Neurodiversity Matters: An Ethnographic Investigation into Discourse, Practice, and Identity. Livingstone & Gibson, 2020.

<u>Discourse analysis research tool: short-form version</u>

   i)   Bibliographic reference, genre, author characteristics and positionality, intended audience.

   ii)   Content overview.

   iii)   Notes on language and linguistic features. Consider the following:

       a. *What language is brought along with neurodiversity?*
       b. *What language is contrasted with neurodiversity?*
       c. *Does the language used imply/explicitly identify/exemplify any binaries or tensions?*
       d. *Are there any metaphors, euphemisms, figures of speech, or other noteworthy words or phrases used, and to what effect? Do these recur across texts?*
       e. *What style is used?*
       f. *What pronouns are used, and to what effect?*
       g. *Where is agency located/who is represented as acting?*
       h. *Who is portrayed as an authority, knower, and/or expert? Does this align with normative understandings of expertise or challenge/subvert them?*
       i. *What cause and effect connections or relationships are highlighted? Are these connections commonsensical or more subversive?*

   iv)   What practices, actions, and/or values are promoted or foreclosed in this text? Are there any noteworthy assumptions?

   v)   Are any other texts, authorities, or specific events highlighted or challenged?

   vi)   (How) are other voices and social actors represented?

   vii)   Other.

This analytic tool is original and should be attributed to Bridget Livingstone and Margaret Gibson, 2020. It draws upon the work of Norman Fairclough and James Paul Gee.

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Discourse analysis research tool: details and examples

  i)   Bibliographic reference, genre, author characteristics and positionality, and intended audience.
  - What is the text's full citational information?
  - How is the text categorized in terms of genre? Is it an academic text? If so, from what discipline? Is it a social media post, organizational text, professional text, etc.?
  - What discipline is the author associated with, if they are an academic? Which country are they based in? Do you have information about their gender or racial identity? Are they a professional, a clinician, a practitioner, etc. Also (briefly) consider how the author positions themselves relative to the issues and actors they discuss (ie. keep power relations in mind).
  - Who is this text written for? Who is the presumed audience?

  ii)   Content overview.
  - Brief notes on key themes, main arguments, topics, and (relevant) key terms.

  iii)   Notes on language/linguistic features. Consider the following and include sample quotes (including page numbers) as helpful.

  - What language is brought along with neurodiversity (or whatever your key term or research concept is)? In the case of neurodiversity, these might be things like brains, biodiversity, human rights, etc.
  - What language is contrasted with neurodiversity (or whatever your key term or research concept is). In the case of neurodiversity, these might be things like pathology, clinical language, ABA, cure, functioning levels, etc.
  - Does the language used imply or explicitly identify/exemplify any binaries or tensions? For example, does the text endorse neurodiversity but uncritically use language around functioning levels?
  - Are there any metaphors, euphemisms, figures of speech, or other noteworthy words or phrases used, and to what effect? Do these recur across various texts?
  - What style is used? Scientific, professional, personal narrative, policy argument, etc. Consider the way that styles may be patterned across types of texts, and the links between style and claims of authority or expertise.
  - What pronouns are used (e.g. "they", "we"), and to what effect? Think about how pronouns differentially position subjects/actors and help illustrate relationships of power, solidarity, authority, inclusion/exclusion, etc.
  - Where is agency located/who is represented as acting. Who is 'doing', what 'happens', who 'is done to', who is not present, are there instances where the "doer" of an action is erased?

- o Who is portrayed as an authority/knower/expert? Does this align with normative understandings of expertise or challenge/subvert them? For example, does the text take for granted that clinicians are experts in working with autistic people or question clinicians' expertise and reposition autistic people as experts?
- o What cause and effect connections or relationships are highlighted? If relevant, consider whether these connections are commonsensical or if they challenge/subvert taken-for-granted cause and effect relationships.

iv) What practices/actions/values are promoted or foreclosed in this text? Are there any noteworthy assumptions?
- o What becomes thinkable or not, doable or not? What relations that become possible or not? Think about the text as productive of (and as foreclosing) further actions, understandings, relations, and texts.

v) Are any other texts/authorities/specific events highlighted or challenged?
- o Pay attention to any intertextual links.

vi) (How) are other voices and social actors represented? This question can be collapsed with the previous question about expertise, if that's easier. Are there significant voices missing? How are various voices/actors positioned relative to the authoritative voice and one another?

vii) Other: reader reactions, surprises, quotes (with page numbers), connections noticed, questions raised, note if text is a candidate for in-depth analysis (if it's a particularly illustrative, representative, or clear example).

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