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Cartographies of Becoming in Education: A Deleuze-Guattari Perspective, Edited by Diana Masny

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Review II

Masny, D. (Ed.). (2013). *Cartographies of becoming in education: A Deleuze-Guattari perspective*. Rotterdam: Sense Publishers. ISBN: 978-94-6209-168-9

Cartographies of becoming in education: A Deleuze-Guattari perspective, edited by Diana Masny, is an important contribution to a growing body of work that is concerned with the concepts of Gilles Deleuze and Felix Guattari and educational studies (Leafgren, 2009; Olsson, 2009; Semetsky, 2006; Semetsky & Masny, 2013). Increasingly, researchers and pedagogues are exploring the possibilities of Deleuze (and Guattari's) positive ontology, which as Sotirin suggests "is concerned with unfettering possibility to experiment with what a life can do and where a life might go" (p. 117). This ontological project brings the body and sensation back into experiences of research, teaching, and learning and considers the potential for the production of difference that emerges often unexpectedly in encounters of thinking, bodies, and concepts. A compilation of thoughtful and interdisciplinary essays, *Cartographies of becoming in education: A Deleuze-Guattari perspective* engages with these ontological perspectives and comprises a rhizomatic mapping of new ways in which we might think *about* Deleuze and Guattari and *with* Deleuze and Guattari as new discoveries about "transversality in education" (p. 4) emerge.

This volume is comprised of six entryways, throughout which educational researchers plug in Deleuzoguattarian concepts as they consider the productivity of very particular contexts of teaching and learning. The first Entry contains an introduction by Masny, in which she describes the Deleuzoguattarian rhizome, the project of deterritorialization, and connections to Multiple Literacies Theory (MLT), which "is interested in



how literacies function and how they change bodies, communities, and societies (human, animal, vegetal)” (p. 225). The authors of subsequent essays foreground Deleuze and Guattari’s concepts and MLT to varying extents. Following the introduction is the first in a series of *Knitted images* by Linda Knight, who suggests that the act of knitting comprises a corporeal and philosophical research practice. The *Knitted images* series reemerges throughout the text as Knight plugs in concepts such as the de/re-territorialization and mapping to engage in embodied theory and research.

The second Entry, *Politicizing education*, includes an essay by David Lines, in which he thinks with the rhizome to consider new possibilities for pedagogy in music education. In the next essay, Jason Wallin draws from Guattari’s work at La Borde and the tools of transversality to think about curriculum, the institution, and molecular revolutions. Next, David Cole plugs in the Deleuzian concept of the ‘virtual real’ as a parallel to MLT as he considers data from a study about Sudanese immigrant families in Australia and offers suggestions for integrating multiple literacies specific to Sudanese-Australians in mainstream classrooms.

In the third Entry, *Affect and education*, Ina Semetsky plugs in bricolage, assemblage, affect, and becoming to conceive of bodymind learning as an embodied and relational process - folding and unfolding - where subjectivities emerge in the experiences of the production of the real. In her essay, Mia Perry employs Deleuze and Guattari’s nomadic thought in her consideration of a performance by grade 9 drama students. Perry considers nomadic movements, forces, and deterritorializations that emerged in improvisation and the consensus that reterritorialized the students’ encounters.

The fourth entry, *Literacies and becoming*, begins with an essay by Maria de Lourdes Dionisio, Rui Vieira de Castro and Ana Sofia Arqueiro in which they consider what has been framed as an “adult literacy crisis” in Portugal. The authors describe the multiple literacies with which workers and supervisors engage in two factories and the ways in which different literacies are distributed socially. In her essay, Elizabeth de Freitas describes the ways in which mathematics students are prompted to communicate their understandings by representing their thinking with language. Drawing from Deleuze and Guattari’s and Massumi’s concept of

expressivity, de Freitas suggests a consideration of mathematics as a material assemblage.

The next Entry is *Teacher-becomings*. Francis Bangou plugs in *agencement* as a process of unpredictable and constantly reinvented becomings as he considers data about preservice teachers and technology integration in second language education courses. In his essay, P. Taylor Webb explores thinking about teacher-becomings (desiring subjects) amidst those who are “invested in the teaching body” (subject desirings). Webb employs multiplicity, rhizome, difference and assemblage as he describes how efforts to stabilize who and what a teacher ought to be work against the immanent, relational processes of teacher-becomings.

The final Entry is *Deterritorializing boundaries*. In his essay, Graham Livesey draws on smooth and striated spaces to think about boundaries, their functions, and the possibilities that emerge from their permeability. In the final essay, Cameron Duff conceptualizes learning as happening when bodies affect and are affective. Duff suggests that an ‘affected pedagogy’ is one that emerges among relationships between signs, bodies, and events and creates possibilities for transformation.

In a compelling postscript, Masny assembles Deleuze and Guattari’s concepts - including transcendental empiricism and the rhizome - and MLT as she thinks about dominant paradigms for qualitative research, writing, and publication; paradigms that demand interpretation. As she shares reviews of a submitted manuscript that emerged from research with a young, multilingual writer, Masny employs rhizoanalysis as a non-method, which produces new ways of thinking about qualitative research, teaching, and learning.

The essays in *Cartographies of becoming in education: A Deleuze-Guattari perspective* present new ways of employing Deleuze and Guattari’s philosophies in educational studies. Those interested in working with these philosophies might find this text a helpful resource in terms of the plugging-in of Deleuzoguattarian theory in research design, analysis, and literacy practice.

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