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Nota di contenuto	Cover -- Half Title -- Series Title -- Title Page -- Copyright Page -- Dedication -- Table of Contents -- Notes on contributors -- Acknowledgements -- Introduction -- Setting the scene: meanings of neurodiversity and related concepts -- Introducing the chapter content -- Acknowledgements -- Notes -- References -- Part I: Curing neurodivergence/eugenics -- Chapter 1: The production of the 'normal' child: neurodiversity and the commodification of parenting -- The child as product -- The pathologisation of neurodiversity and the rise of autism -- The current state of regulated normalcy in childhood -- Producing advantage and disadvantage -- References -- Chapter 2: Wittgensteinian grammatical investigation of autism language -- Conclusions -- Acknowledgements -- Notes -- References -- Chapter 3: Is there an ethical case for the prevention and/or cure of autism? -- Preliminary questions -- Scenarios for ethical debate -- A: Antenatal intervention -- P: Postbirth intervention -- Discussion -- Conclusion -- Acknowledgements -- Notes -- References -- Part II: Neurodivergent wellbeing -- Chapter 4: Neurodiversity, disability,

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Chapter 6: Neurodiversity and cross-cultural communication -- Neurodiversity and crosscultural communication -- Competing neurocultural practices -- Concluding reflections -- Note -- References -- Chapter 7: Understanding empathy through a study of autistic life writing: on the importance of neurodivergent morality -- Introduction -- A brief history of responses to autistic life writing -- Empathy across neurotype and species -- Morally ambivalent empathy: the pain caused by assumed cognitive empathy -- Talking back: autism as moral motivation -- This work was supported by the Wellcome Trust [218124/Z/19/Z] -- Note -- References -- Chapter 8: Sensory strangers: travels in normate sensory worlds -- Introduction -- Theoretical positioning -- Methods -- Language: limits and possibilities -- Reflection on process - implications for methodology -- Concluding reflections -- Notes -- References -- Part IV: Neurodiversity at work -- Chapter 9: Practical scholarship: optimising beneficial research collaborations between autistic scholars, professional services staff, and 'typical academics' in UK universities -- Practical collaborative scholarship -- Status and problematic definitions: ally, academic, ableism, activist, merit -- PARC as a structure to enhance opportunities for autistic researchers -- NADP: a vehicle for collaborative research -- JIPFHE: making practical scholarship visible -- Practical scholarship? -- Conclusion -- Acknowledgements -- Notes -- References -- Chapter 10: Designing an autistic space for research: exploring the impact of context, space, and sociality in autistic writing processes -- Introduction -- Methods -- Findings -- Concluding reflections -- References -- Chapter 11: How individuals and institutions can learn to make room for human cognitive diversity: a personal perspective from my life in neuroscience. The peculiar challenges on the margins of the autism spectrum -- School -- University -- Graduate school -- In the deep end -- If you're a stranger, go to a strange land -- Note -- References -- Part V: Challenging brain-bound cognition -- Chapter 12: Understanding autistic individuals: cognitive diversity not theoretical deficit -- Introduction -- Old School, Mental Module TT -- New school, Bayesian Brain TT -- Characterising social cognition correctly: diversity not deficit -- Notes -- References -- Part VI: Moving forwards -- Chapter 13: Neuronormativity in theorising agency: an argument for a critical neurodiversity approach -- Notes -- References -- Chapter 14: Defining neurodiversity for research and practice -- References -- Chapter 15: A new alliance? The Hearing Voices Movement and neurodiversity -- References -- Chapter 16: Neurodiversity studies: proposing a new field of inquiry -- References -- Index.

Sommario/riassunto

"Building on work in feminist studies, queer studies and critical race theory, this volume challenges the universality of propositions about human nature, by questioning the boundaries between predominant neurotypes and 'others', including dyslexics, autistics and ADHDers. This is the first work of its kind to bring cutting-edge research across disciplines to the concept of neurodiversity. It offers in-depth

explorations of the themes of cure/prevention/eugenics; neurodivergent wellbeing; cross-neurotype communication; neurodiversity at work; and challenging brain-bound cognition. It analyses the role of neuro-normativity in theorising agency, and a proposal for a new alliance between the Hearing Voices Movement and neurodiversity. In doing so, we contribute to a cultural imperative to redefine what it means to be human. To this end, we propose a new field of enquiry that finds ways to support the inclusion of neurodivergent perspectives in knowledge production, and which questions the theoretical and mythological assumptions that produce the idea of the neurotypical. Working at the crossroads between sociology, critical psychology, medical humanities, critical disability studies, and critical autism studies, and sharing theoretical ground with critical race studies and critical queer studies, the proposed new field - neurodiversity studies - will be of interest to people working in all these areas"--
