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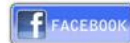
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Masny, Diana & Cole, David R. (2012) *Mapping multiple literacies: An introduction to Deleuzian literacy studies*. NY: Continuum .

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In the foreword to *Mapping Multiple Literacies: An Introduction to Deleuzian Literacy Studies* (Masny & Cole 2012), Claire Colebrook succinctly articulates a place for Masny and Cole's work in the crowded landscape of literacy texts. Colebrook comments "that it is precisely now, at a time of literacies in the plural, that Deleuze offers an approach that charts beyond the false opposition of anarchic relativism on the one hand and a pragmatic subjection to already established norms" (in Masny & Cole, 2012, p. viii). One might expect scholarly evidence for the claim that literacies are plural, but for the fact that such evidence is so abundantly observable everyday

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experience. One need look no further than an elementary school bus to see children engaged in literacies with handheld games, iPods, tablet readers, and more (perhaps even textbooks). As I proctor a high school English final with students who are 17 and 18 years old, I am aware that students are engaged in making meaning of the test packet in front of them while (for many) simultaneously carrying on conversations via text message through their jacket pockets. Those literacies are taking place while the students also read my reaction to their behavior and read the other students around them. As Colebrook and the authors of *Mapping Multiple Literacies* point out, “if we learn to read with a sense of the multiple, . . . communication . . . is intensified” (in Masny & Cole, 2012, p. xi). For that reason, this text is an important contribution to the body of work devoted to multiple literacies. Unique in that field, it offers ways of thinking about how to deal with the multiplicity of literacies from a Deleuzian lens.

Cole begins by identifying the Deleuzian perspective in relation to literacy as one “where literacies are multiple, normativity is not imposed, and literacy concepts are treated creatively and fully involved with the unconscious” (Masny & Cole, 2012, pp. 2-3). From here, the metaphor of the map takes off through the ongoing use by both authors of referential extensions such as cartography, territory, intersections, etc. Despite Masny’s objection to reading the map as a metaphor (Masny & Cole, 2012, p. 10), it is a useful way to visualize the complexity of what the authors outline as Deleuzian literacy studies. Masny’s portion of the introduction explains that Deleuzian literacy studies do not merely apply the philosophy of Deleuze to literacy, but rather, challenge us to understand literacy in the way that Deleuze understood philosophy—as concept creation. Masney says, “in concept creation, the definition or territory of literacy is disrupted” (Masny & Cole, 2012, p. 9). Once existing knowledge is disrupted, new concepts and knowledge can be created. In the chapters Masny authors, this is described as deterritorializing and reterritorializing.

Masny’s chapter, “Cartographies of Multiple Literacies” follows the Introduction and both defines and applies the concept of cartography first in the “conventional way” (Masny & Cole, 2012, p. 17) then according to Deleuze

and Guattari who reject the idea of “maps as representations of a closed system” (p. 19). From a Deleuzian perspective, “mapping with lines of flight brings about different ways of thinking and reading” (Masny & Cole, 2012, p. 20). These varying ways of thinking and reading are representative of multiple literacies, which constitute open systems with outcomes that are transcendental. To illustrate, the chapter concludes with a variety of classroom vignettes. It is through the vignettes that the ideas introduced in the chapter become clear.

Cartography, as it is developed in Chapter 2, is taken further in Chapters 4 and 5, where Masny discusses “a cartography of reading” (Masny & Cole, 2012, p. 69) and “cartographies of talking groups” (p. 93). The cartography of reading winds its way through the various conceptions of reading and literacy, both historically and from contemporary perspectives. Specifically, Masny focuses on reading as intensive and immanent and of the world, self, and sense. Interspersed in the chapter are conversations between researcher(s) and student(s) that illustrate how reading happens. The cartography of talking groups introduces language as “collective assemblages of enunciation” (Masny & Cole, 2012, p. 94) then argues “that sensations . . . and . . . relationality . . . that emerge through collective assemblages of enunciation contribute to multiple literacies [and] reading” (p. 94). These ideas are demonstrated as applied to foreign language as well as the languages of mathematics and art. In both the cartography of reading and the cartography of talking groups, the idea that comes across the strongest is that no act of literacy is singular or fixed. Instead, literacies are multiple and are therefore, constantly becoming new concepts.

Cole’s “Mapping Literacies with Affect” (Chapter 3) deals with affect and its application to literacies. Affect’s importance is made clear as the author says, “affect links the conscious use of language with the unconscious learning of language” (Masny & Cole, 2012, p. 43). While Masny briefly mentions affect in the first chapter, the concept is not fleshed out there. And although affect is defined in numerous ways throughout this chapter, the core question being asked is how affect relates to “building literate relationships in education” (Masny &

Cole, 2012, p. 45). In response, the chapter details the two-role model of affect and how it informs relationships of power and literacy in schooling and out. It is in these details that the definitions of affect as applied to literacies are made clear. The chapter concludes with demonstrations of teaching literature using an affective literacy and a caution against “any practice becoming fixed or stratified in terms of a mandated way of teaching and learning” (Masny & Cole, 2012, p. 65). This warning is consistent with the message elsewhere in the book regarding Deleuzian literacy studies; one must always create new. The other entries authored by Cole deal with “power and literacies” and “the literacy of digital futures” (Masny & Cole, 2012, pp. 125 & 149). In “Mapping Power and Literacies” (Chapter 6), Cole extends what is described as “many recent studies in education” on “power and powerlessness” by using Deleuze to “reconcile power concerns with the life of education” (Masny & Cole, 2012, p. 125). Using secondary English teachers and teaching as its focus, the chapter describes how curricular changes transform teachers’ beliefs and how those get articulated.

The purpose of this work is to “enhance the power of future teachers through multiplicity” (Masny & Cole, 2012, p. 145). Chapter 7, “Mapping the Literacy of Digital Futures” also has power as a concern. In this context, Cole challenges the notion that technology is unquestionably good for education, saying instead that “education is run by neo-liberal capitalist democracies that universally deploy digital technology for learning . . . [which leads to] leveling diversity, ignoring affect, and framing entire heterogeneous populations by deploying digital learning tools that do not recognize difference” (p. 157). To counter this, Cole introduces case studies of various digital literacies that may disrupt the static interpretation of technology in relation to literacy and schooling. These digital literacies are visual, informational, and personal.

Concluding this text is the only co-authored chapter. After a brief review of concept creation, the conclusion (or “Exits”) summarizes Deleuzian perspectives on teaching and learning, experimentation and creativity, curriculum and assessment, and finally pedagogy. With regard to each of these, the core idea is that practice of each should be “multiple [and] expansive” (p. 185). As is demonstrated with each cartography or mapping (each chapter), there

must be in all areas of literacy (both in school and out) territorialization, deterritorialization, and reterritorialization to create new concepts.

While this text provides an interesting and perhaps even necessary discussion of Deleuze in relation to multiple literacies, its delivery of this discussion is fragmented and redundant. The fragmentary structure of the text is a deliberate move. Masny notes the text has “the structure of a map, with each section considered an entry” (Masny & Cole, 2012, p. 15). However, this structure does not work to enhance the arguments in any discernible way. Instead, fragmenting is experienced as merely disruptive and not particularly edifying, as in the authors’ choice to split the introduction into two distinctly separate introductions (each half written by one author) as well as in the organization of the chapters, which do not appear to build on or connect to one another. This move may well have been intended to force the reader into a Deleuzian experience with text; however, the postmodern trope simply feels like an unnecessary complication on top of an already complex theory. In addition to this, there is excessive redundancy in the text. The phrase “reading the world and self” (Masny & Cole, 2012, p. 12) as well as the concepts of “territorialization, deterritorialization, and reterritorialization” (p. 9) are excessively repeated throughout the text. While some repetition is both needed and helpful in explaining and developing an argument, extensive redundancy raises the question of whether the book chapters were even intended to appear together.

Despite these annoyances, Masny and Cole’s *Mapping Multiple Literacies* is still a unique addition to the body of literature on multiple literacies. Its theoretical perspective it adds will be useful for many in the fields of literacy studies and education.

About the Reviewer

Heather Hickman is Adjunct Instructor of Education at Lewis University (IL) and a full-time high school English teacher. At Lewis, she teaches reading and literacy methods, curriculum, the history of American education, and multiculturalism in education. At both university and secondary levels,

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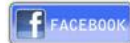
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