

The Post-Structural Reading Group

Running since 2008 in the Graduate School of Education, the Post-structural Reading Group emerged from a growing need for support amongst doctoral students and staff engaging with the intrinsic uncertainty and unsettling nature of post-structural theory in our own research.

In our monthly meetings, discussions are focused on a jointly selected reading which can be of direct or broader relevance to post-structural thought. Debating and exploring these complex ideas enables us to address theoretical frustrations, methodological challenges, concerns and doubts, at the same time as informing, supporting and advancing each other's research. With a strong sense of community, collegiality and respect, the group offers us a safe space wherein we can develop as researchers, and a respite from the insularity of our work.

In recent years the group has considered a wide range of key readings, including the following texts:

Michel Foucault:

The Order of Things: Archaeology of the Human Sciences

Giorgio Agamben:

Homo Sacer: Sovereign Power and Bare Life

Zygmunt Bauman:

Wasted Lives: Modernity and its Outcasts

Jacques Derrida:

Force of Law: 'The Mystical Foundation of Authority'

Gilles Deleuze:

Bergsonism

Richard J. Bernstein:

Radical Evil: A Philosophical Interrogation

Gert Biesta:

Time Out: Can Education do and be Done Without Time?

Karen Barad:

Posthumanist Performativity: Towards an Understanding of How Matter Comes to Matter

Jacques Rancière:

Ten Theses on Politics

Chantal Mouffe:

Deliberative Democracy or Agonistic Pluralism?

Bruno Latour:

We Have Never Been Modern



This is not a structure

Current active members

Deborah Osberg is a Senior Lecturer in Education. She uses poststructural theoretical frames to explore issues of knowledge, subjectivity, representation, difference, inclusion, empowerment and democracy in educational contexts.

Lindsay Hetherington is a Lecturer in Science Education and PGCE Secondary Programme Director. Her research interests are in complexity theory, new materialism, emergent learning and creativity in science education and teacher education.

Jonathan Doney is a Research Fellow, interested in methodological innovation, the intersection of post-structural and critical studies and historical enquiry, particularly in relation to policy development, and the role played by education in developing identity.

Chryssa Sgouridou is a final year PhD student interested in the area of democratic education and drama, particularly inspired by post-structural theory, non-normative ethics, politics and aesthetics, activism and artistic articulations of theory.

Sarah Chave is a final year PhD student researching in the area of sustainability and education. Drawing on complexity theory and other philosophies, she is exploring human subjectivity and emergentist ways of knowing, being and acting in the world.

Katherine Evans is a final year PhD student whose research interests are focused on reconceptualising concept of 'readiness' in relation to young children's learning. Her work is inspired particularly by ideas drawn from post-structural and new-materialist theories.

Ana Douglas is a PhD student whose research is an ethnographic exploration of transition as an opportunity for change in relation to agency and identity. She is interested in how agency and identity meanings are negotiated in relation to the label of learning difficulties.

Chris Turner is in his third year of a Doctorate in Education (EdD) with a research focus centred on developing the concepts of aesthetics and ecology in education ('aesthoecology') with particular interests in sensory interpretation, emergence and phenomenology.

Nancy Katingima Day is a first year PhD student interested in the musical creative process in contemporary Kenya, bearing in mind the postcolonial legacies, the fight to maintain cultural heritage and the unique aesthetic underpinnings that influence the creation of music.