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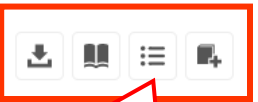
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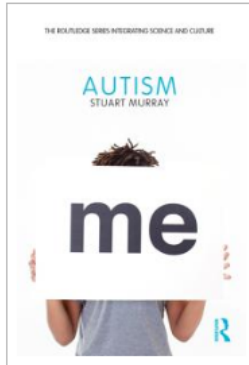


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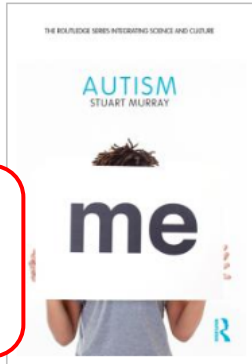
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Stuart Murray is Professor of Contemporary Literatures and Film and Director of Medical Humanities research in the School of English at the University of Leeds in the UK. He is the author of *Representing Autism: Culture, Narrative, Fascination* (Liverpool UP, 2008) and a number of articles on disability representation.

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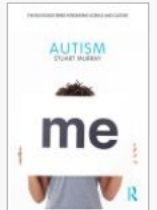
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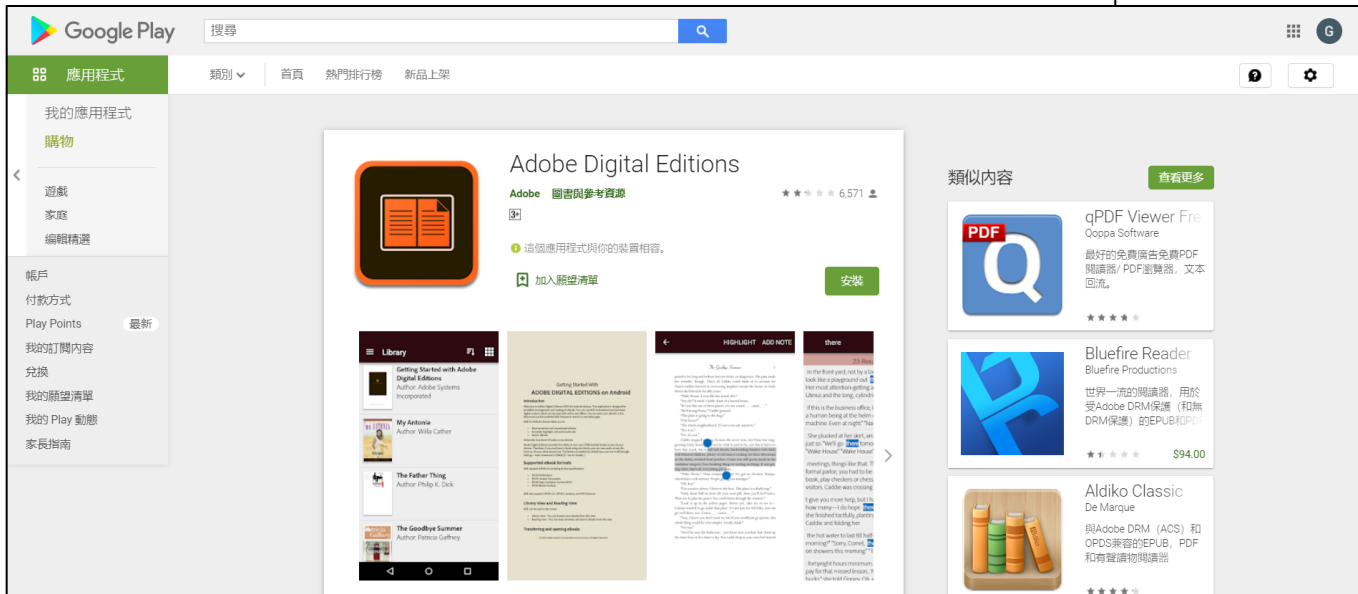
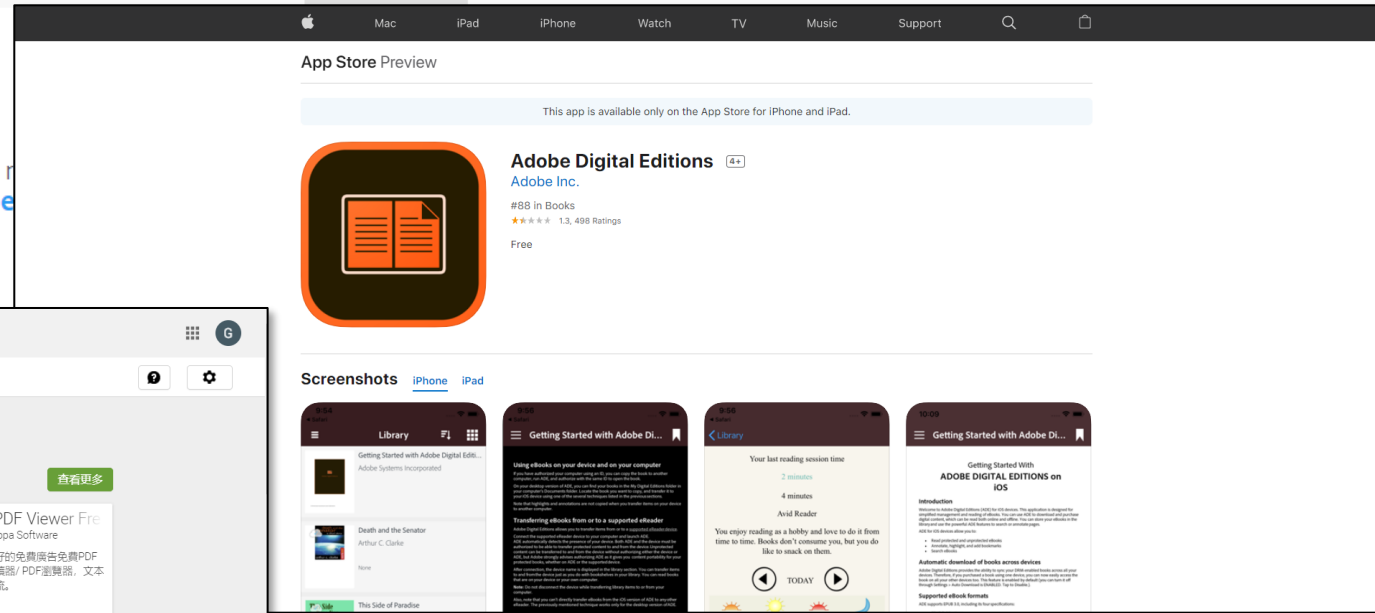
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## 1 What we know ... or Don't

We know more about autism now than at any point in history. We know that it is a neurodevelopmental condition, which is almost certainly biogenetic in origin, and that it affects the ways in which information is processed in the brain. We know that, whatever the debates surrounding ideas of treatment and cure, it is a lifelong condition, and that it affects far more people than was believed even 10 years ago. We know that autism is a spectrum condition, and as such takes many forms, from the non-verbal to the highly talkative for example, or from those who revel in sensory stimuli to those who find such encounters painful and distressing. We know that there seems to be more autism about, that the condition is diagnosed, highlighted, discussed, and represented as never before, even though we also know that there have always been people with autism but that we chose not to label them as such until the recent past. We know that most people with autism are considered disabled but that some choose to see themselves rather in terms of difference, and reject the idea that they 'suffer from' their condition. We know all these things and more, and yet at the same time, if we're honest, the foundational observation we might make, the 'central fact' about autism with which we should probably start, is that we don't know very much about it at all.

We don't know what causes autism. For all that neurology continues to help us understand how the brain is the site of the condition, we don't know fully which brain areas are responsible for the ways in which those with autism process their experiences of the world. Equally, despite advances in research on genetics, we have no real idea which genes are those

manifests itself in any one individual; we simply believe them to be the most useful at this present moment in time. We don't know whether environmental factors play a part in autism or, if they do, how we might establish the extent to which this is the case. And, putting two of our 'don't knows' together, we don't know if, or how, possible genetic and environmental factors interact, though some suspect that they might. Lastly, given that much of what we do know about autism comes from recent research, we don't know much about autism and the future. We know very little about the condition and ageing, for example, and (to discuss the issue in different terms) we don't know what the future will need in terms of educational or social healthcare policies for those with autism.

In this first section, I want to extend this question of 'what we know' and outline and explore the 'facts' of autism. I want especially to discuss the condition as it is understood by medical knowledge, and the ways in which the terms of such understanding have created a sense of what the condition is and how it works in the world. When the word 'autism' is mentioned, I suspect that there is an immediate and seemingly natural assumption that the point of departure for further thinking about what it is, the first frame in which to consider it, is that of the medical. Autism is, after all, often referred to as a 'condition,' frequently a 'disorder,' and sometimes a 'disease,' and we believe these terms to be foremostly medical: medical research into genes and the workings of the brain helps us to further the understanding of autism's genetic patterning and its neurological make-up, and medical practice in terms of psychology and healthcare aid in the diagnosis and ongoing support of those who are autistic. Medicine is, it appears, our best guide for understanding autism at any given moment in time; medical research is vital in determining what autism is



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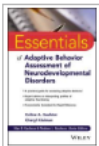
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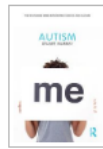
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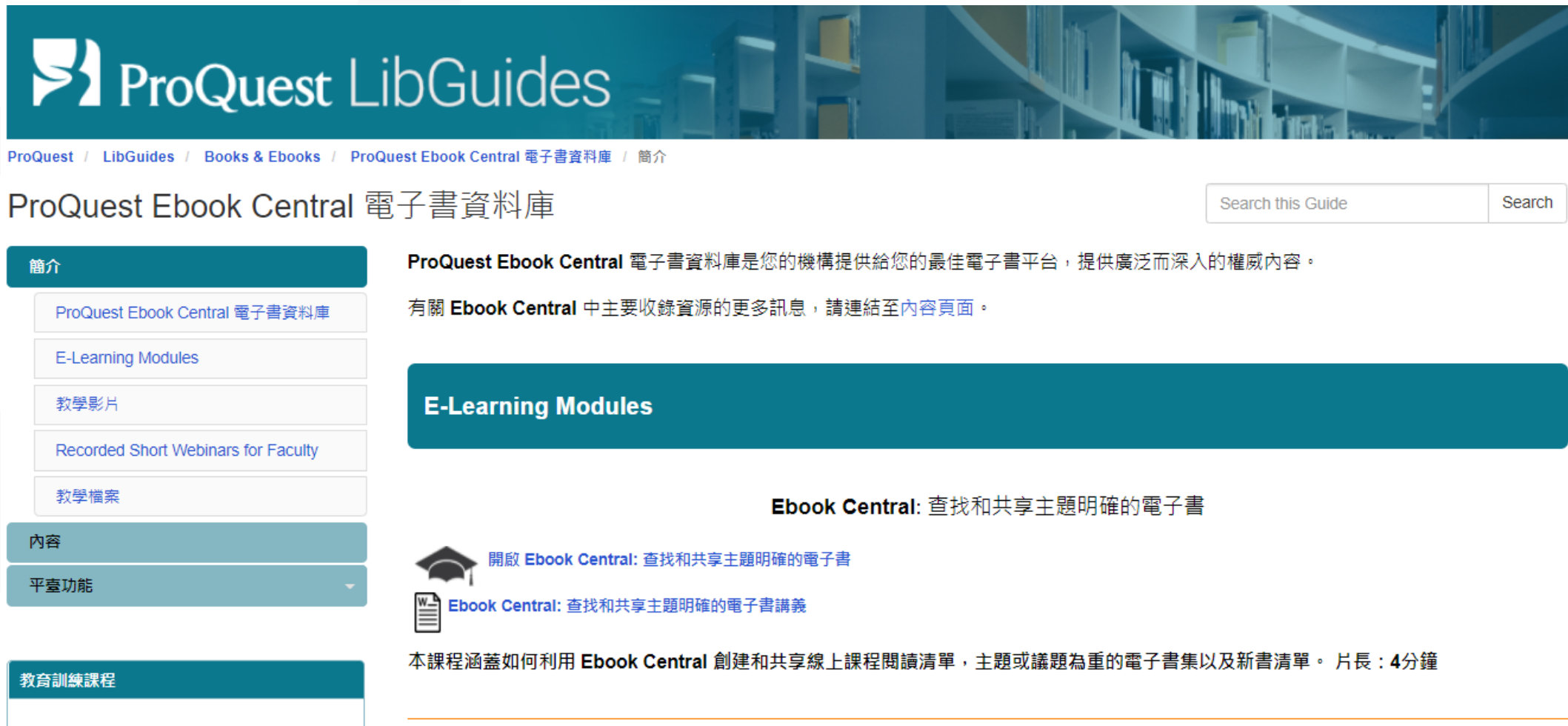


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