Thirdspacing the University: Performing Visual and Spatial Literacies

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**Video Transcript: “Could Be Awesome: An Interview with Crystal Fodrey”**

[Video begins]

[Music playing and text on screen: *Could Be Awesome / an interview with Crystal Fodrey*]

[Text on screen: *How did you get started with your project?*]

Crystal talking: *I came into our spatial and visual rhetorics class being partial to visual rhetorics, because I have a background in journalism,*

[Image collage on screen: *New York Times* front page reading “Obama Makes History,” blades of grass, a family portrait, snapshot of a cat, snapshot of a man playing pool, abstract blue and red boxes with black lines, a box labeled “your ad here.”]

C: *which means I’ve dabbled in photography, graphic design, advertising.*

[Image collage of various print advertisements with text on screen: *advertising is our environment*]

C: *So, the first time we discussed the project in class, I knew I wanted to do something with advertising. I was dead set on it.*

[Image on screen: stop-motion animation of a print Always feminine hygiene advertisement being folded into a paper airplane with text on screen at end of animation: *not innovative*]

C: *I wanted to show102 instructors innovative ways to incorporate media literacy into their classrooms, but then I hit a wall.*

[Text on screen: *?*]

C: *Would I create a class around the theme of advertising or media? Would my project be one lesson, one unit of 102? Was there anything new I could think of to do with advertising—something beyond the traditional rhetorical analysis of ads?*

[Image collage on screen: a black triangle with the following surrounding it: “1950s,” *context*; a pantyhose ad from the 1950s, *speaker*; image of a white woman working in a well-appointed home kitchen, *audience*; “Patriarchy,” *purpose*. At end, text on screen: *analysis achieved!*]

[Text on screen: *something different…*]

C: *I’m sure there’s something I could have done, but I just decided that I didn’t want to take that route.*

[Stop-motion animation: paper airplane from earlier scene is unfolded and crumpled into a ball.]

C: *So, ultimately, pretty early in the semester I threw out the advertising idea, but it was soon replaced with a growing excitement for spatial rhetorics.*

[Several screens with photographs of a scholar and a key text from their body of work: Henri Lefebvre (1991) *The Production of Space*; Edward Soja (1989) *Postmodern Geographies*; Marc Augé (1995) *Non-places: Introduction to an Anthropology of Supermodernity*; Michel De Certeau (1984) *The Practice of Everyday Life*; Gloria Anzaldúa (1999) *La Frontera/Borderlands.*]

C: *Beyond that excitement, I really, you know, didn’t have a real idea, but I knew that I wanted to do something with that. But what could I do? Well, I changed my idea almost every week after every reading. I came up with new ideas that I ended up throwing out, and I sent Amy email after email, like, throwing all these ideas at her and probably annoyed her to death. But, um, I wanted students to analyze the university as a privileged space.*

[Text on screen: *the university / privileged space*]

C:  *I wanted them to analyze the places and non-places that they inhabited on a given day.*

[Images on screen move from a screenshot of a Google map of Tucson to a Google map of the University of Arizona to a photograph of a University hallway with students waiting for classes.]

C: *I wanted them to see spatial inequality in Tucson by witnessing it for themselves and researching and writing about it. Um, but still I didn’t know exactly what to do with that.*

[Text on screen: *so many ideas…*]

C: *I got so many ideas, um, during our class meetings, through free-writing and discussing my ideas with classmates—and that was all very helpful.*

[Image of bright blue sky with clouds and rays of sunshine bursting through them. Image fades into another image of a dark blue night sky studded with bright stars above the dark outline of mountains in the distance.]

C: *And I got to the point where I was dreaming about spatial rhetoric; I kid you not. Um, I would wake up in the middle of the night with project ideas and write them in my journal that I keep next to my bed. Um, yes, I’m that big of a nerd.*

[Text on screen: *that’s ok / nerds rule*]

C: [laughter] *Everything was fragmented, but related,*

[Animation of transparent, multicolored circles floating on screen and then off screen.]

C: *and I knew that I wanted to do something to draw all of these threads together.*

[Image on screen of Nedra Reynolds and a copy of her book mentioned below, including the date of publication, 2004.]

C: *So, when we read a chapter from Nedra Reynolds’s* Geographies of Writing: Inhabiting Places and Encountering Difference*, all of my fragmented ideas started to fall into place.*

[Animation of transparent, multicolored circles floating on screen and then off screen.]

[Text on screen: *“…the* flaneur *embodies the spatial practices of walking as writing, writing as walking; his main focus is to absorb and render the city through writing” (70).*]

C: *In the section where she describes the* flaneur *walking around places and observing culture, I wrote in the margins…*

[Text on screen, appears as if it’s being handwritten: *Could this visually stimulating process be problematic? Contrived? Just by SEEINg and THINKINg, do you learn enough? Must have Students rhetorically analyze space. Must expose students to theory along with the experience. Have them take pictures? Visual representation of local spaces? Bring it all into my project? Maybe??!! Project could include both visual and spatial rhetoric, personal writing, issues of difference and inequality, exercise via walking, and a multimodal presentation. Could be awesome.*]

[Text on screen: *could be awesome*]

C: *My plan could be tweaked to work for either 101 or 102, but I didn’t want to stop there. I’m a big picture person. In order to plan a unit, I needed to plan a whole class so I could justify the implementation of the activity within the semester as a whole. So I asked myself, why not plan a whole class around issues of spatial inequality?*

[Text on screen: *big thanks to Crystal Fodrey*]

C: *Such a 102 class would be broad enough to encompass the varied interests of my students while giving them a new theoretical framework through which to see the world around them.*

[Text on screen: *music by Air, from the album Moon Safari*]

C: *Like I said in my margin notes,*

[Text on screen: *“Ce Matin La” and “New Star in the Sky”*]

C: *such a class could be awesome to teach, and I am looking forward to sharing my class with other current and future 102 teachers.*