

APPENDIX

Poststructural Interview Analysis: Politicizing “personhood”

*Carol Bacchi and Jennifer Bonham**

Abstract This Appendix introduces a new poststructural approach to interview analysis. It outlines seven closely related processes that address the following questions:

- precisely what is said in the interview?
- how was it or is it possible to say those things?
- which networks of relations (discursive practices) are relevant to the interview topic?
- what do the selected “things said” produce as “subjects”, “objects”, and “places”?
- how do the interviewers and interviewees problematize “what they are, what they do, and the world in which they live” (Foucault, 1986)?
- which “things said” put in question pervasive ways of thinking?
- what political consequences follow from interviewers’ selection and distribution practices?

Keywords “things said” · politicization · “regimes of truth” · discursive practices · subject positions · transformation · distribution

*Jennifer Bonham is Senior Lecturer, Department of Geography, Environment and Population, The University of Adelaide.

Interviewing is one of the most common social science methodologies. Many books and articles (Holstein and Gubrium 2003; Alvesson 2011) describe a range of interview techniques – “expert”, “semi-structured”, “in-depth”, etc. Cautions are raised about power relations in interview settings, specifically between interviewers and interviewees, with accompanying ethical concerns (Fontana and Frey 2005). Less attention is directed to the “subject” who is assumed as a starting place when drawing on interview material (but see Hanna et al. 2015).

In a general sense it seems fair to say that interview subjects are considered to have privileged (“first person”) access to a kind of “truth” about their “experience/s”. This view of a “founding subject”—a person who pre-exists society and who “grasps intuitively” the meanings within “empty things” (Foucault 1972: 227)—poses difficulties for poststructural researchers who wish to use interviews as part of their analysis. St. Pierre (2011: 620) describes the quandary thus: “[I]f we no longer believe in a disentangled humanist self, individual, person, we have to rethink qualitative methods (interviewing and observation) grounded in that human being as well as humanist representation”.

While some poststructuralists remain skeptical of the redeeming possibilities of research interviews (Fadyl and Nicholls 2013), others have used them to challenge discourses both in relation to the “self” and at the broader societal level (see for example Gibson et al. 2008). Others (e.g., Laurier and Philo 2004; Stern 2006; Moisander et al. 2009; Davis 2010; Holstein and Gubrium 2011) have combined poststructuralist insights with ethnomethodology to examine how individuals make sense of their lives. However, as Jones (1997) and Bastalich (2009) demonstrate, much of the research in this vein reintroduces the founding subject of humanism.

To move past this obstacle to poststructural use of interview material, a methodology, referred to as Poststructural Interview Analysis (PIA), is outlined below (see also Bonham et al. 2015). This methodology is solidly grounded in Foucauldian-influenced thinking and draws on the theory and concepts introduced in Chapter 3. An initial premise is that interviews, like all knowledge practices, including conventional policy studies, are inherently political. The analytic task, therefore, becomes providing support to practitioners in developing alternative approaches to a program or project they wish to challenge.

Practices in Foucault (1991b: 75) are “places” where “what is said and what is done . . . meet and interconnect”. A practice is the routine enactment

of relations between things—e.g., all of the elements which make up a clinical diagnosis from the hospital gurney and stethoscope to the question “does it hurt when . . . ?”. In the place of “founding subjects” assumed to have a deep “inner” core of being, practices produce “subjects” as subjects of particular kinds. Moreover, since practices are multiple and ongoing, “subjects” are always in process—fluid and relational—rather than fixed essences of any sort. Hence, “subjects” are provisional and opportunities for modification are many.¹

This particular approach to “subjects” as “in process” makes it possible to treat interviews—or more precisely interview transcripts—as texts. The procedure to deal with these texts involves a form of “de-personalization”, or—to put it more positively—a form of *politicization* of “personhood”. To reiterate, we are not concerned with understanding why the interviewee says what s/he says or analyzing the kind of “subject” an interviewee has become. Rather we are interested in mapping the kinds of “subject” it is possible to become. A major purpose of the analysis is to consider the particular kinds of “subjects” produced within interview settings, while also reflecting on how subject status can be questioned and disrupted. This brief introduction to PIA is intended to indicate how such analysis can be performed, and why it is useful. To make the approach more accessible, seven “processes” are introduced, though the interconnected nature of the analysis needs to be highlighted.

PROCESS I: NOTING “WHAT IS SAID”

PIA bypasses concerns about people’s (assumed) motives or intentions in interviews. Instead, the analysis begins by examining *precisely* “what is said”—the “things said”. To avoid confusion with language studies, it is important to emphasize that the interest here is not in “what *people* say”, but in “*what* people say”, in “*exactly* what is said” (Veyne 1997: 156; emphasis in original).

Much of what is said in an interview appears as nothing new, as common knowledge (*savoir*) or common sense. It is important to notice and note such “things said” as they often have normative implications, establishing ways for people to be. Particular attention should be paid to moments of “excision and attribution”, “measurement”, and “self-formation”. Excision and attribution refer to “points in the interview where particular ways of thinking, feeling, characterising and doing are differentiated from

the mass of existence”, measurement to “those moments where some form of quantification is used”, and self-formation to those moments when the interviewee speaks of the self in terms of an available subject position, consequently “binding the self to that position” (see Bonham et al. 2015: 189).

“Things said” have greater or lesser import and impact depending upon the institutional location of those who say them and in what context—i.e., depending on the status or authority accorded certain “things said” (see also Process 3). For example, discourses (knowledges) with strong institutional mechanisms, such as medical discourses, are likely to carry more force than those with fewer such mechanisms, such as the home birth movement (Bacchi and Eveline 2010: 158).

Research questions include:

- What “things said” have been noted?
- On what grounds have they been noted?

PROCESS 2: PRODUCING GENEALOGIES OF “WHAT IS SAID”

Reflecting on selected “things said” it becomes important to consider how it was or is possible to say those things, how they are rendered “sayable” (Foucault 1991a: 59). That is, analysts need to reflect on how “*what* is said” *could be* said—how they are considered to be legitimate or “truthful” things to say. To this end it is necessary to produce histories (Foucault 1991a: 64), or more precisely genealogies, of “things said”.

Such genealogies look to identify the “conditions” necessary in a particular period “for this or that enunciation to be formulated” (Foucault 1972: 15 fn 2). Attention is directed to the multitudes of practices—the “processes, procedures and apparatuses” (Tamboukou 1999: 202)—involved in the production of “*what* is said” as “sayable”, as “within the true”. Take, for example, the comments “I felt depressed” or “We work with mental trauma”. The political target is not how psychology or psychiatry control or label people but all the interconnected practices that make depression and mental trauma apparent and intelligible, and give these knowledge formations authority.

In PIA, therefore, “things said” are analyzed in terms of the practices that give rise to them. For example, attention shifts from the assumed attributes of individuals to the genealogy of those “attributes”. Asking “What is it possible to speak of?” (Foucault 1991a: 59) provides a novel

and powerful form of political analysis, showing how political practice takes part in the “conditions of emergence, insertion and functioning” of “regimes of truth” (Foucault 1972: 163).

Some research questions include:

- What meanings need to be in place for particular “things said” to be intelligible?
- Where and how has a specific “thing said” come to be accepted as “truth”?

PROCESS 3: HIGHLIGHTING KEY DISCURSIVE PRACTICES

Foucault referred to the sets, or networks, of heterogeneous relations that install “regimes of truth” as *discursive practices* or *dispositifs* (Bacchi and Bonham 2014). Discourse in Foucault refers to knowledge, and discourses are described as practices (Foucault 1991a). *Discursive practice* encapsulates *how* discourses “practice”, how they operate to establish their knowledge credentials. For example, Foucault (1972: 41) elucidates how “psychiatric discourse finds a way of limiting its domain, of defining what it is talking about, giving it [its domain] the status of an object—and therefore of making it manifest, nameable, and describable”.

Discursive practices are not concerned with language or logical propositions. Rather, they involve relations among heterogeneous elements including, but not limited to, actions, symbols, materials, words, and gestures. It is possible to “map” notionally the “elements”—e.g., the sites, subject positions (kinds of subjects and authority of those subjects), practices, objects, actions, and interactions in a discursive practice (see Bacchi and Bonham 2014: 186; “Field of Dispersion of Population Statements”). It is through the ongoing enactment of relations within discursive practices that “subjects”, “objects”, and “places” are in continual formation.

Interviews operate in and through a plethora of discursive practices—e.g., the discursive practices of health, transport, biology, migration, and so on. Hence, it is necessary to consider how the specific discursive practices relevant to the interview topic generate things that can be said “within the true”. Analysts pay particular attention to the normative implications of identified discursive practices. As examples, consider the effects of privileging “mobility” within a transport discursive practice, or “fitness” within a health discursive practice. Analysts look also to identify

the subject positions—the characteristics, behaviors, and dispositions which constitute particular kinds of subjects—within those practices, e.g., the mobile subject, the healthy citizen, etc. It is also important to pay attention to the interview process as a site within a discursive practice, participating in setting norms for behavior and making available the subject positions of “interviewer” and “interviewee”.

Research questions include:

- Which discursive practices are relevant to the “things said” that are the focus of the analysis?
- Which subject positions are made available within these discursive practices?

PROCESS 4: ANALYZING “WHAT IS SAID”

“Things said” have important functions in installing certain norms and subject positions. They play a critical role in forming “subjects”, “objects”, and “places”, and giving authority to certain discursive practices. Hence, they need to be studied in terms of what they *produce*, or constitute, rather than in terms of what they “mean”.

For example, a comment such as “women are less inclined to take risks” produces “women” as risk averse. Or, a comment that “I don’t have the skill for that job” produces “skills” as human attributes, and as *required* human attributes (required for the job). Similarly, a reference such as “I always celebrate Australia Day” produces “Australia” as a legitimate spatial entity given the endorsement of a national public holiday.

Research questions include:

- Which norms do the “things said” invoke?
- Which “subjects” are produced?
- Which “objects” do they create?
- Which “places” are produced as legitimate?

PROCESS 5: INTERROGATING THE PRODUCTION OF “SUBJECTS”

Interviews are important resources for considering how we are continually produced as particular kinds of provisional subjects. Foucault (1986: 10) offered problematization as a theoretical intervention in exploring the production of “subjects”—studying “the conditions in which human beings

‘problematize’ what they are, what they do, and the world in which they live”. Research interviews provide access to such problematization practices.

Interviewers, for instance, call upon interviewees to examine their being, to differentiate and scrutinize elements of their lives, then to position these elements in relation to each other and in relation to the lives of others. In the process, interviewees *problematize* their conduct in terms of established norms and in doing so associate themselves with certain subject positions. By analyzing exactly what interviewees say (“*what* is said”), therefore, it becomes possible to reflect on the criteria and processes by which they differentiate themselves as particular kinds of subjects, how they come to occupy specific subject positions and how they open spaces to disrupt those positions. In this way PIA shifts the focus from the founding or fixed subject to the processes through which “individuals” become entangled in discursive practices, and the mechanisms by which “individuals” acknowledge themselves as particular types of subjects.²

Research questions include:

- “What” does the individual relate to the self?
- What ways of moving, thinking, characterizing and feeling has the interviewee excised and related to the self?
- In which discursive practices have these attributes been, and continue to be, formed?

PROCESS 6: EXPLORING TRANSFORMATIVE POTENTIAL

Recalling that, in poststructuralism, the kind of subject that one can become is “in process” (see above), then by focusing exactly on “*what* is said” it becomes possible to use interview material to explore mutations in subject positions. Discursive practices are plural and, at times, contradictory, opening up spaces for disruption. Interview material can, therefore, serve as a political resource to analyze transformative potential.

The following research questions highlight how certain comments (“*what* is said”) can provide the basis for contesting prevailing discourses:

- Does a particular interviewee comment appear unusual, inappropriate or out of context?
- Does a particular comment offer an alternative to a taken-for-granted “reality”?

PROCESS 7: QUESTIONING THE POLITICS OF DISTRIBUTION

Interviewers play a critical role in the political uses of interview material. Beyond the ethical complications of different types and levels of authority afforded to the interviewer and interviewee, interviewers exercise power as they distinguish what will be reported, what will be included/excluded, and how and where it will be distributed. Quantitative-based interviews (such as surveys) also operate to limit “*what is said*” as they often restrict responses to what a given discipline already deems to be appropriate. The political import of research “findings” derives from the truth status attached to such findings and the breadth of dispersion of such findings, including research publications, conferences, discipline seminars, workshops, media reporting, and policy discussions.

The following questions address the role of the researcher in producing, analyzing and distributing “*what is said*”:

- Do particular interviewer comments (“things said”) challenge or reinforce pervasive ways of thinking?
- Do the questions asked (either in a survey or in a semi-structured interview) function to reinforce or challenge pervasive ways of thinking?
- Are the sites for distributing research results constrained in ways that reinforce pervasive ways of thinking?

CONCLUDING COMMENT

To some analysts PIA may appear to undermine the individual integrity of interviewees. Indeed, they may find its “*depersonalizing*” strategy offensive. However, the purpose of the approach is to highlight the contingency and politics involved in shaping the kind of person it is possible to become—to *politicize* “personhood” —and hence to increase opportunities for contestation.

In the place of the view that the world consists (simply) of a particular type of person (one *with* emotions, affects, etc.) or types of people (women, men, youth, migrants, who behave in predictable ways) it directs attention to the heterogeneous strategic relations and practices involved in making what appear to be self-evident traits and dispositions possible. This foregrounding of the practices that produce “*what is said*” as “truth” brings a heightened political sensitivity to interview analysis. It signals

that “reality” is *made* in and through discursive practices and that, given the plurality and mutability of those practices, it can be *unmade*.

NOTES

1. The use of quotation marks, called scare quotes, around “subject” and “subjects”, signals their provisional status; “subjects” are always “works in progress”.
2. “Individuals” are provisional in the same ways as “subjects”. The term “acknowledge” does not refer to a purposive volitional state of mind but simply to the activity of taking up a particular subject position – e.g., ticking the box “male” or “female” on a form.

BIBLIOGRAPHY

- Aitken, R. (2006). Performativity, popular finance and security in the global political economy. In M. de Goede (Ed.), *International political economy and poststructural politics*. Basingstoke: Palgrave Macmillan.
- Alexander, S., & Coveney, J. (2013). A critical discourse analysis of Canadian and Australian public health recommendations promoting physical activity to children. *Health Sociology Review*, 22 (4), 353–364.
- Allan, E. (2012). *Policy discourses, gender, and education: Constructing women's status*. New York: Routledge.
- Alvesson, M. (2011). *Interpreting interviews*. London: Sage.
- Alvesson, M., & Sandberg, J. (2013). *Constructing research questions: Doing interesting research*. London: Sage.
- American Psychiatric Association (2013). *Substance-related and addictive disorders*. Arlington, VA: American Psychiatric Publishing.
- ANCD (2012). *1st Recovery Roundtable Report*. Canberra: Australian National Council on Drugs.
- Anderson, S., & Berglund, K. (2012). Part I: Policies for innovation. In S. Anderson, K. Berglund, E. Gunnarsson, E. Sundin (Eds.), *Promoting innovation: Policies, practises and procedures*, VINNOVA Report VR 2012.08, Swedish Governmental Agency for Innovation System, Stockholm.
- Anderson, S., Berglund, K., Gunnarsson, E., Sundin, E. (eds) (2012). *Promoting innovation: Policies, practices and procedures*, VINNOVA Report VR 2012.08, Swedish Governmental Agency for Innovation System, Stockholm, http://www.vinnova.se/upload/EPiStorePDF/vr_12_08.pdf, Accessed 20 November 2015.
- Armstrong, E. (2007). Moral panic over meth. *Contemporary Justice Review*, 10 (4), 427–442.

- Ashley, R.K. (1988). Untying the sovereign state: A double reading of the anarchy problematique. *Millennium: Journal of International Studies*, 17 (2), 227–262.
- Australian Commonwealth Government (2005). *Government response to: Senate Community Affairs References Committee Report on poverty and financial hardship “A hand up not a hand out”: Renewing the fight against poverty*. Canberra: Australian Government.
- Australian Government (2007). *Changing behaviour: A public policy perspective*. Canberra: Australian Public Service Commission.
- Australian Public Service Commission (2007). *Tackling wicked problems: A public policy perspective*. Canberra: Australian Government.
- Bacchi, C. (1996). *The politics of affirmative action: “Women”, equality and category politics*. London: Sage.
- Bacchi, C. (1999). *Women, policy and politics: The construction of policy problems*. London: Sage.
- Bacchi, C. (2009). *Analysing policy: What’s the problem represented to be?* Frenchs Forest: Pearson Education.
- Bacchi, C. (2011). Gender mainstreaming and reflexivity: Asking some hard questions, Keynote address, Advancing Gender + Training in Theory and Practice, Conference at Complutense University, Madrid, 3 February 2011.
- Bacchi, C. (2012). Why study problematizations? Making politics visible. *Open Journal of Political Science*, 2 (1), 1–8.
- Bacchi, C. (2015a). The turn to problematization: Political implications of contrasting interpretive and poststructural adaptations. *Open Journal of Political Science*, 5, 1–12.
- Bacchi, C. (2015b). Problematizations in alcohol policy: WHO’s “alcohol problems”. *Contemporary Drug Problems*, 42 (2), 130–147.
- Bacchi, C. (2016a). Policies as gendering practices: Re-viewing categorical distinctions, *Journal of Women, Politics and Policy*, DOI:10.1080/1554477X.2016.1198207.
- Bacchi, C. (2016b). Problematizations in health policy: Questioning how “problems” are constituted in policies. *SAGE Open*, DOI:10.1177/2158244016653986.
- Bacchi, C., & Bonham, J. (2014). Reclaiming discursive practices as an analytic focus: Political implications. *Foucault Studies*, 17, 173–192.
- Bacchi, C., & Eveline, J. (eds) (2010). *Mainstreaming politics: Gendering practices and feminist theory*. Adelaide: University of Adelaide Press.
- Bacchi, C., & Rönnblom, M. (2014). Feminist discursive institutionalism—A poststructural alternative. *NORA – Nordic Journal of Feminist and Gender Research*, DOI: 10.1080/08038740.2013.864701.
- Ball, S.J. (1990). *Politics and policy making in education: Explorations in policy sociology*. New York: Routledge.

- Ball, S.J. (1993). What is policy? Texts, trajectories and toolboxes. *Discourse: Studies in the Cultural Politics of Education*, 13 (2), 10–17.
- Ball, S.J. (1997). Policy sociology and critical social research: A personal review of recent education policy and policy research. *British Educational Research Journal*, 23 (3), 257–274.
- Ball, S.J. (2015). What is policy? 21 years later: Reflections on the possibilities of policy research. *Discourse: Studies in the Cultural Politics of Education*, 36 (3), 306–313.
- Bambra, C., Smith, K. E., Garthwaite, K., Joyce, K.D., Hunter, D.J. (2011). A labour of Sisyphus? Public policy and health inequalities research from the Black and Acheson Reports to the Marmot Review. *Journal of Epidemiology & Community Health*, 65 (5), 399–406.
- Bastalich, W. (2009). Reading Foucault: Genealogy and social science research and methodology. *Social Research Online*, 14 (2).
- Bastian, A., & Coveney, J. (2013). The responsabilisation of food security: What is the problem represented to be? *Health Sociology Review*, 22 (2), 162–173.
- Bernauer, J.W. (1992). *Michel Foucault's force of flight: Toward an ethics for thought*. New Jersey: Humanities Press.
- Bhabha, H. (1984). Of mimicry and man: The ambivalence of colonial discourse. *October* (Spring), 28, 125–133.
- Bigo, D. (2002). Security and immigration: Toward a critique of the governmentality of unease. *Alternatives: Global, Local, Political*, 27, 63–92.
- Bjørnholt, M. (2012). From work-sharing couples to equal parents: Changing perspectives of men and gender equality. In C. Krekula, M. Åberg, M.J. Samuelsson (Eds.), *Gender and change: Power, politics and everyday practices*. Karlstad: Karlstad University Press.
- Bletsas, A. (2007). Contesting representations of poverty: Ethics and evaluation. *Policy & Society*, 26 (3), 65–83.
- Bletsas, A. (2012). Spaces between: Elaborating the theoretical underpinnings of the “WPR” approach and its significance for contemporary scholarship. In A. Bletsas, & C. Beasley (Eds.), *Engaging with Carol Bacchi: Strategic interventions and exchanges*. Adelaide: University of Adelaide Press.
- Bletsas, A., & Beasley, C. (2012). *Engaging with Carol Bacchi: Strategic interventions and exchanges*. Adelaide: University of Adelaide Press.
- Bletsas, A., & Michell, D. (2014). Classism on campus: Explaining and extending understandings of social class in the contemporary higher education debates. In H. Brook, D. Fergie, M. Macgregor, D. Michell (Eds.), *Universities in transition: Foregrounding social contexts of knowledge in the first year experience*. Adelaide: University of Adelaide Press.
- Bonham, J. (2006). Transport: Disciplining the body that travels. *The Sociological Review*, 54 (Issue Supplement s1), 57–74.

- Bonham, J., Bacchi, C., Wanner, T. (2015). Gender and cycling: Gendering cycling subjects and *forming* bikes, practices and spaces as gendered objects. In J. Bonham, & M. Johnson (Eds.), *Cycling futures*. Adelaide: University of Adelaide Press.
- Bordo, S. (2003). *Unbearable weight: Feminism, western culture, and the body*. California: University of California Press.
- Bottrell, D., & Goodwin, S. (2011). Contextualising schools and communities. In D. Bottrell, & S. Goodwin (Eds.), *Schools, communities and social inclusion*. South Yarra: Palgrave Macmillan.
- Bradley, D., Noonan, P., Nugent, H., Scales, B. (2008). *Review of Australian Higher Education, Final Report*. Canberra: Department of Education, Employment and Workplace Relations.
- Brown, W. (1998). Genealogical politics. In J. Moss (Ed.), *The later Foucault: Politics and philosophy*. London: Sage.
- Burkett, I., & Sheehan, G. (2009). *From the margins to the mainstream: The challenges for microfinance in Australia*. Melbourne: Brotherhood of St. Lawrence/Foresters Community Finance.
- Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex"*. New York: Routledge.
- Callon, M., & Latour, B. (1981). Unscrewing the big Leviathan: How actors macro-structure reality and how sociologists help them to do so. In K.D. Knorr-Cetina, & A. Cicourel (Eds.), *Advances in social theory and methodology: Towards an integration of micro and macro-sociology*. London: Routledge and Kegan Paul.
- Calvo, D. (2013). *What is the problem of gender? Mainstreaming gender in migration and development in the European Union*, PhD Thesis, Department of Sociology and Work Science, University of Gothenburg.
- Carrington, K., & Watson, P. (1996). Policing sexual violence: Feminism, criminal justice and governmentality. *International Journal of the Sociology of Law*, 24 (3), 253–272.
- Carson, L., & Edwards, K. (2011). Prostitution and sex trafficking: What are the problems represented to be? A discursive analysis of law and policy in Sweden and Victoria, Australia. *The Australian Feminist Law Journal*, 34, 63–87.
- Carter, P.M. (2013). Poststructuralist theory and sociolinguistics: Mapping the linguistic turn in social theory. *Language and Linguistics Compass*, 7(11), 580–596.
- Casey, R., Goudie, R., Reeve, K. (2007). Resistance and identity: Homeless women's use of public spaces. *People, Place & Policy Online*, 1 (2), 90–97. DOI: 10.3351/ppp.0001.0002.0005.
- Chia, R. (1996). The problem of reflexivity in organizational research: Towards a postmodern science of organization. *Organization*, 3 (1), 31–59.
- Clarke, J., & Newman, J. (2009). Elusive publics: Knowledge, power and public service reform. In S. Gewirtz, P. Mahony, I. Hextall, A. Cribb (Eds.),

- Changing teacher professionalism: International trends, challenges, and ways forward.* UK: Routledge.
- Clifford, M. (2001). *Political genealogy after Foucault: Savage identities.* New York: Routledge.
- Clough, P.T. (2007). Notes towards a theory of affect-itself. *Ephemera: Theory & Politics in Organization*, 7, 60–77.
- Coffey, A. (2004). *Reconceptualizing social policy: Sociological perspectives on contemporary social policy.* Berkshire: Open University Press.
- Cohen, C. (2014). *Male rape is a feminist issue: Feminism, governmentality and male rape.* Basingstoke: Palgrave Macmillan.
- Cohen, S. (2002) [1972]. *Folk devils and moral panics: The creation of the mods and rockers.* London and New York: Routledge.
- Colebatch, H., Hoppe, R., Noordegraaf, M. (2010). The lessons for policy work. In H. Colebatch, R. Hoppe, M. Noordgraaf (Eds.), *Working for policy.* Amsterdam: Amsterdam University Press.
- Cort, P. (2008). VET policy formation and discourse in the EU: A mobile work force for a European labour market. In C.H. Jørgensen, & V. Aarkrog (Eds.), *Divergence and convergence in education and work: Studies in vocational and continuing education.* Bern: Peter Lang.
- Council of the European Union (1999). *Schengen acquis*, 1999/435/EC and 1999/436/EC.
- Council of the European Union (2004). *EU Drug Strategy 2005–2012.* Brussels.
- Davidson, A. (1990). Closing up the corpses. In G. Boulos (Ed.), *Meaning and method.* Cambridge: Cambridge University Press.
- Davis, K. (2010). Accounting for disappointment: Biographical choices re-visited, Paper presented at the XVII ISA World Congress of Sociology: The Role of Transnational Public Intellectuals, Gothenburg, Sweden, July, *Biography and Society Newsletter*, 13–16.
- Dean, M. (1999). *Governmentality: Power and rule in modern society.* London: Sage.
- Dean, M. (2002). A genealogy of the government of poverty. *Economy and Society*, 21 (3), 215–251.
- Dean, M., & Hindess, B. (1998). *Governing Australia: Studies in contemporary rationalities of government.* Cambridge: Cambridge University Press.
- Death, C. (2006). Resisting (nuclear) power? Environmental regulation in South Africa. *Review of African Political Economy*, 33 (109), 407–424.
- Death, C. (2010). Counter-conducts: A Foucauldian analytics of protest. *Social Movement Studies*, 9 (3), 235–251.
- de Goede, M. (2006). International political economy and the promises of post-structuralism. In M. de Goede (Ed.), *International political economy and poststructural politics.* Houndmills: Palgrave Macmillan.
- Deleuze, G. (1992). *Foucault.* Minneapolis: University of Minnesota Press.

- Dery, D. (1984). *Problem definition in policy analysis*. Lawrence, KS: University Press of Kansas.
- Dhamoon, R.K. (2011). Considerations on mainstreaming intersectionality. *Political Research Quarterly*, 64 (1), 230–243.
- Doel, M. (2000). Un-glunking geography: Spatial science after Dr Seuss and Gilles Deleuze. In M. Crang, & N. Thrift (Eds.), *Thinking space*. London and New York: Routledge.
- Doherty, J., Busch-Geertsema, V., Karpuskiene, V., Korhonen, J., O’Sullivan, E., Sahlin, I., Tosse, A., Petrillo, A., Wygna, J. (2008). Homelessness and exclusion: Regulating public space in European cities. *Surveillance & Society*, 5 (3), 290–314.
- Dreyfus, H.L., & Rabinow, P. (1983). *Michel Foucault: Beyond structuralism and hermeneutics*, 2nd edition. Chicago: University of Chicago Press.
- du Rose, N. (2015). *The governance of female drug users: Women's experiences of drug policy*. Bristol: Policy Press.
- Edwards, K. (2010). Social inclusion: Is this a way forward for young people, and should we go there? *Youth Studies Australia*, 29 (2), 16–24.
- Elsy, H., Tolhurst, R., Theobald, S. (2005). Mainstreaming HIV/AIDS in development sectors: Have we learnt the lessons from gender mainstreaming? *AIDS Care*, 17 (8), 988–998.
- Eribon, D. (1991). *Michel Foucault*. London: Faber and Faber.
- Escobar, A. (2011). *Encountering development: The making and unmaking of the third world*. Princeton: Princeton University Press.
- Eveline, J. (2005). Woman in the Ivory Tower: Gendering feminised and masculinised identities. *Journal of Organizational Change Management*, 18 (6), 641–658.
- Ewald, F. (1991). Insurance and risk. In G. Burchell, C. Gordon, P. Miller (Eds.), *The Foucault effect: Studies in governmentality*. Hemel Hempstead: Harvester Wheatsheaf.
- Ezzamel, M., & Willmott, H. (2009). Strategy and strategizing: A poststructuralist perspective. *The Globalization of Strategy Research, Advances in Strategic Management*, 27, 75–109.
- Fadyl, J., & Nicholls, D. (2013). Foucault, the subject and the research interview: A critique of methods. *Nursing Inquiry*, 20 (1), 23–29.
- Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7, 177–197.
- Feldman, G. (2007). Following or facing the governmental gaze: Academic and policy intellectuals in the early twenty-first century, Roundtable, Conference of the Canadian Anthropological Society—American Ethnological Society, University of Toronto, May 8–12.
- Fenna, A. (2004). *Australian public policy*, 2nd edition. Frenchs Forest: Pearson Education Australia.
- Fernandez, B. (2012). *Transformative policy for poor women: A new feminist framework*. Surrey: Ashgate.

- Finlayson, A., & Martin, J. (2006). Poststructuralism. In C. Hay, M. Lister, D. Marsh (Eds.), *The state, theories and issues*. Basingstoke: Palgrave.
- Fischer, F. (1980). *Politics, values and public policy: The problem of methodology*. Boulder, CO: Westview Press.
- Fischer, F. (2003). *Reframing public policy: Discursive politics and deliberative practices*. Oxford: Oxford University Press.
- Flynn, T. (1989). Symposiums papers: Foucault and the politics of postmodernity. *Noûs*, 23 (2), 187–198.
- Flynn, T. (2006). Foucault's mapping of history. In G. Gutting (Ed.), *The Cambridge companion to Foucault*, 2nd edition. Cambridge: Cambridge University Press.
- Fontana, A., & Frey, J. (2005). The interview: From neutral stance to political involvement. In N. Denzin, & Y. Lincoln (Eds.), *The Sage Handbook of qualitative research*, 3rd edition, Thousand Oaks, USA: Sage.
- Foucault, M. (1969). Pamphlet submitted to Professors of the Collège de France. Cited in D. Eribon (1991) *Michel Foucault*, Wing, B. (trans.). Cambridge, MA: Harvard University Press.
- Foucault, M. (1972). *The archaeology of knowledge, and the discourse on language* (trans: Sheridan Smith, A.M.). New York: Pantheon Books.
- Foucault, M. (1977) [1971]. Nietzsche, genealogy, history. In D.F. Bouchard, (Ed.), *Language, counter-memory, practice: Selected essays and interviews*. Ithaca: Cornell University Press.
- Foucault, M. (1978). 1 May 1978. In G. Burchell (Trans.), *Michel Foucault: Security, territory, population, Lectures at the Collège de France, 1977–78*. South Yarra: Palgrave Macmillan.
- Foucault, M. (1979). *Discipline and punish: The birth of the prison* (trans: Sheridan, A.). New York: Vintage/Random House.
- Foucault, M. (1980). Two lectures. In C. Gordon (Ed.), *Michel Foucault power/knowledge: Selected interviews and other writings 1972–1977 by Michel Foucault*. Gordon, C., Marshall, L., Mepham, J. and Soper, K. (trans.). New York: Pantheon Books.
- Foucault, M. (1982). The subject and power. In H. Dreyfus, & P. Rabinow (Eds.), *Michel Foucault: Beyond structuralism and hermeneutics*. Chicago: University of Chicago Press.
- Foucault, M. (1984a). The means of correct training [from *Discipline and Punish*]. In P. Rabinow (Ed.), *The Foucault reader*. New York: Pantheon Books.
- Foucault, M. (1984b). What is Enlightenment? In P. Rabinow (Ed.), *The Foucault reader*. New York: Pantheon Books.
- Foucault, M. (1986) [1984], *The use of pleasure. The history of sexuality, Volume 2*, (trans: Hurley, R.). London: Viking Press.
- Foucault, M. (1987). The ethic of care for the self as a practice of freedom: An interview with Michel Foucault on January 20, 1984, with R. Fernet-

- Betancourt, H. Becker, A. Gomez-Müller, J.C. Gauthier, *Philosophy & Social Criticism*, 12, 112–131.
- Foucault, M. (1990a) [1978]. *The history of sexuality. Volume I: An introduction* (trans: Hurley, R.). New York: Vintage Books.
- Foucault, M. (1990b). Critical theory/intellectual history. In L. Kritzman (Ed.), *Michel Foucault: Politics, philosophy, culture: Interviews & other writings 1977–1984*, 1st edition 1988, Sheridan, A. (trans.). London: Routledge.
- Foucault, M. (1990c). The concern for truth. In L.D. Kritzman (Ed.), *Michel Foucault: Politics, philosophy, culture. Interviews and other writings, 1977–1984*, 1st edition 1988, A. Sheridan, (trans.). New York: Routledge.
- Foucault, M. (1991a) [1978]. Politics and the study of discourse. In G. Burchell, C. Gordon, P. Miller (Eds.), *The Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.
- Foucault, M. (1991b) [1981]. Questions of method. In G. Burchell, C. Gordon, P. Miller (Eds.), *The Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.
- Foucault, M. (1991c) [1978]. Governmentality. In G. Burchell, C. Gordon, P. Miller (Eds.), *The Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.
- Foucault, M. (1994a) [1981]. So is it important to think? In J.D. Faubion, (Ed.), *Power: Essential works of Foucault 1954–1984*, vol. 3, Hurley, R. and others (trans.). London: Penguin.
- Foucault, M. (1994b). Table ronde du 20 mai 1978. In D. Defert, & F. Ewald (Eds.), *Michel Foucault: Dits et Écrits*, tome IV. Paris: Gallimard.
- Foucault, M. (2000) [1982]. The subject and power. In J.D. Faubion (Ed.), *Power: Essential works of Foucault 1954–1984*, vol. 3, Hurley, R. and others (trans.). New York: The New Press.
- Foucault, M. (2001) [1984]. *À propos de la généalogie de l'éthique: Un aperçu du travail en cours* (rewritten version). In D. Defert, & F. Ewald (Eds.), *Michel Foucault: Dits et Écrits*, tome II. Paris: Gallimard.
- Foucault, M. (2003). Society must be defended. In M. Bertani, & A. Fontana (Eds.), *Lectures at the Collège de France, 1975–76*, Macey, D. (trans.). New York: Picador.
- Foucault, M. (2008). The birth of biopolitics. In M. Senellart (Ed.), *Lectures at the Collège de France 1978–1979*, G. Burchell (trans.). New York: Palgrave Macmillan.
- Foucault, M. (2009). *Security, territory, population: Lectures at the Collège de France 1977–1978*, Senellart, M. (ed.), Burchell, G. (trans.). Basingstoke: Palgrave Macmillan.
- Fraser, S. (2013). Junk: Overeating and obesity and the neuroscience of addiction. *Addiction Research and Theory*, 21 (6), 496–506.

- Fraser, S., & Moore, D. (2011). Governing through problems: The formulation of policy on amphetamine-type stimulants (ATS) in Australia. *International Journal of Drug Policy*, 22, 498–506.
- Fraser, S., Moore, D., Keane, H. (2014). *Habits: Remaking addiction*. Houndmills: Palgrave Macmillan.
- Freeman, R. (2006). The work the document does: Research, policy, and equity in health. *Journal of Health Politics, Policy and Law*, 31 (1), 51–70.
- Fulcher, G. (1989). *Disabling policies? A comparative approach to education policy and disability*. East Sussex: The Falmer Press.
- Gherardi, S. (2009). Introduction: The critical power of the “practice lens”. *Management Learning*, 40 (2), 115–128.
- Gibson, C., Dufty R., Phillips, S., Smith, H. (2008). Counter-geographies: The campaign against rationalisation of agricultural research stations in New South Wales. *Australian Journal of Rural Studies*, 24 (3), 351–366.
- Gill, Z. (2012). Located subjects: The daily lives of policy workers. In A. Bletsas, & C. Beasley (Eds.), *Engaging with Carol Bacchi: Strategic interventions and exchanges*. Adelaide: University of Adelaide Press.
- Glynos, J., & Howarth, D. (2007). *Logics of critical explanation in social and political theory*. London: Routledge.
- Golder, B. (2010). Foucault and the unfinished human of rights. *Law, Culture and the Humanities*, 6 (3), 354–374.
- Goodwin, N. (1996). Governmentality in the Queensland Department of Education: Policies and the management of schools. *Discourse: Studies in the Cultural Politics of Education*, 17 (1), 65–74.
- Goodwin, S. (2011). Analysing policy as discourse: Methodological advances in policy analysis. In L. Markauskaite, P. Freebody, J. Irwin (Eds.), *Methodological choice and design: Scholarship, policy and practice in social and educational research*. London, New York: Springer, Dordrecht, Heidelberg.
- Goodwin, S., & Voola, A. (2013). Framing microfinance in Australia – gender neutral or gender blind? *Australian Journal of Social Issues*, 48 (2), 223–239.
- Gordon, C. (1991). Governmental rationality: An introduction. In G. Burchell, C. Gordon, P. Miller (Eds.), *The Foucault effect: Studies in governmentality*. Chicago: University of Chicago Press.
- Government of South Australia (2012). *Primary industries and regions South Australia (PIRSA) Strategic Directions 2012–2015*. Adelaide: Government of South Australia.
- Grebe, C. (2009). *Reconciliation policy in Germany 1998–2008: Construing the “problem” of the incompatibility of paid employment and care work*, PhD Dissertation, University of Nottingham, VS Verlag für Sozialwissenschaften, Weisbaden.
- Green, K., Tones, K., Cross, R., Woodall, J. (2015). *Health promotion: Planning and strategies*. London: Sage.

- Gugerli, D. (1998). Politics on the topographer's table: The Helvetic triangulation of cartography, politics, and representation. In T. Lenoir (Ed.), *Inscribing science: Scientific texts and the materiality of communication*. California: Stanford University Press.
- Gulson, K.N., & Metcalfe, A.S. (2015). Introduction: Education policy analysis for a complex world: Poststructural possibilities. *Critical Studies in Education*, 56 (1), 1–4.
- Gusfield, J. (1996). *Contested meanings: The construction of alcohol problems*. Madison: University of Wisconsin Press.
- Hacking, I. (1986). Making up people. In T. Heller, & C. Brooke-Rose, (Eds.), *Reconstructing individualism: Autonomy, individuality and the self in Western thought*. Stanford, California: Stanford University Press.
- Hanna, P., Johnson, S., Stenner, P., Adams, M. (2015). Foucault, sustainable tourism, and relationships with the environment (human and nonhuman). *GeoJournal*, 80 (2), 301–314.
- Hansen, M.P. (2014). Non-normative critique: Foucault and pragmatic sociology as tactical re-politicization. *European Journal of Social Theory* [online], 21 December, doi: 10.1177/1368431014562705.
- Harris, P. (1999). Public welfare and liberal governance. In A. Petersen, I. Barns, J. Dudley, P. Harris (Eds.), *Poststructuralism, citizenship and social policy*. London: Routledge.
- Haugaard, M., & Clegg, S. (2009). Introduction: Why power is the central concept of the social sciences. In S. Clegg, & M. Haugaard (Eds.), *The Sage handbook of power*. London: Sage.
- Haydock, W. (2014). The rise and fall of the “nudge” of minimum unit pricing: The continuity of neoliberalism in alcohol policy in England. *Critical Social Policy*, 34, 260–279.
- Hearn, J., & McKie, L. (2010). Gendered and social hierarchies in problem representation and policy processes: “Domestic violence” in Finland and Scotland, *Violence Against Women*, 16 (2), 136–158.
- Henderson, J., & Fuller, J. (2011). “Problematizing” Australian policy representations in responses to the physical health of people with mental health disorders. *Australian Journal of Social Issues*, 46 (2), 183–203.
- Henman, P. (2006). Segmentation and conditionality: Technological reconfigurations in social policy and social citizenship. In G. Marston, & C. McDonald, (Eds.), *Analysing social policy: A governmental approach*. Cheltenham: Edward Elgar.
- Hindess, B. (2000). Citizenship in the international management of populations. *American Behavioral Scientist*, 43 (9), 1486–1497.
- Hoagland, S.L. (1988). *Lesbian ethics: Toward new value*. Palo Alto, CA: Institute of Lesbian Studies.
- Hoffman, J., & Graham, P. (2006). *Introduction to political concepts*. Essex: Pearson Education.

- Holmgren, S. (2015). *Governing forests in a changing climate: Exploring patterns of thought at the climate change-forest policy intersection*, PhD Thesis, Swedish University of Agricultural Sciences, Uppsala.
- Holmgren, S., & Arora-Jonsson, S. (2015). The Forest Kingdom – with what values for the world? Climate change and gender equality in a contested forest policy context, *Scandinavian Journal of Forest Research*, 30 (3), 235–245.
- Holstein, J., & Gubrium, J. (eds) (2003). *Inside interviewing: New lenses, new concerns*. Thousand Oaks: Sage.
- Holstein, J., & Gubrium, J. (2011). The constructionist analytics of interpretive practice. In N. Denzin, & Y. Lincoln (Eds.), *The Sage handbook of qualitative research*, 4th edition. Thousand Oaks: Sage.
- Hoppe, R. (2002). Cultures of public policy problems. *Journal of Comparative Policy Analysis: Research and Practice*, 4 (3), 305–326.
- Hoppe, R. (2011). *The governance of problems: Puzzling, power and participation*. Bristol: Polity Press.
- Hudson, C. (2012). New subject positions for non-traditional actors or business as usual in the strong region discourse. In S. Anderson, K. Berglund, E. Gunnarsson, E. Sundin, (Eds.), *Promoting innovation: Policies, practices and procedures*, VINNOVA Report VR 2012.08, Swedish Governmental Agency for Innovation System, Stockholm.
- Inda, J. (2005). Analytics of the modern: An introduction. In J. Inda (Ed.), *Anthropologies of modernity: Foucault, governmentality and life politics*. Malden: Blackwell.
- Jann, W., & Wegrich, K. (2007). Theories of the policy cycle. In F. Fischer, G.J. Miller, M.S. Sidney (Eds.), *Handbook of public policy analysis: Theory, politics, and methods*. Boca Raton, Florida: CRC Press.
- John, P. (1998). *Analyzing Public Policy*. London: Routledge.
- Johnson, B. (1981). Translator's introduction. In J. Derrida, *Dissemination*, B. Johnson (trans.) Chicago: University of Chicago Press.
- Jones, A. (1997). Teaching post-structuralist feminist theory in education: Student resistances. *Gender and Education*, 9 (3), 261–269.
- Jørgensen, M.B. (2012). Legitimizing policies: How policy approaches to irregular migrants are formulated and legitimized in Scandinavia. *Nordic Journal of Applied Ethics*, 6 (2), 46–53.
- Keane, H., Moore, D., Fraser, S. (2011). Addiction and dependence: Making realities in the DSM. *Addiction*, 106, 875–877.
- Kelly, S.J. (2015). *Governing civil society: How literacy, education and security were brought together*, PhD thesis, Faculty of Education, Queensland University of Technology.
- Kingdon, J.W. (2003). *Agendas, alternatives, and public policies*, 1st edition 1984. New York: Longman.

- Kok, M., & de Coninck, H. (2007). Widening the scope of politics to address climate change: Directions for mainstreaming. *Environment Science & Policy*, 10 (7–8), 587–599.
- Koopman, C. (2013). *Genealogy as critique: Foucault and the problems of modernity*. Bloomington: Indiana University Press.
- Kuehls, T. (1996). *Beyond sovereign territory: The space of ecopolitics*. Minneapolis: University of Minnesota Press.
- Kulynych, J.J. (1997). Performing politics: Foucault, Habermas and postmodern participation. *Polity*, 30 (2), 315–346.
- Kvist, E., & Peterson, E. (2010). What has gender equality got to do with it? An analysis of policy debates surrounding domestic services in the welfare states of Spain and Sweden. *NORA—Nordic Journal of Feminist and Gender Research*, 18 (3), 185–203.
- Lake, M. (2006). From Mississippi to Melbourne via Natal: The invention of the literacy test as a technology of racial exclusion. In A. Curthoys, & M. Lake (Eds.), *Connected worlds: History in transnational perspective*. Canberra: ANU Press.
- Lakoff, G. (1987). *Women, fire, and dangerous things: What categories reveal about the mind*. Chicago: University of Chicago Press.
- Lall, M. (2007). *A review of concepts from policy studies relevant for the analysis of EFA [Education for All] in developing countries*, Consortium for Research on Educational Access, Transitions & Equity (CREATE), Sussex.
- Lall, M. (ed.) (2012). *Policy, discourse and rhetoric: How New Labour challenged social justice and democracy*. Rotterdam: Sense Publishers.
- Lancaster, K. (2014). Social construction and the evidence-based drug policy endeavour. *International Journal of Drug Policy*, 25, 948–951.
- Lancaster, K., Duke, K., Ritter, A. (2015). Producing the “problem of drugs”: A cross-national comparison of “recovery” discourse in two Australian and British reports. *International Journal of Drug Policy*, 26, 617–625.
- Lancaster, K., Hughes, C.E., Chalmers, J., Ritter, A. (2012). More than problem-solving: Critical reflections on the “problematization” of alcohol-related violence in Kings Cross. *Drug and Alcohol Review*, 31, 925–927.
- Lancaster, K., Ritter, A., Colebatch, H. (2014). Problems, policy and politics: Making sense of Australia’s “ice epidemic”. *Policy Studies*, 35 (2), 147–171.
- Lancaster, K., Seear, K., Treloar, C. (2015). Laws prohibiting peer distribution of injecting equipment in Australia: A critical analysis of their effects. *International Journal of Drug Policy*, 16 (12), 1198–1206.
- Larner, W. (2000). Neo-liberalism: Policy, ideology, governmentality. *Studies in Political Economy*, 63, 5–25.
- Larner, W. (2008). Comments on Kevin Stenson’s “Governing the local: Sovereignty, social governance and community safety”. *Social Work and Society – International Online Journal*, 6 (1), 21–25, www.socwork.net/sws/article/download/87/144. Accessed 14 January, 2016.

- Larner, W., & Walters, W. (2004). Introduction: Global governmentality. In W. Larner, & W. Walters (Eds.), *Global governmentality: Governing international spaces*. New York: Routledge.
- Lasswell, H.D. (1956). *The decision process: Seven categories of functional analysis*. College Park: University of Maryland Press.
- Laurier, E., & Philo, C. (2004). Ethnoarchaeology and undefined investigations. *Environment and Planning A*, 36, 421–436.
- Law, J. (2004). *After method: Mess in social science research*. London and New York: Routledge.
- Levine, H.G. (1984). The alcohol problem in America: From temperance to alcoholism. *British Journal of Addiction*, 79, 109–118.
- Lindblom, C.E. (1980). *The policy-making process*, 2nd edition. Englewood Cliffs, NJ: Prentice-Hall.
- Lister, R. (2010). *Understanding theories and concepts in social policy*. Bristol: Policy Press.
- Logan, H., Sumsion, J., Press, C. (2013). The Child Care Act 1972: A critical juncture in Australian ECEC and the emergence of “quality”. *Australian Journal of Early Childhood*, 38 (4), 84–91.
- MacLeod, G., & Jones, M. (2011). Renewing urban politics. *Urban Studies*, 48 (12), 2443–2472.
- Maddison, S., & Denniss, N. (2013). *An introduction to Australian public policy: Theory and practice*, 2nd edition. Melbourne: Cambridge University Press.
- Manning, S. (2014). Parents, policy and playcentre: Developing a critical research proposal. In J. Rath, & C. Mutch (Eds.), *Emerging critical scholarship in education: Navigating the doctoral journey*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Marginson, S. (1997). Subjects and subjugation: The economics of education as power-knowledge. *Discourse: Studies in the Cultural Politics of Education*, 18 (2), 215–227.
- Marsh, I. (2013). The uses of history in the unmaking of modern suicide. *Journal of Social History*, 46 (3), 744–756.
- Marshall, N. (2012a). *Disability, inclusive development and the World Bank: The construction and problematisation of disability in international development policy*, PhD thesis, Faculty of Social Sciences and Law, University of Bristol.
- Marshall, N. (2012b). Digging deeper: The challenge of problematising “inclusive development” and “disability mainstreaming”. In A. Bletsas, & C. Beasley (Eds.), *Engaging with Carol Bacchi: Strategic interventions and exchanges*. Adelaide: University of Adelaide Press.
- Martin, F., & Aston, S. (2014). A “special population” with “unique treatment needs”: Dominant representations of “women’s substance abuse” and their effects. *Contemporary Drug Problems*, 41, 355–360.

- Massey, D. (1994). *Space, place and gender*. Minneapolis: University of Minnesota Press.
- Massey, D. (2005). *For space*. London: Sage.
- Mausethagen, S. (2013). Governance through concepts: The OECD and the construction of “competence” in Norwegian education policy. *Berkeley Review of Education*, 4 (1), 161–181.
- McDowell, M.G., & Wonders, N.A. (2009–2010). Keeping migrants in their place: Technologies of control and racialized public space in Arizona. *Social Justice*, 36 (2), 54–72.
- McEwan, C., & Butler, R. (2007). Disability and development: Different models, different places. *Geography Compass*, 1 (3), 448–466.
- McHoul, A., & Grace, W. (1993). *A Foucault primer: Discourse, power and the subject*. Melbourne: Melbourne University Press.
- McLeod, J., & Wright, K. (2015). Inventing youth wellbeing. In K. Wright, & J. McLeod (Eds.), *Rethinking youth wellbeing: Critical perspectives*. Singapore: Springer.
- McPhee, H. (2001). A course to nowhere. *The Melbourne Age*, 4 August.
- Middendorp, C. (2002). Homelessness and public space: Unwelcome visitors. *Parity*, 15 (1), 18.
- Miller, P. (2001). Governing by numbers: Why calculative practices matter. *Social Research*, 68 (2), 379–396.
- Miller, P., & Rose, N. (1990). Governing economic life. *Economy and Society*, 19 (1), 1–31.
- Ministry of Education and Research (2004). *Kultur for læring [Culture for learning]* (White Paper 30 [2003–2004]), The Ministry, Oslo, Norway.
- Mitchell, K. (2006). Neoliberal governmentality in the European Union: Education, training and technologies of citizenship. *Environment and Planning D: Society and Space*, 24, 389–407.
- Mohanty, C.T. (1991). Under western eyes: Feminist scholarship and colonial discourses. In C.T. Mohanty, A. Russo, L. Torres (Eds.), *Third world women and the politics of feminism*. Bloomington: Indiana University Press.
- Moisander, J., Valtonen, A., Hirsto, H. (2009). Personal interviews in cultural consumer research – post-structuralist challenges. *Consumption Markets and Culture*, 12 (4), 329–348.
- Mol, A. (1999). Ontological politics: A word and some questions. In J. Law, & J. Hassard (Eds.), *Actor network theory and after*. Oxford: Blackwell.
- Mol, A. (2002). *The body multiple: Ontology in medical practice*. Durham and London: Duke University Press.
- Moore, D., & Fraser, S. (2013). Producing the “problem” of addiction in drug treatment. *Qualitative Health Research*, 23 (7), 916–923.
- Moss, J. (1998). Introduction: The later Foucault. In J. Moss (Ed.), *The later Foucault: Politics and philosophy*. London: Sage.

- Mouffe, C. (2005). *On the political*. London and New York: Verso.
- New South Wales Department of Health (2009). *Physical health care of mental health consumers: Guidelines*. North Sydney: NSW Department of Health.
- Nielsen, R., & Bonham, J. (2015). More than a message: Producing cyclists through public safety advertising campaigns. In J. Bonham, & M. Johnson (Eds.), *Cycling futures*. Adelaide: University of Adelaide Press.
- Northern Territory of Australia (2014). *Northern Territory Second Reading Speeches, Police Administration Amendment Bill 2014*, http://www.austlii.edu.au/au/legis/nt/bill_srs/paab2014317/srs.html. Accessed 2 January 2016.
- OECD (2013). *How's life? 2013: Measuring well-being*. Paris: OECD Publishing.
- O'Malley, P., Weir, L., Shearing, C. (1997). Governmentality, criticism, politics. *Economy and Society*, 26 (4), 501–517.
- Osborne, T. (1997). Of health and statecraft. In A. Petersen, & R. Bunton (Eds.), *Foucault: Health and medicine*. London: Routledge.
- Papatsiba, V. (2014). Policy goals of European integration and competitiveness in academic collaborations: An examination of Joint Master's and Erasmus Mundus Programmes. *Higher Education Policy*, 27 (1), 43–64.
- Partridge, E. (2014). *Words and silences: The discursive politics of problem representation in the Northern Territory Intervention*, PhD thesis, University of New South Wales, Sydney.
- Pawson, R., & Tilley, N. (2004). *Realist evaluation*, funded by British Cabinet Office, www.communitymatters.com.au/RE_chapter.pdf. Accessed 31 December 2015.
- Payne, S. (2014). Constructing the gendered world? A critical discourse analysis of gender equality schemes in the health sector in England. *Current Sociology*, 62 (7), 956–974.
- Pease, B. (2011). Governing men's violence against women in Australia. In E. Ruspini, J. Hearn, B. Pease, K. Pringle, (Eds.), *Men and masculinities around the world: Transforming men's practices*. New York: Palgrave Macmillan.
- Pereira, R.B. (2014). Using critical policy analysis in occupational science research: Exploring Bacchi's methodology. *Journal of Occupational Science*, 21 (4), 389–402.
- Postill, J. (2010). Introduction: Theorizing media and practice. In B. Bräuchler, & J. Postill (Eds.), *Theorizing media and practice*. Oxford and New York: Berghahn.
- Poulson, H. (2006). *The elusive gender: the International Labour Organization and the construction of gender equality*, PhD Thesis, Department of Political Science, University of Copenhagen.
- Powell, A., & Murray, S. (2008). Children and domestic violence: Constructing a policy problem in Australia and New Zealand. *Social & Legal Studies*, 17 (4), 453–473.

- Pringle, R., & Watson, S. (1992). "Women's interests" and the post-structuralist state. In M. Barrett, & A. Phillips (Eds.), *Destabilizing theory: Contemporary feminist debates*. California: Stanford University Press.
- Prügl, E. (2015). Neoliberalising feminism. *New Political Economy*, 20 (4), 614–631, doi:10.1080/13563467.2014.951614.
- Rabinow, P. (2003). *Anthropos today: Reflections on modern equipment*. Princeton: Princeton University Press.
- Race, K. (2005). Recreational states: Drugs and the sovereignty of consumption. *Culture Machine*, 7, 1–10.
- Razack, S. (2002). *Race, space, and the law: Unmapping a white settler society*. Toronto: Between the Lines Press.
- Rein, M., & Schön, D. (1977). Problem setting in policy research. In C. Weiss (Ed.), *Using research in public policy making*. Lexington, MA: Lexington Books.
- Ristovski-Slijepcevic, S., Chapman, G., Beagan, B. (2010). Being a "good mother": Dietary governmentality in the family food practices of three ethno-cultural groups in Canada. *Health*, 14 (5), 467–483.
- Rönblom, M. (2012). Post-structural comparative politics: Acknowledging the political effects of research. In A. Bletsas, & C. Beasley (Eds.), *Engaging with Carol Bacchi: Strategic interventions and exchanges*. Adelaide: University of Adelaide Press.
- Rönblom, M., & Keisu, B. (2013). Constructions of innovation and gender (equality) in Swedish universities. *International Journal of Gender & Entrepreneurship*, 5 (3), 342–356.
- Rönblom, M., & Sandberg, L. (2015). Imagining the ideal city, planning the gender-equal city, Paper presented at the RC21 International Conference on "The Ideal City: between myth and reality", Urbino (Italy), 27–29 August, <http://www.rc21.org/en/conferences/urbino2015/>. Accessed 20 November 2014.
- Room, R. (1983). Sociological aspects of the disease concept of alcoholism. In R. Smart (Ed.), *Research advances in alcohol and drug problems*. New York and London: Plenum Press.
- Rose, N. (1991). Governing by numbers: Figuring out democracy. *Accounting, Organizations and Society*, 16 (7), 673–692.
- Rose, N. (2000). *Powers of freedom: Reframing political thought*, 1st edition 1999. Cambridge: Cambridge University Press.
- Rose, N., & Miller, P. (1992). Political power beyond the state: Problematics of government. *The British Journal of Sociology*, 43 (2), 173–205.
- Rose, N., O'Malley, P., Valverde, M. (2006). Governmentality, *Annual Review of Law and Social Science*, 2, 83–104.
- Rosenberg, C.F. (2003). What is disease? In memory of Owsei Temkin. *Bulletin of the History of Medicine*, 77 (3), 491–505.
- Rowse, T. (2009). The ontological politics of "closing the gaps". *Journal of Cultural Economy*, 2 (1&2), 33–48.

- Salter, P. (2013). The problem in policy: Representations of Asia literacy in Australian education for the Asian century. *Asian Studies Review*, 37(1), 3–20.
- Sandberg, L., & Rönblom, M. (2014). “I don’t think we’ll ever be finished with this”: Fear and safety in policy and practice. *Urban Studies*, 1–16. DOI: 10.1177/0042098014550453.
- Sanger, T. (2008). Trans governmentality: The production and regulation of gendered subjectivities. *Journal of Gender Studies*, 17(1), 41–53.
- Sawicki, J. (1991). *Disciplining Foucault: Feminism, power, and the body*. New York and London: Routledge.
- Schatzki, T. (2001). Introduction: Practice theory. In T. Schatzki, K.K. Cetina, E. von Savigny (Eds.), *The practice turn in contemporary theory*. London and New York: Routledge.
- Schön, D.A. (1979). Generative metaphor: A perspective on problem-setting in social policy. In A. Ortony (Ed.), *Metaphor and thought*. Cambridge: Cambridge University Press.
- Seear, K., & Fraser, S. (2014). The addict as victim: Producing the “problem” of addiction in Australian victims of crime compensation laws. *International Journal of Drug Policy*, 25, 826–835.
- Shapiro, I. (2002). Problems, methods, and theories in the study of politics, or what’s wrong with political science and what to do about it. *Political Theory*, 30, 596–619.
- Shapiro, M.J. (1992). *Reading the postmodern polity: Political theory as textual practice*. Minneapolis: University of Minnesota Press.
- Shaw, S.E. (2010). Reaching the parts that other theories and methods can’t reach: How and why a policy-as-discourse approach can inform health-related policy. *Health*, 14(2), 196–212.
- Shore, C. (2012). Anthropology and public policy. In R. Fardon, T. Harris, T.H.J. Marchand, C. Shore, V. Strang, R. Wilson, M. Nuttall (Eds.), *The Sage handbook of Social Anthropology*. London: Sage.
- Shore, C., & Wright, S. (2003). Policy: A new field of Anthropology. In C. Shore, & S. Wright (Eds.), *Anthropology of policy: Perspectives on governance and power*. New York: Routledge.
- Shore, C., & Wright, S. (2011). Conceptualising policy: Technologies of governance and the politics of visibility. In C. Shore, S. Wright, D. Però (Eds.), *Policy worlds: Anthropology and the analysis of contemporary power*. New York: Berghahn Books.
- Simon, H. (1961) [1945]. *Administrative behavior: A study of decision-making processes in administrative organization*, 2nd edition. New York: Macmillan.
- Smart, C. (1996). Deconstructing motherhood. In E. Silva (Ed.), *Good enough mothering? Feminist perspectives on lone motherhood*. London: Routledge.
- Smith, K.E., Hunter, D.J., Blackman, T., Elliot, E., Green, A., Harrington, B. E., Marks, L., McKee, L., Williams, G.H. (2009). Divergence or convergence?

- Health inequalities and policy in a devolved Britain. *Critical Social Policy*, 29 (2), 216–242.
- Southgate, E., & Bennett, A. (2014). Excavating widening participation policy in Australian higher education: Subject positions, representational effects, emotion. *Creative Approaches to Research*, 7 (1), 21–45.
- St. Pierre, E.A. (2000). Poststructural feminism in education: An overview. *International Journal of Qualitative Studies in Education*, 13 (5), 477–515.
- St. Pierre, E.A. (2006). Scientifically based research in education: Epistemology and ethics. *Adult Education Quarterly*, 56, 239–266.
- St. Pierre, E. (2011). Post qualitative research: The critique and the coming after. In N.K. Denzin, & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research*, 4th edition. Thousand Oaks: Sage.
- Stern, M. (2006). Racism, sexism, classism, and much more: Reading security-identity in marginalized sites. In B. Ackerly, M. Stern, J. True (Eds.), *Feminist methodologies for international relations*. Cambridge: Cambridge University Press.
- Sutton, C. (1998). *Swedish alcohol discourse: Constructions of a social problem* (Dissertation for the Degree of Doctor of Philosophy & Sociology), Uppsala, Sweden: *Acta Universitatis Upsaliensis. Studia Sociologica Upsaliensia*, 45.
- Sutton, R. (1999). *The policy process: An overview*. London: Overseas Development Institute.
- Tamboukou, M. (1999). Writing genealogies: An exploration of Foucault's strategies for doing research. *Discourse: Studies in the Cultural Politics of Education*, 20 (2), 201–217.
- Tanesini, A. (1994). Whose language? In K. Lennon, & M. Whitford (Eds.), *Knowing the difference: Feminist perspectives in epistemology*. New York: Routledge.
- Tietäväinen, A., Pyykköne, M., Kaisto, J. (2008). Globalization and power – governmentalization of Europe? An interview with William Walters. *Foucault Studies*, 5, 63–73.
- Tilley, N. (2010). Whither problem-oriented policing? *Criminology and Public Policy*, 9 (1), 183–195.
- Turnbull, N. (2005). *Policy in question: From problem solving to problematology*, PhD thesis, School of Social Science and Policy, University of New South Wales, Sydney.
- UKDPC (2008). *The UK Drug Policy Commission Recovery Consensus Group: A vision of recovery*. London: UK Drug Policy Commission.
- UNHCR (United Nations High Commissioner for Refugees) (2015). Worldwide displacement hits all-time high as war and persecution increase. *News Stories*, 18 June, <http://www.unhcr.org/558193896.html>. Accessed 20 November 2015.
- UNICEF (2013). *Child well-being in rich countries: A comparative overview* (Innocenti Report Card 11). Florence: UNICEF Office of Research.

- Valverde, M. (1998). *Diseases of the will: Alcohol and the dilemmas of freedom*. Cambridge: Cambridge University Press.
- van Houtum, H. (2005). The geopolitics of borders and boundaries. *Geopolitics*, 10, 672–679.
- Vasagar, J. (2012). Privately owned public space: Where are they and who owns them? *The Guardian*, London.
- Veyne, P. (1997). Foucault revolutionizes history. In A.I. Davidson (Ed.), *Foucault and his Interlocutors*, Porter, C. (trans.), Chicago: University of Chicago Press.
- VLRC (Victorian Law Reform Commission) (2010). *Surveillance in public places, Final Report 18*. Melbourne: Victorian Law Reform Commission.
- Wade, M. (2015). Key measure of Australia's wellbeing has been stagnant for two years. *The Age*, September 5.
- Walker, R.B.J. (1993). *Inside/outside: International relations as political theory*. Cambridge: Cambridge University Press.
- Walters, W. (2002a). The power of inscription: Beyond social construction and deconstruction in European integration studies. *Millennium: Journal of International Studies*, 31 (3), 83–108.
- Walters, W. (2002b). Mapping Schengenland: Denaturalizing the border. *Environment and Planning D: Society and Space*, 20, 561–580.
- Walters, W. (2004). Secure borders, safe haven, domopolitics. *Citizenship Studies*, 8, 237–260.
- Walters, W. (2006). “The end of the passing past”: Towards polytemporal policy studies. In G. Marston, & C. McDonald (Eds.), *Reframing social policy: A governmental approach*. London: Edward Elgar.
- Walters, W. (2009). Europe's borders. In C. Rumford (Ed.), *The Sage handbook of European Studies*. London: Sage.
- Watson, S. (2000). Foucault and the study of social policy. In G. Lewis, S. Gerwitz, J. Clarke (Eds.), *Rethinking social policy*. New York: Open University Press.
- Webb, P.T. (2014). Policy problematization. *International Journal of Qualitative Studies in Education*, 27 (3), 364–376.
- Weedon, C. (1987). *Feminist practice and poststructuralist theory*. Oxford, UK: Basil Blackwell.
- WHO (World Health Organization) (1980). *Expert Committee Report on Problems Related to Alcohol Consumption* (WHO Technical Report Series 650), World Health Organization, Geneva.
- WHO (World Health Organization) (2010). *Global strategy on the harmful use of alcohol*. Geneva: WHO.
- WHO (World Health Organization) (2015). *Health in all policies: Training manual*. Geneva: World Health Organization.

- Widding, U. (2011). Problematic parents and the community parent education: Representations of social class, ethnicity, and gender. *Journal of Feminist Family Therapy*, 23 (1), 19–38.
- Wildavsky, A. (1979). *The art and craft of policy analysis*. London: Macmillan.
- Wilson, D., Rose, J., Colvin, E. (2010). *Marginalised young people, surveillance & public space: A research report*. Melbourne: Youth Affairs Council of Victoria and the School of Political and Social Inquiry, Monash University.
- Wiseman, N. (2012). “Food” for thought: A post-structural analysis of “food” and the implications for agriculture in urban and peri-urban regions, Masters of Planning Dissertation, Geography, Environment and Population, School of Social Sciences, University of Adelaide.
- Wright, K., & McLeod, J. (eds) (2015). *Rethinking youth wellbeing: Critical perspectives*. Singapore: Springer.
- Zournazi, M. (2002). Navigating movements: An interview with Brian Massumi. In M. Zournazi (Ed.), *Hope: New Philosophies for Change*. Annandale, NSW: Pluto Press.
- Zufferey, C. (2014). Questioning representations of homelessness in the Australian print media. *Australian Social Work*, 67 (4), 525–536.

INDEX

A

- “absenteeism”, 63
- “addiction(s)”, 84, 89, 90, 93, 109, 110
- Aitken, Robert, 30
- “alcohol problems”, 24, 58, 62–64, 68
- Alexander, Stephanie, 73, 74
- Allan, Elizabeth, 10
- Alvesson, Mats, 38
- Anti-Social Behaviour Orders* (ASBOs), 104
- archaeology, archaeological (Foucauldian), 21, 35, 46, 48, 107
- Aston, Shaugney, 64

B

- Bacchi, Carol, 10, 17, 24, 29–30, 36, 94n1, 104, 110
- Ball, Stephen, 8
- Bastalich, Wendy, 114
- becoming, 15, 28, 32, 33, 49, 85, 99, 109
- Bennett, Anna, 71–72
- Bhabha, Homi K, 92
- bio-politics, 41–42
- biopower, 29

- Bjørnholt, Margunn, 66–67
- Bletsas, Angelique, 72–73, 87–89
- BLP [Below the Poverty Line] census, 103
- Bonham, Jennifer, 77–78, 86–87, 110
- Bottrell, Dorothy, 18
- Bradley *Review of Australian Higher Education* (Australia), 72
- Brown, Wendy, 5
- Butler, Judith, 30
- Butler, Ruth, 93–94

C

- Calvo, Dolores, 65–66, 103–104
- Carson, Lisa, 67
- causality, 33, 46
- census, 18, 20, 21, 44, 103 (*See also* counted, countable, numbers, statistics, statistical)
- Child Care Act* (Australia) (1972), 73
- classic rationalist(s), 58, 59, 61, 109
- climate change, 100, 101 (*See also* environment, environmental)
- “competence”, 84, 91–92
- comprehensive rationalism, 58, 59–60
- Compulsory Income Management, 41, 88

contingency, contingent, 4, 5, 7, 12n1, 30, 32, 42, 43, 46, 47, 49, 97, 100, 120 (*See also* provisional)

COPE [*Community Parent Education*], 80

counted, countable, 90, 92 (*See also* census, numbers, statistics)

counter-conduct(s), 24, 31

counter-memory, 48

Coveney, John, 73–74

critical realists, 59, 110

“cycling”, 84, 85–87

D

Davidson, Arnold I., 71

Dean, Mitchell, 45, 47

Death, Carl, 48, 50

Dery, David, 59

“developed”, 103–104, 105

“developing”, 102, 103–104, 105

“developing/developed”, 92, 93 (*See also* “developed”, “developing”, “development”)

“development”, 65, 66, 79, 84, 94, 103 (*See also* “developing/developed”, “developed”, “developing”)

Diagnostic and Statistical Manual of Mental Disorders (DSM), 36, 89

“disability”, 79, 84, 92, 93

“disability mainstreaming”, 61, 79 (*See also* “mainstreaming”)

discourse(s), 30, 31–32, 34–37, 42, 43, 45, 46, 51–52, 53n1, 63, 64, 65, 66, 72, 74, 93, 109, 111, 114, 116, 117, 119

discursive effects, 23, 80, 108

discursive practice(s), 22, 35, 37–38, 52, 86, 87, 111, 118, 119, 121

dividing practice(s), 23, 49, 51–52, 69, 78, 81, 91, 100

Doel, Marcus, 105n2

domestic violence, 65, 67 (*See also* violence against women)

Drug Misuse and Trafficking Bill (New South Wales) (1985), 63

“drug problems”, 63, 68

E

early childhood education and care (ECEC), 73

“economy, the”, 30, 76

Edwards, Kathy, 67

Enlightenment, 4, 49

entitative status, 84, 85

entrepreneurial subjects, 70

environment, environmental, 77, 78, 86, 87, 101, 110 (*See also* climate change)

“episode-of-care” system, 90

essence(s), essential, 4, 14, 32, 33, 49, 50, 79, 85, 93, 115

essentialism, essentialist, 11, 15, 47

essentialist identities, 11

“Europe”, 50, 96, 98–100, 105

European Union (EU), 62, 65, 75, 99–100, 103

Eveline, Joan, 29–30

event, 32, 34, 36, 45, 46, 47, 48, 52, 105n2

evidence-based paradigms, 63

evidence-based policy, 10, 43, 58, 59

evidence-based practice, 39

F

Family Law Act 1975 (Australia), 67

Feldman, Greg, 11

feminism, feminist, 10–11, 14–15, 42, 65, 76, 97, 103

Fernandez, Bina, 10, 103

“food” production, 101
 forestry policy, 101–102
 Foucault, Michel, 5, 7, 8, 10, 14–16,
 18, 21–25, 29–37, 41, 42, 44–49,
 51, 71, 86, 97, 98, 99, 112, 114,
 117, 118
 framing, 59–60
 Fraser, Suzanne, 62, 90, 94nl
 Fuller, Jeffrey, 74–75

G

“gender”, 64–65, 102
 gender difference(s), 64, 66
 “gender equality”, 58, 64–65, 66–67,
 68, 76, 78, 80, 103 (*See also*
 “gender (in)equality”)
 “gender (in)equality”, 102–103
 (*See also* “gender equality”)
 “gender mainstreaming”, 58, 61,
 65–66 (*See also* “mainstreaming”)
 “gender quota”, 67
 gender relations, 68, 101
 gendering, 30, 31, 32, 94nl
 genealogy, genealogies, genealogical
 (Foucauldian), 17, 22, 34, 37, 43,
 45–49, 51, 63, 91, 98, 107, 109,
 111, 116
 gerunding, 31, 94nl, 100
 Gherardi, Silvia, 32
Global Strategy on the Harmful Use of
Alcohol, 62
 Goodwin, Susan, 18, 25–26,
 77, 102
 governable, 42, 50, 51, 70, 72, 97,
 100 (*See also* governable places,
 governable subjects)
 governable places, 91 (*See also*
 governable, governable subjects)
 governable subjects, 23, 36, 43,
 76, 91 (*See also* governable,
 governable places)

governing practices, 6, 9, 13, 15, 25,
 34, 43, 83–84, 100
 governmentality, 4, 7, 8–9, 31, 34,
 41–45, 50, 87, 97, 99, 109
 governmental practices, 14, 16, 34,
 50, 89
 governmental rationality, 21 (*See also*
 rationalities)
 Grebe, Cornelius, 66

H

Hacking, Ian, 71
 Harris, Patricia, 44
 Hearn, Jeff, 67
 Henderson, Julie, 74–75
 Henman, Paul, 44
 heterogeneity, 4, 32, 46
 heterogeneous, 4, 14, 33, 48, 51, 84,
 85, 100, 109, 117
 heterogeneous strategic relations, 5–6,
 14, 31, 70, 85, 120
 “heterosexual”, 67, 71 (*See also*
 “homosexual”)
 “heterosexual matrix”, 65
 HiAP [Health in All Policies], 61
 higher education, 70–73
 Hindess, Barry, 45
 Holmgren, Sara, 100–102
 homelessness, 88
 “homosexual”, 71 (*See also*
 “heterosexual”)
 humanism, humanist, 31, 49, 109
 (*See also* post-humanist)

I

immigration, immigrant(s), 75, 76,
 77, 84, 91, 98, 105, 110
 (*See also* “irregular migration”,
 migration)

“inclusive development”, 79 (*See also* “social inclusion”)
 Inda, Jonathan Xavier, 50
 Indigenous communities, 98, 102
 Indigenous peoples, 18, 101, 104
 Indigenous populations, 102
 inscriptions, 96, 100
 International Labour Organization (ILO), 65
 interpretive, interpretivists, 28, 32, 35, 38–40, 58–60, 109–110
 interview(s), interviewed,
 interviewing, 18, 23, 50, 53n1,
 110–111, 113–121
 “irregular migration”, “irregular migrants”, 75, 109 (*See also* immigration, migration)

J

Jann, Werner, 59
 Johnson, Barbara, 15–17
 Jones, Alison, 114
 Jørgensen, Martin Bak, 75–76

K

Keane, Helen, 89
 Kelly, Stephen J., 98
 Kingdon, John, 60, 61
 knowledge formations, 116 (*See also* knowledges)
 knowledge practices, 4, 26, 114
 knowledges, 5, 8, 11, 21–22, 25, 26, 30, 33, 34, 35–36, 43, 45, 46, 47–48, 51, 52, 62, 77–78, 79, 86, 89, 93, 99, 100, 103, 109, 111, 116 (*See also* knowledge formations, subjugated knowledges)
 Kvist, Elin, 76

L

Lakoff, George, 84
 Lancaster, Kari, 63
 Larner, Wendy, 50, 96
 Lasswell, Harold, 59
 Law, John, 30
 Lindblom, Charles E., 59
 “literacy”, 25, 77, 84, 90–92, 98, 110
 lived effects, 23, 37, 71, 78, 108
 Logan, Helen, 73
 “loitering”, 104

M

“mainstreaming”, 61, 65, 66 (*See also* “disability mainstreaming”, “gender mainstreaming”)
 Marsh, Ian, 70
 Marshall, Nina, 79, 80, 93, 103
 Martin, Fiona, 64
 Massey, Doreen, 102
 Massumi, Brian, 29
 Mausethagen, Sølvi, 91
 McDowell, Megan, 105n2
 McEwan, Cheryl, 93
 McKie, Linda, 67
 McLeod, Julie, 93, 94n3
 mental health, 74, 80
 Michell, Dee, 72, 73
 micro-physics of power, 14, 32
 micro-practices, 30, 42
 microfinance, 77
 migrant labor, 76 (*See also* immigration, “irregular migration”, “irregular migrants”, migration, migrant)
 migration, migrants, 65–66, 105, 117, 120 (*See also* immigration, “irregular migration”, “irregular migrants”, migrant labor)

Miller, Peter, 16
 Mitchell, Katharyne, 50
 Mol, Annemarie, 6, 24, 105
 Moore, David, 62, 90
 moral panic theory, 62
 Murray, Suellen, 67

N

National Strategy for Parent Support
 (Sweden), 80
 Northern Territory Emergency
 Response (NTER), 102
 “nation-state”, 30–31, 44, 97, 98, 105
 neoliberalism, neoliberal, 5, 28, 31,
 42, 43, 50, 51, 62, 64, 67, 68, 72,
 78, 79, 87, 92, 93, 112
 Nielsen, Rachel, 77, 78, 85–86
 Nietzsche, Friedrich, 46
 nominalism, nominalist, 28, 44, 96
 normalizing, normalization, normative,
 norm(s), 5, 28, 31, 42, 43,
 50, 51, 62, 64, 67, 68, 72,
 78, 79, 98, 104, 115, 117–118,
 119
 “nudge” theory, 81, 81n1
 numbers, 44, 90, 91 (*See also* counted,
 countable, statistics)

O

“obesity”, 17, 22, 63, 73
 objectivization(s), 33, 85, 90, 92, 93,
 94, 96, 99, 110
 O’Malley, Pat, 9
 ontological politics, 6, 9, 15, 44, 89,
 111
 Organization for Economic
 Cooperation and Development
 (OECD), 115, 119n2
 Osborne, Thomas, 16, 64

P

parental leave, 58, 65, 66, 67
 parenting practices, 80
 Payne, Sarah, 66
 “personhood”, 113, 115, 120
 Peterson, Elin, 76
 PIA (Poststructural Interview
 Analysis), 111, 113–121
 policy anthropology, 6–7
 policy practices, 32, 49, 90, 93
 policy sociology, 6–7, 8
 political rationalism, political
 rationalists, 58, 59, 60
 politics, 4, 6, 14, 16, 17, 25, 49, 70,
 85, 105, 109, 120
 politics of distribution, 120
 positivism, positivist, 7, 111
 post-humanist, 32–40 (*See also*
 humanism)
 poststructuralism, poststructural,
 poststructuralist, 3–6, 8–11,
 14, 16, 21, 23, 24, 28, 30–32,
 35, 38, 39–41, 42, 44, 47, 49, 52,
 53n1, 60, 63, 70, 76, 80, 81, 85,
 87, 89, 90, 94n1, 97, 99, 100,
 101, 102, 104, 107–112, 114, 119
 Poulson, Helle, 65, 66
 “poverty”, 84, 87–89, 103, 110
 Powell, Anastasia, 67
 power-knowledge, 4, 31, 46, 49
 power relations, 14, 22, 28–31, 33,
 65, 98, 102, 114
 practical texts, 34
 “prescribed communities”, 102
 problem representation(s), 17, 19–24,
 26, 37, 39, 48, 49, 66, 73, 74, 78,
 79, 85, 93, 108, 111
 problematization,
 problematizations, 6, 10, 16–17,
 19, 21–26, 34, 36, 37, 38–41, 45,
 48, 49, 52, 59, 60, 63, 64, 67, 68,
 69, 70–71, 73, 84, 85, 89, 94, 97

problematization,
 problematizations (*cont.*)
 98, 103, 107, 108, 109, 110,
 111, 112, 118, 119
*Programme for International Student
 Assessment (PISA)*, 91
 prostitution, 65, 67
 provisional, 30, 40, 48, 49, 51, 70,
 105, 110, 111, 115, 118, 121n1,
 121n2 (*See also* contingency)
 public health, 63, 73
 “public place(s)”, 96, 104–105, 109,
 110 (*See also* “public space(s)”)
 “public space(s)”, 104, 105

R

Racial Discrimination Act 1975
 (*Cth*), 102
 rationality, rationalities, 9, 21, 41–45,
 67, 73, 74, 87, 92, 93, 97, 99,
 100, 104, 105n1, 112 (*See also*
 governmental rationality)
 “reconciliation policy”, 66
 “recovery”, 63–64, 68
 reflexivity, 4, 24, 80 (*See also* self-
 problematization)
 Rein, Martin, 59
 resistance, 24, 27–28, 31, 43, 48, 50,
 52, 112
 responsabilized subjects, 73, 76
 Rönnblom, Malin, 102
 Rose, Nikolas, 16, 19, 21, 43,
 Rowse, Tim, 18, 21, 30–31, 44
 “rural”, 101, 102

S

Salter, Peta, 92
 Sandberg, Jorgen, 38
 Sandberg, Linda, 102
 Sawicki, Jana, 14

scare quotes, 5, 12n1, 35, 69, 105,
 111, 121n1
Schengen acquis, 99
 Schön, Donald A., 59–60
 Science and Technology Studies, 89
 self-problematization, 8, 24, 34, 38,
 40, 52, 53, 111 (*See also*
 reflexivity)
 Shore, Cris, 6, 7, 11
 Simon, Herbert, 68
 “skills”, 36, 60, 66, 79, 80, 118
 “social inclusion”, 25, 84, 87–89, 92,
 93, 94 (*See also* “inclusive
 development”)
 Southgate, Erica, 71–72
 St. Pierre, Elizabeth, 114
 “state(s)”, “the state”, 6, 42, 60,
 96–98, 110
 statistics, statistical, 18, 44, 96, 99,
 101, 103 (*See also* census,
 counted, countable, numbers)
 subjectification, 4, 43, 49–53, 68, 70,
 71
 subjectification effects, 23, 52, 71, 72,
 73, 78, 81, 108
 subject position(s), 22, 23, 37, 49, 52,
 53n1, 65, 70, 72, 76–77, 78, 79,
 110, 116, 117–118, 119, 121n2
 subjugated knowledges, 22, 31, 45–49
 (*See also* knowledges)
*Swarnajayanti Gram Swarozgar
 Yojana (SGSY)* (1999)
 (India), 103

T

Tanesini, Alessandra, 28, 44, 84
 technology, technologies, 9, 41–45, 72,
 85, 89, 91, 97, 99, 100, 104, 111
 “traffic”, 6, 84, 85–87
 transformative potential, 119
 transport, 77–78, 85, 87, 110, 117

U

UNFCCC [United Nations Framework Convention on Climate Change], 101
 UNICEF, 92
 United Nations, 75, 98
 “urban”, 86, 96, 100–102
 urban development, 102
 “urban/rural”, 96, 100, 102

V

Valverde, Mariana, 51
 Veyne, Paul, 33, 36, 85
 Vinnova Report (Sweden), 76
 violence against women, 58, 65
 (*See also* domestic violence)
 Voola, Archana Preeti, 77

W

Walters, William, 47, 48, 96, 99,
 100, 105

Watson, Sophie, 5

Wegrich, Kai, 59

“wellbeing”, 25, 84, 92–94,
 110

“wicked problems”, 61

Widding, Ulrika, 80, 81

Wildavsky, Aaron, 59–60

Wiseman, Nathaniel, 101

Wonders, Nancy, 105n2

“work/life balance”, 65, 66

Work-Sharing Couples

Project, 66

World Bank, 78, 93

World Health Organization
 (WHO), 24, 62

Wright, Katie, 93, 94n3

Wright, Susan, 6–7

Y

“youth”, 78, 93, 104, 109,
 120