May 2024

Current Calls for Submissions

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Neurodivergent Works in Neurotypical Workspaces (6.1)
Deadline: September 15, 2024

As autistic culture slowly becomes more present in society, we worry that such "inclusion" mimics the problems of traditional inclusion education. Put another way–while Diversity, Equity, and Inclusion (DEI) goals become more common in many places of work, autistic perspectives may be more present, but are they heard and valued? Does the normative work environment engage with divergent perspectives? This issue presents is an opportunity to think about how autistic culture is or is not active in work communities.

We would hope to hear about divergent experiences in the workplace. We consider a workplace to be any space in which one performs a task and receives compensation. These spaces may involve interactions with other people, specific physical location, daily online interactions, schools, or creative spaces. In thinking about autistic workspaces and experiences, please consider the following questions:

- How does neurotypicality dominate workspaces?

- What might neurodivergent work look like?

- How do DEI initiatives connect with autistic experiences?

- What strengths/weaknesses does the neurodivergent individual bring to the typical workplace?

- Is there a stereotypical atypical colleague? How is this problematic?

- What are the problems with traditional inclusion practices in schools?

- How do workplaces incorporate Universal Design for Learning?

- How are neurodivergent employees represented in cultural narratives such as film, television, and fiction?

Diagnosis, Self-Diagnosis, and Identity (6.2)
Deadline: March 15, 2025

Over the years, we have read a wide range of pieces that reference but never fully explore the concept of diagnosis. For a long time, diagnosis led to social marginalization or even institutionalization; however, the upcoming issue reclaims the label, Autism, as a key part of identity and community. We hope to hear and share experiences around autistic diagnosis.

Labels can lead to broader understanding of the potential of being in a restrictive, neuro-typical society. Labels can also lead to accessing key support from governments and institutions. And yet, often the process of diagnosis is rooted in an ableist model of understanding autism.

We seek pieces that explore these contradictions. Art, poems, scholarly essays, original research, theoretical considerations, and personal narratives are encouraged. Consider the following ideas:

- "Coming out" as autistic

- Experiences of self-diagnosis

- The conflict and contradictions of relying on the DSM-V

- The removal of Aspeger's as a diagnosis from the DSM-V

- Accessing diagnosis-dependent resources

- The limitations of diagnosis

- Overlapping, conflicting diagnosis

Please submit too http://scholarworks.gvsu.edu/ought.