind?

Readings (before class):

1. Hacking, I. (2007). Kinds of people: Moving targets.
 2. Grinker. (2007). Chapter 7: Autism by the numbers (pp. 143-172)
- from your personal copy

Assignment (before class): Describe and evaluate three explanations for the rise in the autism prevalence rate in the U.S. (they can be bad ones, and you can draw from materials we have read or things you find on your own)

8. Thursday, 9/17

The search for a cause 1

Readings (before class):

1. Grinker (2007). Chapters 3 & 4: Stigma, shame & secrets; Blaming mothers - from your personal copy
 2. Sicile-Kira (2010). The real world of autism: The refrigerator mother club. (in *Gravity* . . . pp. 43-46).
 3. Pellicano, E. (2011). Psychological models of autism.
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Assignment (before class): What are the four criteria by which we should evaluate a theory purporting to explain the cause of autism (hint, the Pellicano reading begins by describing them)? Which theory described in Pellicano (2011) do you find most persuasive and why? Or do you fail to find any of them persuasive?

Webinar (optional): ~45 min lecture, 15 min Q&A

Happé on “the fractionated triad” in autism:

<http://spectrumnews.org/features/webinars/webinar-francesca-happe-presents-fractionated-triad-model/>

Group work (in class):

ASD theory comparison:

<https://docs.google.com/document/d/1YFvaBoaDwn0dmhj6CVzWGaqi3WkUAwfWpth2kjlXo4/edit?usp=sharing>

9. Tuesday, 9/22

The search for a cause 2: Theory of mind

Readings (before class):

1. Baron-Cohen et al. (1985). Does the autistic child have a theory of mind?
2. Onishi & Baillargeon (2005). Do 15-mo-old infants understand false beliefs?

Assignment (before class): Find, quote, and explain at least three examples from different autistic bloggers, suggesting that they can reason about the minds of others. (Give the urls of the blogposts). Note that you'll need to begin by explaining what theory of mind is.

Slides (in class):

https://docs.google.com/presentation/d/138mHDW7nAFenD5zwVvrD-5nqsyf-9CobZQWcAqw4_Gk/edit?usp=sharing

10. Thursday, 9/24

The search for a cause 3: Theory of mind

+ Prezi group work: check-in re annotated biblio

Readings (before class):

Klin, A. et al. (2002). Visual fixation patterns during viewing . . .

Video (before class):

Overview of Autism Part 2 - Yale (Klin) - 48 minutes

<http://www.youtube.com/watch?v=vq6u4RFf7ck>

Assignment (before class): The “Virginia Woolf” study assigned for today is a classic in autism science. How would Higashida explain the findings? (Provide examples from his memoir.) Is this similar or different from the explanations Klin et al. propose? Who is right?

Slides (in class):

<https://docs.google.com/presentation/d/1S62P8Y53galv8x-SvQwMVxwQLAPc5gJI7DE9vSH45cQ/edit?usp=sharing>

Exercise on Klin et al. (2002) (in class):

<https://docs.google.com/document/d/1rodgkxnlh7HcGw6AwNEB0OplNKWa59S4IMXMsZ75AHU/edit?usp=sharing>

11. Tuesday, 9/29

The search for a cause 4: Noisy world

Readings (before class):

1. Dinstein et al. (2012). Unreliable evoked responses.
2. Pellicano (2013). Autism: A blooming, buzzing confusion?

Assignment (before class): Find some examples of how autistic accounts we have read so far (or as reported by bloggers; give the urls) fit with either or both of the readings assigned for today.

Slides (in class):

https://docs.google.com/presentation/d/1I7bEP0ByT4XKp_QOssI2Hafjv1Xk2Ou67bHrwD9lv30/edit?usp=sharing

Wednesday, 9/30 @ 5:30 p.m.

Showing of *Autism: The Musical* - B002 Gilmer (“cognitive lounge”)

12. Thursday, 10/1

Q&A with Christine Stephan (parent)

Christine’s blog FYI: <http://daysixtyseven.blogspot.com>

Readings (before class):

1. Grinker (2007). Chapter 1: One in 300 (pp. 23-35) - from your personal copy
2. Sinclair (1993). Don’t mourn for us.

Video (before class):

Autism Every Day (13 mins):

<https://www.youtube.com/watch?v=O0vCz2KWMM0>

Questions (before class; if you go the question route): Prepare three thoughtful questions for Christine. They can be about her

experiences parenting, her journey with autism, things you'd like to get her perspective on given the science we've read so far, etc. You all will be in charge of the conversation, so do think carefully about what you'd like to know.

Assignment (before class): Why is the "Autism Every Day" video so upsetting to many in the autistic community? Find and describe arguments from 2 bloggers about this video and reflect on those arguments (give the urls of the blogposts).

Discussion questions (in class):

https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-_4ciNKmrOysN4/edit?usp=sharing

Tuesday, 10/6

No Class (Fall Break)

13. Thursday, 10/8

Prezi Group Work; group annotated bibliography due on group googledoc

14. Tuesday, 10/13

Is a cognitively disabled life worth living? Who decides?

Readings (before class)

1. Singer (2009). Speciesism and moral status.
2. Kittay (2009). The personal is philosophical is political.

Assignment (before class): How does the Singer-Kittay exchange inform how scientists/academics ought to study (write about, conduct research on) those who are different?

Optional Kittay video lecture: "Normalcy and a Good Life for People with Severe Cognitive Disabilities" (~1 hr)

<https://www.youtube.com/watch?v=HVm5eCgLusw>

McMahan, Singer videos (in class):

<https://www.youtube.com/watch?v=vdVa1qdZ4RI>

<https://www.youtube.com/watch?v=ncppXrGFCBA>

Discussion questions (in class):

https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-_4ciNKmrOysN4/edit?usp=sharing

15. Thursday, 10/15

How can we know how cognitively disabled someone is? Should it matter?

Readings (before class)

1. Edelson, M. (2006). Are the majority of children with autism mentally retarded?
2. Courchesne et al. (2015). Autistic children at risk of being underestimated.
3. Sequenzia (2012). Non-speaking, low-functioning.
4. Tate (2014). What's the difference between high functioning and low functioning autism? [Blogpost]

Video (before class):

Sue Rubin: Autism is a world (~ 50 mins).

<https://www.youtube.com/watch?v=jGUKfNXRz1E> (Part 1; you should watch all 5 parts, which should start automatically after Part 1 ends)

Assignment (before class): Drawing on the materials for this session, what do you make of the distinction between “high” functioning autism and “low” functioning autism?

Slides (in class):

<https://docs.google.com/presentation/d/1Wx1pjxgxV59BmdP5UNDccRtHKFD40w-B1xNhZCiWOgY/edit?usp=sharing>

Discussion questions (in class):

<https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-4ciNKmrOysN4/edit?usp=sharing>

16. Tuesday, 10/20

What is a good autistic life or a good autistic outcome? Who decides? How does that inform treatments or interventions?

Readings (before class)

1. Connors & Donnellan (1993). Citizenship and culture. The role of disabled people in Navajo society.
2. Donvan & Zucker (2010). Autism's first child. [FYI video available at:

<http://www.theatlantic.com/magazine/archive/2010/10/autisms-first-child/308227/>]

If you did not watch this video before the last session, please do so before class for this session:

Sue Rubin: Autism is a world (~ 50 mins).

<https://www.youtube.com/watch?v=jGUKfNXRz1E> (Part 1; you

should watch all 5 parts, which should start automatically after Part 1 ends)

Assignment (before class): Drawing on the materials assigned for today, what do you think are some of the important features of a good autistic life?

Slides (in class):

<https://docs.google.com/presentation/d/1hmXy3ROHVXKwSPbKksx4egJwFydvu9BUiHSEMEwXw4g/edit?usp=sharing>

17. Thursday, 10/22

Interventions 1: Applied Behavior Analysis: What is it? What's its goal? What are the ethical issues involved? How does ABA comport with what you have learned about ASD so far?

Readings (before class)

1. Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children.
2. "Anxious Advocate" (2015). Why I left ABA. [Blogpost]
3. Gonnerman (August 20, 2007). The school of shock. *Mother Jones*.

Optional video of ABA-based school (~13 mins):

<http://www.youtube.com/watch?v=FO1W7iXTSQE>

Assignment (before class): Find, describe, and evaluate two opposing viewpoints on the Judge Rotenberg Center's use of shocks. What do you think?

Slides (in class):

https://docs.google.com/presentation/d/1aUpQBjxlxeCzqcu3xO9G_OEbofeUmD2Y8AMhFPQgv2U/edit?usp=sharing

18. Tuesday, 10/27

Interventions 2: Developmental Approaches

Readings (before class)

1. Dawson, G., et al. (2010). Randomized, controlled trial of an intervention for toddlers with autism: The Early Start Denver Model.
 2. Dawson, M. (2010). Very early autism intervention: the Early Start Denver Model. *Blogpost*.
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Assignment (before class): What did you find interesting or noteworthy about the Early Start Denver Model curriculum? What about in the results?

Slides (in class):

<https://docs.google.com/presentation/d/1UAZOKNol-w6jQY0m2JvueawWcRCEKjRwBCfn-BsaRto/edit?usp=sharing>

Exercise (in class--did not get to it!):

https://docs.google.com/document/d/1z9CM7GBBOztTgts8ow0QulXJnCq_Em2Qaf8o7VCZuqc/edit?usp=sharing

Reading for in-class exercise (did not get to it! ran out of time!):

<http://tinyurl.com/Estes-2015>

NIH reporter for looking up grants/grantees

<https://projectreporter.nih.gov/>

19. Thursday, 10/29

Communication

Readings (before class)

1. Gernsbacher (2004). Language is more than speech: A case study.
2. Kasari et al. (2014). Communication interventions for minimally verbal children with autism.

Video (before class)

Communication in Autism - Yale (Dr. Rhea Paul) - 1 hr, 50 mins

<http://www.youtube.com/watch?v=alalR28iT-8>

- **Watch just the first hour or so.**

Assignment (before class): Find 2 blogs that report on a parent's experience with their non-speaking child. (Don't use Christine's blog.) Read several entries. What methods of communication have they attempted in the past and/or do they use now with their child? How successful have they found them to be? How have they described their successes in communicating and/or connecting with their child? What else do you find noteworthy about the reports? (Give the urls to the blogs.)

Exercise (in class--from last time):

https://docs.google.com/document/d/1z9CM7GBBOztTgts8ow0QulXJnCq_Em2Qaf8o7VCZuqc/edit?usp=sharing

Reading for in-class exercise (from last time):

<http://tinyurl.com/Estes-2015>

Slides (in class):

https://docs.google.com/presentation/d/17k_sZRdcdZg_fm9_staS3LwAjALfDVEPAiE2JXPgtDk/edit?usp=sharing

Saturday, 10/31

Prezi outline due on googledoc

Monday, 11/2 @ 5:30 p.m.

Wretches & Jabberers

- you can watch it streaming via the library link (~90 mins):

<http://search.lib.virginia.edu/catalog/kan1097114>

Click: "A Kanopy streaming video" at the bottom

20. Tuesday, 11/3

The Facilitated Communication Controversy

Readings (before class)

1. Jacobson et al. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience science.
2. Biklen, D., & Cardinal, D. N. (1997). Framing the issue: Author or not, competent or not?

Video (before class)

Frontline: Prisoners of silence (~60 mins)

<https://www.youtube.com/watch?v=HXw8Ksvyt5Y> (Part 1; you should watch all 4 parts, which should start automatically after the previous part has finished)

Optional NYT Magazine piece (optional, before class):

<http://nyti.ms/1km4rni>

Optional blogpost by Ralph Savarese re the case and FC generally (optional):

<http://stephenkuusisto.com/2015/10/30/anna-stubblefield-and-facilitated-communication/>

Assignment (before class): Drawing on today's materials, what are the most persuasive critiques against FC?

Discussion document (in class):

https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-_4ciNKmrOysN4/edit?usp=sharing

21. Thursday, 11/5

Rapid Prompting Method Controversy

Readings (before class)

1. Ochs et al. (2005). Limitations and transformations of habitus in child-directed communication.
2. Travers et al. (2014). FC denies people with disabilities their voice.

Assignment (before class): Go online to find, watch, and evaluate at least three videos of different individuals using RPM. What do you think? What experiment(s) would you like to see to evaluate RPM? (Example of a video:

<http://www.11alive.com/story/news/2015/08/07/simple-tool-helping-kids--autism-communicate/31214179/>)
<https://www.youtube.com/watch?v=5hToXyUqDqw&feature=youtu.be>
<http://youtu.be/p1Mh22a4CCE>

Discussion document (in class):

https://docs.google.com/document/d/1h0ACs6WBk9WSECAzay8BUclwUIN25-_4ciNKmrOysN4/edit?usp=sharing

Friday, 11/6

Memoir Essay due via collab by 12 noon

Monday, 11/09 @ 3:30-5: Psychology and Disability Studies Initiative Colloquium

(Required): Prof. Morton Gernsbacher, *Diverse Brains*. If you are unable to attend (or just would like a preview or to review), read: Gernsbacher (2015). "Diverse Brains" available at:

<https://www.dropbox.com/s/bfurys5uo6q0idr/Gernsbacher-2015-diverse-brains.pdf?dl=0>

Here's a link to a youtube recording of a similar talk she gave at another institution:

<https://www.youtube.com/watch?v=wFVbSCLZQXc>

22. Tuesday, 11/10

Q&A with Morton Gernsbacher, Vilas Professor & Sir Frederick Bartlett Professor of Psychology, University of Wisconsin-Madison

FYI Prof. Gernsbacher's website:

<http://www.gernsbacherlab.org/>

Reading (before class):

Stevenson et al. (2011). Infantilizing autism.

Questions (before class; if you go the question route): Prepare three thoughtful questions for Prof. Gernsbacher. They can be about her research described in the Stevenson et al. paper, work presented in Monday's colloquium, autism science generally, things you've learned from visiting her lab's website (above), things you'd like to get her perspective on given the science we've read so far, etc. You all will be in charge of the conversation, so do think carefully about what you'd like to know.

Assignment (before class): What did you find most interesting or surprising about the Stevenson et al. (2011) paper assigned for today? Visit some autism support/resources websites (give the urls). How well does what you see match up with what Stevenson et al. report? What are the implications?

23. Thursday, 11/12 Memoir/Essay Discussions

You should re-read your essay and look over the memoir you read (also bring it to class). The first part of our session, you'll talk with others who read the same book, explaining the thesis of your essay and the empirical work you tied it to. It should be a real discussion—not a bunch of mini-presentations; that is, people should interrupt, ask questions, etc. but everyone should plan to share their thoughts. The second part of the session, you'll talk with others who read different books and tell them about your book—what it was about, what you found most interesting, and what you focused on in your essay.

24. Tuesday, 11/17 Prezi Group work; final script due (in class) via googledoc; discuss w/ vkj and begin work on visuals

NOTE: If your group is able to post the script to your googledoc on Monday or before (rather than on Tuesday in class), it will give me the chance to review it before we meet. And as a result, I'm likely to be able to provide more useful feedback.

General comments/reminders:

https://docs.google.com/document/d/1tl_FJsnYByAuT87Tp8RHfIPgb2Py0WcLJ2ghxSQpbw/edit?usp=sharing

Group scripts

Inclusion:

<https://docs.google.com/document/d/1uuWaaF4drJSPb5no-fuOZYf5WFNkgFo64r8ybRWLxKY/edit>

ToM:

<https://docs.google.com/document/d/1BA-n46FT7qy5KnZLXGOWG0POjDRrNLIsiaTwKxx2cEE/edit>

Non-speaking + intelligence:

<https://docs.google.com/document/d/1lmz7BAD3DxnlgSZFCbJClybM3YrVBLroa4B4BUAUc3s/edit?ts=5643eba7>

Epidemic:

<https://docs.google.com/document/d/1eQXbkwiTB1Ziy-MluRdeqCnNwhKsdqk5M5PgBGylyGU/edit>

25. Thursday, 11/19 Inclusion in School (Part 1)

Readings (before class)

1. Donnellan (1984). The criterion of the least dangerous assumption.
2. Kurth & Mastergeorge (2010). Academic and cognitive profiles of students with autism.

Videos (before class):

1. Thasya (13 mins): video of 8-y-o included autistic girl at school:

<http://www.youtube.com/watch?v=1zWp2KkOr68>

2. Axel (16 mins): video of 5th grade included autistic boy at school:

<http://www.youtube.com/watch?v=LIYwTmUgrco>

Assignment (before class): Reflect on the two videos.

Consider, for example, what kinds of supports were needed to include these children? How did the typically developing peers seem to respond? What do you think are some benefits of inclusion? What are some possible problems?

Slides (in class):

https://docs.google.com/presentation/d/14L3TBpzWPYiJp8V-wGOluE-Drtm1A_w8GmDuJ_EXf80/edit?usp=sharing

26. Tuesday, 11/24 Inclusion in School (Part 2)

Readings (before class):

1. Connor & Ferri (2007). The conflict within: Resistance to inclusion and other paradoxes in special education.
2. Kaufman et al. (2015). The delusion of full inclusion. In R.M. Foxx & J.A. Mulick (Eds), Controversial therapies for autism and intellectual disabilities. Routledge. Read at link below:

<https://books.google.com/books?id=bY-9CgAAQBAJ&lpg=PT143&ots=TylrPpBb57&lr&pg=PT143#v=onepage&q&f=false>

Assignment (before class): Seek out and explain an **empirically based** argument against inclusion. (Remember, empirical = includes data to make an argument; not just arguments about logic or a review of other people's work.) Do you find it persuasive in light of this session and the last session's materials? Why or why not? For example, the following is available in this week's reading folder (it's OK to use this one for your assignment, though if you can track down others, that would be better):

Fuchs et al. (2015). Inclusion vs. specialized intervention. [available in this week's readings]

Slides (in class):

https://docs.google.com/presentation/d/127ZXtH37FrnwXKv-UhIHMzjZo65RM_J6OuhfzHytdD0/edit?usp=sharing

Thursday, 11/26

Thanksgiving – No class

27. Tuesday, 12/1

Neurodiversity movement

Readings (before class):

1. Kapp et al. (2013). Deficit, difference, or both? Autism and neurodiversity.
2. Jaarsma & Welin (2012). Autism as natural human variation: Reflections on the claims of the neurodiversity movement.
3. Walker (2012). Throw away the master's tools.

Assignment (before class): Visit the Newsweek site below to get a sense of the range of opinions within the autistic community about the social vs. medical model, a "cure," and neurodiversity. With such divisions within the community (reflected in this piece and the material assigned for today), how should we move forward? Where should resources be directed in terms of research? Who gets to decide?

<http://www.newsweek.com/2015/02/27/one-activists-search-cure-his-autism-drawing-violent-backlash-306998.html>

For more from Jonathan Mitchell, see:

<http://autismgadfly.blogspot.com/>

- <http://www.jonathans-stories.com/non-fiction/neurodiv.html>

Slides (in class):

https://docs.google.com/presentation/d/1qjTXHVDdOdRwg9916Jqlw_xuh2j8tge-b0e_SRSVK3T4/edit?usp=sharing

28. Thursday, 12/3	Prezi Preparations in class; last-minute prep. What remains to be done over the w/e?
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29. Tuesday, 12/8	Prezi Presentations & Wrap-up
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Presentations

ToM: <https://www.youtube.com/watch?v=r7C3-70YyuE>

Inclusion: <https://www.youtube.com/watch?v=mLklwsx39Ks>

Communication & intelligence: <https://youtu.be/P2sLarc6YcY>

Epidemic: https://www.youtube.com/watch?v=vvttgwZ_qKc

Slides:

https://docs.google.com/presentation/d/1z4EC0n6FW58AmA_mCMSpUKKMvGlvqGbS6HRxjYe1RZg/edit?usp=sharing

Group work evaluation: <http://goo.gl/forms/6yoRzzwA05>