1. **Title of the module**

TZRD6000 (TZ600) - Autism Culture

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology, and Social Research (Tizard)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

*None*

1. **The programmes of study to which the module contributes**

BSc in Autism Studies BSc

Autism Studies Diploma of Higher education

Graduate Diploma in Autism Studies

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Critically identify key emerging themes regarding autism culture

8.2 Access and critically interpret existing research or other literature regarding autism culture, including engaging with a variety of perspectives on the historical, cultural and social contexts affecting the support of individuals with autism spectrum conditions

8.3 Demonstrate a critical understanding of the need to explicitly consider autism culture in research, policy and practice

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate the ability to sustain arguments showing critical understanding of key issues

9.2 Demonstrate critical evaluation of concepts and communicate these in a non-discriminatory and accessible way

9.3 Demonstrate effective time management

9.4 Use a variety of methodologies/approaches to critically analyse a complex subject matter

1. **A synopsis of the curriculum**

Disability Culture and Disability Studies are growing areas of academic investigation, and more recently ‘autism culture’ has been considered. Culture may be defined as the behaviours and tropes of groups of individuals: this module will explore culture as a concept growing from positive autistic identities, self-advocacy and the politicisation of autism.

Students will be taught to consider Autism from a sociological perspective, including examining cultural, gender and political representations of ‘geekdom’, ‘Aspie’ and ‘autistic’ identities. Tim Page wrote *“I hope that young Aspies, informed by recent literature on the subject, will find the world somewhat less challenging than I have”.* This may only be possible by moving from a ‘curebie’ perspective (a derogatory term coined by individuals with Asperger’s to describe neurologically typical people seeking to cure autism) toward a ‘neurodiversity’ position that tolerates and celebrates difference. The module will explore and analyse such perspectives

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

DePoy, E. & Gilson, S.F., (2004). *Rethinking Disability: principles for professional and social change.* Baltimore: Brookes/Cole.

Grandin, T., (2006). *Thinking in pictures: My life with autism.* Second Edition. New York: Vintage Books.

Kim, C., (2014). *Nerdy, Shy, and Socially Inappropriate: A User Guide to an Asperger Life,* London: JKP.

Silberman, S., (2015). *Neurotribes: The Legacy of Autism and How to Think Smarter About People Who Think Differently.* London: Allen & Unwin

Silverman, C., (2012). *Understanding Autism: parents, doctors and the history of a disorder.* Princeton: Princeton University Press.

Waltz, M., (2013). *Autism: a social and medical history.* Basingstoke: Palgrave MacMillan

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Essay - 60%

Assignment (interview analysis) – 40%

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study |  |  | **X** | **X** | **X** | **X** | **X** |
| Seminars/ online forums | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 5000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment 3000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and online/distance learning

1. **Internationalisation**

The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance. The topics and material considered are not restricted to the UK and hence have international relevance

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018