

6-12-06

There appears to be some writing on the note ...

-- Start log: Monday, June 12, 2006 5:36:53 pm English MOO **Time** --

Alec says, "Greetings all" **Rich** waves. **Alec** waves.

Alec [to **Rich**]: I sent you an e-mail on this, but it turns out that your "netiquette" link seems to have moved. **Rich** [to **Alec**]: Thanks. Fixed. Now points to wikipedia. **Alec** [to **Rich**]: cool

Gillian says, "Hi" **Rich** waves."High Alison I meant "Hi"" **Gillian** says, "Brain drain"

Alison says, "Hi Gillian. Long day here too." **Gillian** says, "Didn't want you to think I was saying you are high " **Alison** says, "Not at present." **Gillian** says, "Me neither"**Rich** smiles.

Lennie waves hola **Lennie** says, "hi everyone!" **Alison** says, "Hey **Lennie**" **Glenn** says, "hello""

Gillian says, "Hi **Barbara**" **Barbara** says, "Hi **Gillian**, everyone"

Gillian says, "[to **Lennie**] Thanks for the great response" **Lennie** . o O (It's about time...)

Lennie [to **Gillian**]: Thanks for your response too. I like the exchange.

Rich notes Lubbock is about to get hit by a lightening storm. **Rich** says, "If you lose me, I'll be back. I have a backup computer."

Rich shares a URL. (<http://www.faculty.english.ttu.edu/rice/lubbockweather.htm>)

<<http://www.faculty.english.ttu.edu/rice/lubbockweather.htm>>. **Alec** [to **Rich**]: y'all can come up this way if you want. It's now 75 and sunny. We could hold class out on my deck. :) **Rich** says, "Yeah, sounds nice." **Lennie** says, "I vote for class on Alec's deck! Let's go."

Rich smiles. **Alison** says, "Sounds great."

Gillian says, "Will Alec provide drinks?" **Alec** says, "Yep. We had a garden party this weekend (ala

Gillian says, "[to **Alec**] And you didn't even invite your team members?!!!" **Alec** [to **Gillian**]: LOL...sorry, next time. :)" **Gillian** says, "Well, Alec that is the last time I work for you" **Alec** [to **Gillian**]: Hey, I'm a

taskmaster, what can I say... **Alec** [to **Gillian**]: Well thank you. I think we had a fantastic team. **Gillian** says, "[to **Alec**] Seriously, you did a fine job (but then, I am not grading you)" **Gillian** says, "[to **Alec**] I did,

too. A dream team of sorts"**Lennie** says, "It is 99 or 100 here in SA and dry as a bone." **Kendall** says, "My rain barrels in Austin are on their last dregs. I'm going to have to start using tap water."

Alec says, "Ye. We had a garden party this weekend so we have lots of tasty beverages left over" **Gillian** says, "No storms here" **Gillian** says, "Swimming daily!"

Lennie thinks about the big rolling thunderheads on the plains. Ahhh...

Alec [to **Lennie**]: "Rollin', rollin', rollin',....keep them doggies rollin'...."

Gillian says, "Gillian thinks about the NE in autumn - yeeees"

Rich [to **Kendall**]: you all set for tonight? **Kendall** [to **Rich**]: yes, I'm good to go. I just stepped out to feed kids, before class.

Lennie says, "Hi Locke."

Locke says, "do you know if everyone has usernames and passwords?"

Lennie notes **Time** is having some trouble connecting.

Locke says, "has anyone spoken to Kelly Jones since our May workshop?" Locke hasn't heard from her in a while **Alec** [to Locke]: Just in our e-mail conversations regarding the final paper and links. Past that,

no. **Rich** says, "Fawn just let me know she's having Internet troubles. Thunderstorm. She may be late tonight." Locke [to **Rich**]: yes, it's a big thunderstorm over Wolfforth right now -- I'm surprised I'm still

connected Locke never turns down rain, however **Gillian** says, "The only water we have here comes from our underground sprinklers" **Kendall** says, "Ya'll have thunder? I'm jealous."

Locke waves and hits the road -- have a good class **Rich** [to Locke]: thanks Locke goes home.

Rich says, "I may lose connection tonight, too. Press onward if so."

Alec says, "It's the spirit of Gorgias...it has to be" **Rich** nods.

Alec [to **Time**]: Hey...long Time, no see **Lennie** says, "Hi **Time**. You made it!"

Time says, "Hey **Alec**! I have a CD for you - I went to give it to you in the dorm and you were gone" **Alec** [to **Time**]: LOL....I'll send you my snail mail address in an e-mail

Gillian says, "[to **Time**] Hey clock man!" **Time** says, "Hi Gillian!" **Gillian** says, "Smiling at Time"

Rich shares a URL. (<http://Richrice.com/5364>)<<http://Richrice.com/5364> >.

Rich says, "So, tonight we talk a bit about our projects and blogs, Kairos, Stasis Theory, and the Encomium (brought to you by Kendall)."

Rich says, "I've been reading blogs. Lots of fun! Good reflection there. Are they working for everyone?"

Joel says, "yes" **Janie** [to **Rich**]: working well

Rich will brb--need to make sure my windows are up.

Alec says, "So far so good. I just have to remember how to run my blog; it's been awhile"

Glenn says, "Yes" **Barbara** says, "sure"

Time says, "Yes, I lagged a bit in my first post, but all is well now (just posted the Gorgias response, as well)" **Alison** says, "I enjoy reading everyone's responses to the assignment."

Rich is back.

Gillian says, "I loved Gorgias" **Joel** [to **Gillian**]: you don't seem that old **Gillian** says, [to **Joel**] "What does my age have to do with anything?" **Joel** [to **Gillian**]: sorry, couldn't resist. You look good for 2200 years old! **Gillian** says, "[to **Joel**] Hey, I look great for 50!!!" **Joel** [to **Gillian**]: you said you loved Gorgias (took it literally) :) **Gillian** says, "[to **Joel**] You skunk"

Lennie apologizes for having you all create a unique login to post to my blog.

Gillian says, "Don't worry, Lennie - it was a hoot!" **Alec** [to **Lennie**]: It's okay; I believe www.blogger.com blogs have to do the same thing...I'm used to it

Janie says, "I'm having trouble coming up with an idea for a paper. Anyone else having the same problem?" **Alec** [to **Janie**]: Just the opposite - I have three I'm mulling over

Janie [to **Alec**]: I saw that **Alec** [to **Janie**]: Yeah, and I may take your advice too. Hadn't thought about it like that **Lennie** [to **Janie**]: I'm right with you. I wasn't ready to think in 20 page paper terms yet...

Rich says, "So, no troubles with blogs? I like Alec's idea from last week. Alec, idea?" **Rich** says, "Alec's idea is for us to update our thinking on our projects each week in our blogs." **Lennie** says, "I like the threads on paper topics. I know I will appreciate the feedback." **Rich** nods. **Gillian** says, "I like the Alec idea, too" **Janie** says, "I agree" **Alec** says, "It also might help spawn our own ideas when we read someone else's updates"

Kendall [to **Lennie**]: I can't remember how to put up a webpage.

Cynthia says, "Well, I'm still uneasy about blogging in general. I'm a really private person and this is just a little to open for me!" **Rich** nods to **Cynthia**. "I can understand that.

Janie [to **Cynthia**]: I think of it as a conversation with myself and try to forget others are reading **Janie** [to **Cynthia**]: I think it will be useful to me later...to reflect

Cynthia [to **Janie**]: "Thanks--that's a good way to think of it." **Glenn** [to **Cynthia**]: "Yes, I'm not sure my entries are necessarily always accurate reflections of my thoughts because of the journal feel of blogs. I'm not one for writing a diary for the world to read. **Joel** thinks the Secretary of Defense reads Glenn's blog

Glenn [to **Joel**]: "he calls me every night" **Gillian** says, "[to **Joel**] Are you kidding - the President reads Glenn's stuff (and makes decisions based on it)"

Kendall shares a URL. (http://www.faculty.english.ttu.edu/rice/5364/encomium_files/frame.htm)<http://www.faculty.english.ttu.edu/rice/5364/encomium_files/frame.htm >.

Kendall says, "Thanks Rich for putting it up." **Rich** [to **Kendall**]: you bet

Kendall says, "Thanks Lennie"

Rich says, "Just before we look at the Encomium..."

Rich says, "Other questions before we get started here? Tonight we talk a bit about our projects and blogs, Kairos, Stasis Theory, and the Encomium (brought to you by **Kendall**)."

Rich says, "let's take a quick role by saying, all at once..." **Rich** says, "what music we're listening to."

Joel says, "80's" **Alec** says, "Dave Matthews Band" **Alison** says, "Sarah McLaughlin and my boys on their guitars." **Kendall** says, "Still stuck on the Sugarcubes."

Rich says, "Cathy Ryan--celtic" **Alec** says, "And Peter Gabriel" " **Time** says, "Radiohead" **Janie** says, "none. It's quiet in this hotel room!" **Cynthia** says, "none at the moment. Hawk Nelson earlier today."

Lennie hears the faint words of The Voyage of the Dawn Treader in the background read by Drek Jacoby (my son is listening to it). **Barbara** says, "none here either...the drone of the a/c" **Rich** says, "smiles. This would never work in a f2f class. **Joel** [to **Rich**]: sure, they'd never hear you with ipod bud in... :) **Gillian** says, "[to **Rich**] Natalie MacMaster ahhh" **Gillian** says, "[to **Barbara**] Order some Macmaster - she beats

the sounds of a/c" **Barbara** [to **Gillian**]: cool...I will **Gillian** says, "[to **Barbara**] If we become friends - you may get some for your birthday; if not, you are on your own!"
Rich smiles.

Rich [to **Kendall**]: what is an Encomium? **Kendall** says, "Good words literally." **Kendall** says, "In this case it's an epideictic (ms?) speech." **Time** says, "Yes, a favorable written comment on someone/something" **Time** says, "... Does it have to be written?"

Rich says, "what good words does Gorgias have to say?"

Kendall says, "you want me to launch into the full-blown discussion?" **Rich** nods.

Gillian says, "His language is very poetic - I loved that" **Gillian** says, "He says that language is a powerful word"

Kendall says, "Gorgias brought rhetoric and sophism to Athens. He was by all accounts the best orator of his Time and could create an almost trance-like state among audience members with his speeches. He frequently gave public exhibitions of his speaking ability and the Encomium of Helen is one such example, although he also delivered the speech to serve as an example to his students. Unlike later teachers such as Socrates, Gorgias taught through examples of speeches and probably gave his pupils speeches to learn." **Kendall** says, "Gorgias thought revolved around the idea that every truth, or issue, had two sides. Unlike Plato, he didn't think we could discover or talk about the truth we are essentially all trapped in the cave, or the matrix forever. "

Rich [to all]: anyone not have the ppt up? **Kendall** says, "If everyone's good, say yes or good."

Gillian says, "good" **Barbara** says, "yes" **Janie** says, "good" **Cynthia** says, "yes"" **Alison** says, "good here." **Glenn** says, "yes" **Joel** says, "good" **Rich** says, "good, yes, good." **Alec** says, "good" **Lennie** says, "Yes. Moving fast but yes." **Time** says, "good"

Kendall says, "Gorgias delivered the Encomium of Helen about 600 years after the Trojan War, but the war had taken on mystical proportions in the culture by this Time. And Helen hadn't fared well in the mythology either. Notice the conflicted representations of her in art, kidnap victim or lover. "

Kendall says, "Here's the background on the Trojan War. Helen, the daughter of Leda and Zeus, who had taken the form of a swan, was the most beautiful woman ever. The number and fervor of her suitors caused her earthly father, Leda's husband King Tyndareus, to fear reprisals from the suitors he didn't select. Consequently, he got each suitor to pledge to uphold his selection whoever it might be, before he would consider that suitor. Then, Tyndareus selected Menelaus who soon became a Spartan king. "

Lennie says, "Trivia question--who was Helen's sister?" **Gillian** says, "Are there bonus points here?"

Lennie says, "All you want" **Alec** says, "Is it going to be on the test?" **Gillian** says, "Oh, Alec" **Kendall** says, "Clytemenestra"

Rich says, "what does Clytemenestra mean in Greek?" **Lennie** says, "Yes! Klytemenestra"

Lennie says, "wife of Agamemnon" **Rich** says, "wooing" **Lennie** says, "Oh no..."

Kendall says, "Really?" **Rich** says, "I think so."

Kendall says, "Unfortunately, when Paris kidnapped Helen with the help of Aphrodite, all the Spartan nobility had already sworn to uphold Menelaus' claim on Helen. They all set sail to get Helen back from Troy. Big war; lots of death Hector/Patroclus/Achilles; the fall of Troy. The reigning belief in the classical Time was that Helen was the willing cause of all this woe. She's Marie Antoinette, or for us as Joel points out, Patty Hearst." **Kendall** says, "Thanks to Joel, but I like it." **Alec** says, "Interesting analogy with Hearst" **Time** says, "Hmnn, interesting Patty Hearst analogy" **Alec** [to **Time**]: That was scary dude... **Joel** [to **Time**, **Alec**]: I thought all we agreed upon was the smell! **Joel** says, ":-)"

Kendall says, "Gorgias, as the posthumous (for Helen) and sober F. Lee Bailey, sets out to clear Helen. He wants to demonstrate how clever he is, but more importantly to us, he's defying a deeply held belief among his audience that Helens to blame. He's demonstrating the other side of the truth of the Trojan War."

Kendall says, "He claims that she is the victim and not the instigator in this situation because one of four things caused her to elope with Paris. 1) The Gods made her do it. 2) He forced her. 3) She was in love with Paris. 4) Paris used speech to persuade her. He then proceeds to make the case that she is not culpable under any of these circumstances. "

Lennie [to **Kendall**]: Is his defense a sort of dissio logio thing? **Kendall** [to **Lennie**]: yes, it's definitely in

that tradition.

Rich says, "every stand has another position." **Alison** says, "Just ask anyone who's married." **Lennie** nods **Rich** nods. "Should one get married?" **Kendall** says, "Cato should get married." **Alison** says, "But not to OJ." **Kendall** says, "The rest of us, I don't know." **Joel** says, "That OJ guy?? :)" **Rich** smiles.

Gillian says, "[to **Rich**] That kind of goes to the idea of stasis, right?"

Kendall says, "We don't really care about any of the reasons, but speech and Gorgias definitely spends the most Time making the case for that. He points out how powerful speech is. Speech can assuage fear, cause joy or grief, and cause the soul to suffer."

Gillian says, "[to **Kendall**] And don't you think our experience as human beings proves him right?"

Kendall [to **Gillian**]: well marriage has met with mixed results even though some of us have been fortunate. **Gillian** says, "[to **Kendall**] No, I meant the language thing - how it can move the soul" **Joel** says, "is this ALWAYS true? What about...wear your seatbelt. Is this persuasive false?" **Rich** [to **Joel**]: let's talk about that question in a bit. It's a good example. **Joel** says, "Yes, the Buckle Up campaign, for example"

Kendall says, "When used persuasively speech is more powerful than force. In persuasive speech, Gorgias claims, the rhetor makes a false argument, presumably because he's not speaking the truth because he can't."

Lennie [to **Kendall**]: Should we be following on any particular slides on the PPT?

Gillian says, "This is very cool" **Rich** has been reading the ppt as Kendall has been talking. Just finished.

Kendall says, "With this false argument the rhetor can cause the audience to believe the unbelievable. And the audience will make decisions and do things based on the false opinion he or she got from the rhetor. It's also at this point where Gorgias lays the blame for bad behavior not on the actor, in this case Helen, but rather on the rhetor that convinced her to act, in this case, Paris."

Lennie [to **Kendall**]: I thought his arguments about how we always are deceived because we work from imperfect or probable knowledge sounded very post-modern (and Buddhist at the same Time). **Rich** considers Gorgias more structuralist than post-modern. **Rich** says, "reminds me of de Saussure" **Lennie** will take Rich's word for it. **Alec** [to **Rich**]: Ahh, the power of signs and symbols

Kendall says, "I think language is the most powerful human invention, but I'm a technical communicator and biased." **Kendall** [to **Lennie**]: I agree--that's why I picked this essay.

Joel says, "or any Public Service announcement that is intended to be persuasive"

Kendall says, "It's all part of my Plato put us back 2000 years chip on my shoulder thing."

Lennie says, "I guess the crux is how far you think our grounds for belief are an illusion. "

Barbara [to **Kendall**]: yes, but doesn't Helen have some responsibility for her actions (assuming she wasn't forcibly kidnapped or raped)? **Kendall** [to **Barbara**]: not according to Gorgias--In fact, he thinks speech is more powerful than being kidnapped.

Alec [to **Kendall**]: Even beyond TC, think about what you're first taught to do as a child - speak. Words = action. I think it's the one tool we have as humans which no one can take away from us and which molds the world around us.

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Rich [to **Kendall**]: sort of sounds like Corax and Tisias **Kendall** [to **Rich**]: well, some people think that they were Gorgias teachers and in fact he first went to Athens with Tisias.

Barbara says, "I think that's where it falls into manipulation instead of persuasion"

Barbara says, "for me" **Lennie** [to **Barbara**]: I'm with you. "Rhetrickory" as W. Booth would say.

Gillian says, "My husband convinced me with words like "Let's go have a long island iced tea"

Alec [to **Barbara**]: How do you differentiate between manipulation and persuasion?

Rich smiles.

Joel says, "I played AC/DC backwards and it told (persuaded) me to kill my cat"

Joel says, "I didn't really do that..." **Gillian** says, "[to **Joel**] You are a scary son of a gun" **Time** says, "Dude, that just CD/CA"

Janie says, "but doesn't manipulation imply intent?"

Barbara [to **Alec**]: the attempt to prompt action based on "false opinion" from the rhetor

Alec [to **Janie**]: So does persuasion **Time** [to **Janie**]: I must concur

Rich [to **Joel**]: is that practical or theoretical? Two sorts of argument according to ancient **Kendall** says, "Gorgias says that Paris is at fault if speech moved Helen."

Kendall says, "The fault is with the manipulator not the actor."

Gillian says, "[to **Kendall**] Do you agree with that?" rhetors.

Alec [to **Barbara**.]: Interesting. I view manipulation as a sub-set of persuasion rather than as separate entities per se.

Rich [to **Kendall**]: ah, ringing true--we've seen this argument before. A win:win type argument, a matter of context and perspective, looking more at persuasion than fact.

Joel [to **Rich**.]: it could become theoretical. Religion puts the devil as the root of some actions and evil. That's the theoretical...then the practical would be a specific act (overlaps with stasis a bit)

Gillian says, "If we accept that the rhetor is responsible for the actions of the audience, isn't that a potentially dangerous idea?" **Lennie** [to **Gillian**]: Can we hold tobacco companies libel for misrepresenting the action of smoking as cool and fun? Is the rhetor to blame? **Janie** [to **Lennie**.]: it's not cool and fun? :) **Gillian** says, "[to **Lennie**] So, do you hold the tobacco companies responsible?"

Cynthia says, "Where does intent play in this reading?"

Janie says, "Is Helen at fault for being moved? Can we at least fault her for not being critical?"

Kendall [to **Gillian**]: personally, some. but think about it, we agree with that to a point when it's money. If someone pays someone to kill someone else, the person who paid is more responsible than the actual killer. But words can be as persuasive as money, but we don't see it that way.

Janie says, "what is the responsibility of the audience?" **Cynthia** says, "Janie and I must be on the same wavelength tonight."

Barbara says, "it also makes Helen (or the audience) unthinking or incapable of thinking for herself--she was just a victim of persuasion" **Kendall** [to **Barbara**]: that's literally what Gorgias says--she was a victim of speech.

Rich says, "Plato said that language is manipulation." **Time** says, "All language?"

Alec [to **Rich**]: Language itself or the use of language as being manipulative? **Rich** [to **Alec**]: to Plato, language didn't exist apart from its use. **Alec** [to **Rich**]: I wonder how Plato would have approached semiotics then. Probably poking holes in the whole sign system itself

Joel says, "aren't there levels of culpability (legally and practically)?"

Gillian says, "[to **Barbara**] Yes, and I don't think it is safe for us to assume that this can happen. Look at Charles Manson" **Joel** [to **Gillian**.]: Redrum **Gillian** says, "[to **Joel**] What do you mean?" **Joel** [to **Gillian**.]: that's murder backwards. It's what they the Manson girls painted in blood on the wall (or fridge)

Glenn says, "But with Gorgia's definition, all speech is "false opinion," right? Does he distinguish persuasion and manipulation? I don't think so."

Lennie says, "I think Glenn makes a good point." **Lennie** says, "Here is where Plato blasted the sophist, no?"

Barbara [to **Kendall**]: yeah, but I'm not so sure it's a very appealing image--victimization

Kendall says, "But manipulation isn't always or even usually to a bad end."

Kendall says, "If I convince my children to eat vegetables and go to be on time that's manipulation, but it's to a good end." **Joel** [to **Kendall**.]: If we can't know what we don't know...how do we know that the manipulation is good or bad? **Rich** says, "even if some vegetables, well, taste so bad."

Gillian says, "[to **Joel**] Yeah, and the little boy in "the Shining" also said that to his mother."

Time [to **Joel**]: No it isn't! That's from the Shining

Lennie [to **Gillian**]: Yes. I do. And I hold our current govt. libel for its rhetrickery too.

Janie [to **Kendall**.]: so the motive is important? **Kendall** says, "For Gorgias, I don't think the evil part isn't the manipulation, but manipulating people to do something bad."

Rich says, "all rhetoric should be for good." **Alec** [to **Rich**]: Very optimistic viewpoint there...**Joel** [to

Rich.]: SHOULD is the key word **Rich** nods. **Rich** says, "and 'good' should be in quotation marks" **Joel** [to **Rich**.]: couldn't we have opposing argument about what constitutes good? (thus the need for your

quotes?) **Kendall** [to **Joel**]: we get together and agree as a society. **Gillian** says, "[to **Lennie**] But don't you think the audience has some responsibility?" **Gillian** says, "I mean, when I was young, guys may have tried to persuade me to do things that I did not necessarily do" **Janie** says, "I agree with Gillian" **Janie** says, "The listener is not necessarily passive" **Gillian** says, "[to **Janie**] I like you!" **Lennie** [to **Gillian**]: Some. Yes. But it is the level of propoganda that is peppered at people that makes it unethical. **Gillian** says, "[to **Lennie**] Yes, but I don't necessarily believe what the President tells me" **Gillian** says, "No matter how he says it"

Glenn says, "I don't think teaching or showing someone the advantages of a certain action are necessarily a form of manipulation" **Janie** [to **Glenn**]: because you give them a choice? **Alec** [to **Glenn**]: But what if you don't show them alternate viewpoints, is your way of doing something then seen as manipulation? **Time** says, "true, Glenn" **Gillian** says, "[to **Time**] If she was raped, she is blameless; if she went on her own, then she has some responsibility" **Barbara** [to **Gillian**]: well said

Glenn says, "freewill is not an easy factor to ignore here"

Rich [to **Kendall**]: is Gorgias suggesting that the listener is active? **Kendall** [to **Rich**]: I hadn't really thought about it, but no. Speech puts the listener in a trance-like state--it's witchcraft and the listener is powerless against it if the rhetor is good enough.

Joel [to **Kendall**]: I'm not disagreeing with you...but if knowledge is transient and situational for Sophists...how do they know the manipulation was for good?

Time says, "So, yes, Helen should not take all of the blame, but she is not blameless"

Rich [to **Joel**]: what is 'goodness'? **Joel** [to **Rich**]: Me...just remember that when grading

Lennie says, "Wouldn't the sophists say that the "good" is uncertain--only probable knowledge. So we wouldn't know for sure what was rhetoric for good."

Rich says, "smiles. Good quickly becomes Right but also something that solves a disagreement (context)" **Joel** says, "doesn't this get into determinism, a bit?" **Kendall** [to **Joel**]: truth or issues are resolved, by the dialectic, in the society. I'm going a little beyond Gorgias here, but that's the Sophist and the post-modern line as well.

Gillian says, "Look at Hitler - he told the German people a lot of stuff - were they responsible for believing him?" **Rich** [to **Gillian**]: yes, to a certain extent, which we'll talk about with stasis theory **Joel** [to **Gillian**]: there are opposing views on that. Some say yes. Others say they individually didn't have the knowledge to know the truth. **Gillian** says, "[to **Joel**] Shall we agree to disagree on that?" **Joel** [to **Gillian**]: those (I think) are the 2 sides, are they not? I don't really swing either way. I don't blame a lunch bucket worker for stopping Hitler, though **Gillian** says, "[to **Joel**] Yes, and I would agree that there are no simple answers with this. I just mean that Hitler threw out some very convincing arguments." **Alec** [to **Gillian**]: Hitler was a master rhetorician. Along with J. Geobbels look what they accomplished... **Time** [to **Gillian/Joel**]: Ethic of expediency! There it is! **Lennie** says, "As MLK pointed out in "Letter..."--everything Hitler did was "legal."" **Gillian** says, "[to **Joel**] And it is not always easy to find the truth, or to say no."

Joel [to **Gillian**]: he was a masterful Rhetor. People get all bound up in his evil and loose sight of his skill as an orator. The whole Third Reich was filled with powerful speech and symbolism **Gillian** says, "[to **Joel**] I think you are right about that. People look at what happened in the end, but Hitler could paint his ideas with beautiful colors." **Time** says, "Yes, Joel - that's the point there the Third Reich had amazingly powerful, quality speech. So good that it oft. hid the subject of discussion." **Joel** [to **Gillian**]: see Alec's quote - Triumph of the Will, a Nazi propoganda piece **Glenn** says, "I don't think Hitler was all that good--there were too many other factors that bolstered his position, but his actual arguments aren't very well thought out." **Joel** [to **Glenn**]: but this is pure sophism. His content doesn't need to be good...just his oratory **Janie** [to **Glenn**]: but Hitler took advantage of the time, kairos **Joel** [to **Janie**]: yes, very true **Gillian** says, "[to **Janie**] Bullseye!"

Alison says, "Gorgias seems to make some distinction about the "strength" of the parties involved."

Glenn says, "Would G's defense be the same if he were defending a man who was beguiled by the witchcraft of speech?" **Kendall** [to **Glenn**]: sorry I missed your comment. Yes, Gorgias would defend such a person. The fault is with the rhetor. **Cynthia** [to **Glenn**]: "It would have to be, if Gorgias means what he says about language" **Glenn** [to **Cynthia**]: It was just an academic exercise for him, I think...

Rich [to **Kendall**]: what is dialectic?

Kendall says, "Dialectic is the back and forth looking at both sides of the issue or truth."

Joel [to **Kendall**]: so we (as sophists) manipulate or deceived in the name of what we used the dialectic to agree upon was good (if you can follow that) **Kendall** [to **Joel**]: basically and we're all sophists. **Rich** says, "sophists in the good sense. ;-)" **Joel** [to **Kendall**]: I'd agree with that...it's a shamed they discredited and destroyed their writing

Lennie says, "This is dialectic." **Rich** nods to **Kendall**... in a way, good words going back and forth. Good is then defined as accurate, truth-seeking, acknowledging the other position.

Gillian says, "My heart is pounding"

Kendall [to **Joel**]: It is a same and I can't think of a similar seminal luminary that led us down the primrose path so well as Plato, but I'm thinking about it.

Alec [to **Joel**]: Not to mention visual rhetoric - Ever see "Triumph of the Will" by Leni Riefensthal (sp?).

Rich says, "I'd say Kant, Northrup Frye, Freud, Darwin... while not primrose paths, definitely new territories." **Kendall** [to **Rich**]: yes, but they didn't destroy good work in the process.**Joel** [to

Alec_Gillian]: excellent point, Alec. This is one powerful movie (imagery). Great mine for visual rhetoric **Gillian** says, "[to **Joel**] I missed something, what movie?"

Rich notices that Kendal has done a fine job of explaining the Encomium and its import.

Rich also notes that his own writing won't last 3000 years. Impressive thinking. **Joel** claps for **Kendall**...nice work! **Alec** claps.

Barbara knocks loudly for Kendall **Kendall** says, "Thanks guys." **Lennie** notices that Kendall got us all stirred up. Good job **Kendall**! **Janie** says, "nice work Kendall" **Gillian** says, "Nice job, K" **Kendall** says, "Stirring is my specialty." **Cynthia** says, "Thanks, Kendall." **Alison** says, "Thanks, **Kendall**." **Time** Claps loudly for **Kendall**, - thank you

Rich says, "let's take a mental breather for just a note, and then get back to the Third Reich."

Rich shares a URL. (<http://Richrice.com/5364>)<<http://Richrice.com/5364> >. **Lennie** salutes!

Rich says, "Anyone find any of those quick links useful so far?" **Rich** points to the forest of rhetoric...

Barbara [to **Rich**]: that one is fantastic, I've used it in other classes too **Lennie** [to **Rich**]: I've explored some of them. I want to do more exploring.

Alec says, "honestly, haven't had the chance yet to explore them" **Time** Yes, the Riefenstahl piece if brilliant, and powerful **Kendall** says, "The few quick links I followed looked good."

Alison says, "Zdenek shared this last semester, and it was fascinating." **Cynthia** says, "I've glanced through a couple of these--good stuff." **Time** yes, quick links are useful - have not looked at all of them, yet

Rich says, "anyone read Crowley's essay yet?" **Rich** says, "many of you will enjoy it" **Rich** provides teasers like Crowley's essay.

Alec [to **Time**]: **Barbara** Yes, and Leni is also female - a rare thing back in the day

Rich shares a URL. (http://enculturation.gmu.edu/5_1/crowley.html) <http://enculturation.gmu.edu/5_1/crowley.html >.

Gillian says, "I need to read this one!" **Rich** [to **Barbara**]: get to work with Crowley any? **Barbara** [to **Rich**]: no, she's on a different campus, different program **Rich** [to **Barbara**]: ah

Rich shares a URL. (<http://Richrice.com/5364>) <<http://Richrice.com/5364> >.

Kendall says, "No I haven't read it, but I will now."

Rich says, "what are all those 'got one?' links?" **Rich** says, "oh, those are links you might email in to the class." **Lennie** [to **Rich**]: If we find interesting sites, we should submit them to you? **Rich** [to **Lennie**]: yes, please **Joel** says, "or email the link to the page :)"

Alec says, "Ahhh...I was in mid-sentence. Did the butler do it???" :)"

Lennie says, "I've read Crowley's Methodical memory--it is an invective against current-traditional pedagogy." **Rich** nods to **Lennie**. **Gillian** says, "[to **Lennie**] If you have a url for that, will you send it?"

Janie [to **Lennie**]: I'd like to read that

Lennie [to **Gillian**]: It is a book: Methodical Memory: Invention in Current-Traditional Rhetoric.

Rich [to **Lennie**]: are you thinking of moving in that direction in your project?

Lennie [to **Rich**]: Maybe, but I think I'm leaning toward something related to post-process theory and classical rhetoric.

Gillian says, "This conversation doesn't excite my husband - he is snoring" **Gillian** says, "Resting up for the cookout later"

Rich smiles. **Rich** says, "Okay, one sentence from each of you please..." **Rich** says, "what are you thinking about, so far, generally, for your project?"

Joel says, "Kairos effect on weblogs" **Gillian** says, "discussions and online course delivery"

Barbara says, "looking into the canon of delivery or invention related to e-portfolios"

Kendall says, "Comparing the sophists with post-modern thought, but I want to do something easier." **Janie** says, "something dealing with composition but not sure yet" **Alison** says, "same as **Janie**." **Cynthia** says, "Using the canons of rhetoric as the organizing structure for a tech comm class for graduate ESL students"

Alison says, "[to **Cynthia**] Do you work with ESL students?" **Cynthia** [to **Alison**]: "I have worked with ESL students. We have a pretty big international student population, so this topic fits in well." **Alison** says, "I work with many ESL students also--in a developmental writing class. They are mixed in with others, and it's an interesting mix of needs." **Alec** says, "Two ideas: comics as visual rhetoric or video storytelling and the canons" **Lennie** says, "How does Classical Rhetoric inform (or critique) the views of Post-Process Theory?"

Janie [to **Lennie**]: interesting **Lennie** says, "Here is the Breuch Post process pedagogy article url:

<http://www.faculty.english.ttu.edu/rice/5367/kastman-breuch.pdf>"

Gillian says, "[to **Alec**] I like the comic idea" **Alec** [to **Gillian**]: I also had an idea about Buffy the Vampire Slayer and Kairos but I think I need more time to develop it **Joel** [to **Alec**]: did you say you need more TIME?

Alec [to **Joel**]: Hey, it's on my side... :) **Gillian** says, "[to **Alec**] How about a character from Bewitched and Plato?" **Lennie** [to **Alec**]: Buffy! Cool. **Alec** [to **Gillian**]: I'm not much on Bewitched; I never got into the show as much. Good ties, though **Alec** [to **Lennie**]: Buffy will pop up somewhere. I'm determined! My wife laughs at me though. **Gillian** says, "[to **Alec**] Did Plato influence "Endora"?" **Gillian** says, "[to **Alec**] How about gendered language and "I Love Lucy"?" **Alec** says, "Flowery, mind-numbing, and rapture-inducing speech...." **Alec** [to **Gillian**]: Now that could be interesting. And compare/contrast it with how they portrayed them as a couple visually **Gillian** says, "lol"

Glenn says, "Theoretical approaches versus practical approaches in international diplomacy--somehow tied to ancient rhetoric" **Kendall** [to **Glenn**]: Wow!

Time says, "Sort of undecided, but keeping with my larger podcasting research (sorry to those tired of it) I am thinking of A) 5th Cent. isegoria compared to the egalitarian nature of podcasting or B) Discussing and presenting a heuristic on the podcasting creation podcast based on the 5 canons of rhetoric."

Rich says, "Okay, thanks, all. Please do continue to use dialectic asynchronously in your blogs on this topic."

Rich says, "at one point we might check out the classical rhetoric room in LinguaMOO." **Rich** says, "maybe a special field trip over there sometime later this summer."

Lennie says, "Sounds cool. We can visit the Agora!"

Rich says, "So, Gorgias is a sophist. What characterizes him thus?"

Joel says, "his belief that knowledge is not absolute" **Alison** says, "He doesn't seek transcendent Truth."

Barbara says, "knowledge is created through language" **Lennie** says, "His view in language as a means to deal with the reality of probable truth or probable knowledge. The lack of transcendent or available certain truth." **Kendall** says, "He thought you could teach others to use Rhetoric." **Lennie** [to **Kendall**]: I think the point about rhetoric being teachable is important (since the issue of art vs. skill recurs through the history of rhetoric). **Kendall** [to **Lennie**]: I think so too, but lots of people were mad at him and all the Sophists for it.

Rich nods. "Because of my envy over certain study abroad trips to New Zealand, I've been looking at teaching classical over in Greece and Rome these last few days. Get some real Agora in." **Lennie** whistles!

Joel says, "I have a spare room for anyone who wants to come"

Time considers the allegory of **Gillian**'s Island **Alec** [to **Time**]: Gee...there's a TV show in that. **Gillian** says, "[to **Time**] Hey, that's "Gilligan's Island"" **Joel** [to **Time**]: with us??? We're all THE PROFESSOR **Time** says, "no typo" **Gillian** says, "[to **Time**] Time, it is a precious thing"

Joel says, "um...they're all patronizing to me...I'll recuse"

Rich says, "Okay, let's talk Stasis Theory for a bit... but we can use one of three examples in doing so..."

Rich says, "1. Third Reich" **Rich** says, "2. Studying Abroad" **Rich** says, "3. Wearing Seatbelts." **Rich** says, "votes?"

Alec says, "Number 3" **Gillian** says, "Three sounds good" **Cynthia** says, "3 gets my vote" **Gillian** says, "I always agree with the boss" **Alison** says, "no strong feelings about any of them." **Kendall** says, "2." **Barbara** says, "3" **Janie** says, "3" **Lennie** says, "3 is ok"

Rich says, "looks like 3 is the majority, as we move this class from oligarchy to democracy"

Gillian says, "So long as we don't study a "broad" I am okay with it."

Rich says, "What is stasis theory?" **Alec** says, "a stand: where people agree to disagree"

Gillian says, "arriving at a place where opponents agree to disagree" **Lennie** says, "Using questions to uncover the "geography" of an issue to reveal all its terrain and true character."

Rich [to **Alec**]: exactly, a stand **Rich** says, "The older sophists thought there were two sides to every position. What was that called?" **Alison** says, "dissoi logoi"

Joel says, "where is the stasis on seat belts?" **Rich** [to **Joel**]: patience, grasshopper **Joel** says, ":-)"

Lennie says, "Arriving at the point where there are two opposing sides (in clear opposition)."

Rich says, "right, so, stasis is important so we know what we're arguing about"

Janie says, "systematic way of asking questions according to c/h"

Rich knows many of you know the unrest going on in our department **Rich** says, "in many ways, we have no stasis" **Lennie** nods **Rich** says, "we are arguing different things" **Rich** says, "and won't come to an agreement, as that's not possible"

Gillian says, "[to **Joel**] I have a friend who cuts the seatbelts out of his cars - says that no one has the right to tell him he must wear them." **Joel** [to **Gillian**]: hope he doesn't get pulled over in PA...extra fine **Gillian** says, "[to **Joel**] He lives in KY and throws tickets away" **Time** [to **Gillian**]: - does he have a driver's license? Seems to be a similar argument there **Gillian** says, "[to **Time**] I don't agree with him - just stating his position"

Lennie says, "We also have no stasis in our political discourse quite often these days too."

Joel [to **Lennie**]: this is so true **Alec** [to **Rich**]: True. So if we had stasis, what would be the two sides? **Rich** [to **Alec**]: depends with the English dept. question...but the two sides for wearing seatbelts are a little easier to tackle in the MOO tonight.

Joel says, "agree to disagree" **Janie** says, "if we are arguing different things can we agree to disagree?"

Joel says, "so this is civil liberty (choice) versus safety? Thoughts?" **Gillian** says, "[to **Joel**] Yup, I think that bangs it"

Rich says, "first, really, we have to determine...practical or theoretical. "

Rich [to **Joel**]: yes, exactly **Alec** [to **Joel**]: I think it would be more like civil liberty vs. governmental mandate

Rich says, "is the seatbelt question...which is should I be forced to wear one...practical or theoretical" **Alec** says, "theoretical" **Joel** says, "theoretical...until it becomes law "

Kendall says, "Practical, but it has its basis in a theoretical belief." **Time** agrees with Kendall - it is practical, but is founded in theory. belief **Gillian** says, "I am not sure"

Barbara says, "theoretical--it's a value about a right to wear or not where, do I have the right to choose"

Cynthia says, "Practical, because it involves action." **Kendall** [to **Cynthia**]: yes, thanks. **Rich** says, "ah, methinks we need stasis"

Lennie says, "It seems like it could be both--practical: question of safety vs. convenience | theoretical: question of civil liberties vs. social welfare." **Rich** [to **Lennie**]: the question could be both, but for points of argument, and to have a balanced plain to argue from, we need to argue from each one distinctly, or either one

Glenn says, "Practical" **Glenn** says, "As stated"

Alison says, "Depends on how it's asked." **Alec** [to **Alison**]: Yep!

Gillian says, "Do we begin by asking if seatbelts (in theory) make driving safer?"

Rich says, "I think the question is theoretical if we talk civil rights" **Rich** says, "I think it's practical if we talk accidents."

Gillian says, "And how does it become practical?" **Joel** says, "crash" **Alec** [to **Joel**]: Good movie... :) **Joel** [to

Alec]: yes, very **Gillian** says, "Got it"

Alec [to **Rich**]: policy vs. practice

Rich says, "people might drive safer, statistically, if they have their seatbelt on, let alone cause less bloody mess on the other person's car in the event of an accident.!"

Lennie says, "I'm confused about how you know which one to start with (practical or theoretical)? " **Janie** [to **Lennie**]: doesn't one have to choose?

Glenn says, "depends on what you want to get out of the argument"

Kendall says, "People who wear seat belts are more likely to survive a crash and/or sustain less serious injuries during a crash."

Gillian says, "[to **Rich**] Some might say that people won't be as careful (they may depend on the seatbelt)" **Rich** nods.

Rich says, "Two sides...different argument basis is all. Both could be argued, but not to gather stasis between differing viewpoints. Okay, so let's pick one for tonight, and focus on it."

Rich says, "1. Practical" **Rich** says, "2. Theoretical"

Kendall says, "2." **Janie** says, "theoretical" **Alec** says, "2"" **Barbara** says, "2" **Glenn** says, "I'm always for the practical" **Gillian** says, "I like practical" **Cynthia** says, "2, practical always for me." **Cynthia** says, "Oops, 1, that is. "

Rich says, "hypertext ain't got nothin' on classical. ;-)"

Time says, "I don't think people drive any safer wearing a seatbelt - it is about the effects of a crash"

Lennie says, "So the starting point is to decide whether you will explore for practical or theoretical stasis--pick one track or explore each track separately?" **Rich** [to **Lennie**]: you got it

Rich [to **Lennie**]: theoretically **Lennie** says, "thanks" **Gillian** says, "[to **Lennie**] Smart guy :)" **Lennie** grins at **Gillian**.

Joel says, "Isn't it about perspective? Theory comes from "top of the arena" Which indicates to me a perspective of looking at the forest, not the trees"

Rich says, "anyone count that up?"

Alison says, "One of the points was that the rhetor should anticipate the opposition's argument (theory or practice) to prepare their own." **Alison** says, "Sounds like questions a grand jury deals with--"

Rich turns to page 67 in C/H. Conjecture, definition, quality, and policy. What are their differences? **Gillian** says, "I feel like I am in church" **Joel** says, "does sound very legal"

Glenn says, "Conjecture = questioning the need or action" **Rich** [to **Glenn**]: right

Rich says, "I see more #2 I believe. Let's look at the theoretical (civil rights) argument. Conjecture is...?"

Alec says, "conjecture = consideration; definition = act is defined; quality = seriousness; policy = future action, procedure" **Rich** [to **Alec**]: right.

Time says, "So, Conjecture - is there an act to be considered - Yes, wearing a seatbelt. - yeah?" **Rich** [to **Time**]: yes, there's an act

Rich says, "Do we need to look at just one for our topic or all four? "

Lennie [to **Glenn**]: I see conjecture more as "Does it exist?" Is Global Warming really happening?

Janie says, "all 4" **Rich** says, "yes, all four, best in that order" **Joel** [to **Janie**]: yes

Janie says, "does one builds on the other" **Time** says, "all 4"

Glenn says, "If we agree on the first we can move on..."

Rich says, "is the argument about that act? Is that where stasis is?"

Barbara says, "isn't the argument about who has the right to decide? me or the gov't/law?" **Rich** [to **Barbara**]: could be multiple stands **Barbara** [to **Rich**]: yes, sounds good

Rich says, "stasis is the stand--the ground upon which the argument should take place"

Alec says, "The argument seems to be about the policy - a procedure"

Joel says, "argument isn't the act"

Lennie says, "Conjecture--Is not wearing seat belts a problem? Does having a seat belt law truly inhibit civil liberties?" **Joel** [to **Lennie**]: yes, but it lowers my insurance premiums! **Alec** says, "LOL" **Gillian** says, "[to **Joel**] We don't care about your insurance premiums!" **Lennie** [to **Joel**]: Interesting parallel when you think of rising insurance rates along coastlines and the global warming issue. **Joel** [to **Gillian**]: I meant that as mankind's premiums! **Gillian** says, "[to **Joel**] PERSONKIND" **Gillian** says, "lol"

Joel says, "argument is the choice, like Barb states"

Rich says, "So is the argument 'a law can be passed to dictate seat belts'?"

Gillian says, "So conjecture talks about whether there is even an argument to consider?"

Lennie [to **Gillian**]: That's how I understand conjecture.

Rich says, "so, the stasis has to do with a conjectural argument... the existence of the right to make the law"

Rich says, "Is there dispute over what the law is?"

Time says, "Well, the Conjecture question is (pg 67) Does it exist? To what are we referring, the condition of the seatbelt argument, a debate, Lennie's question, or other. Mann, where is that rug that was under me a second ago."

Janie says, "Who should decide?"

Alec [to **Rich**]: But if we're using the original question you forwarded... "Should we..." then doesn't using the word "should" imply future action, thus policy? Or did we revise that?

Barbara says, "no currently, the law says we wear seatbelts"

Rich says, "the law exists, but the question is more should someone have the right to make the law"

Joel [to **Lennie**]: very true - another example of Classical Rhetoric in modern society

Gillian says, "[to **Rich**] If it is in the public's best interest, maybe."

Rich says, "so, we're not quibbling over definition, as the law is defined"

Kendall says, "So the issue might be does the state have the right to incarcerate people for not wearing seat belts?"

Rich says, "is it a matter of seriousness?"

Lennie [to **Rich**]: Wow! You are digging pretty deep into civil liberties.

Joel [to **Gillian**]: I knew someone would type that as soon as I hit enter :)

Gillian says, "[to **Joel**] Really, sexist language doesn't bother me - I am a Catholic"

Rich says, "speaking over, Congressman Randy Nauggebauer's machine just phoned. He says hi."

Joel [to **Kendall**]: the issue does seem to hinge on punishment. Otherwise the issue is moot

Lennie says, "How about this for the question--Does the need for a seat belt law exist?"

Janie says, "yes, it is serious"

Glenn says, "The theoretical argument here seems to rest with Conjecture: should such a law exist and who gets to make it?" **Janie** says, "If I think I should decide" **Gillian** says, "[to **Janie**] Decide what?" **Janie** says, "If I should wear one"" **Gillian** says, "[to **Janie**] But what if you get hit and fall out of your car into the path of an oncoming car?" **Alison** says, "roadkill" **Gillian** says, "[to **Janie**] Your decision will have an impact on the driver of the other car." **Janie** [to **Gillian**]: some would argue that still doesn't give the gov't the right to impinge on my right to choose

Gillian says, "[to **Kendall**] I don't think we want to lock people up for not wearing seatbelts"

Rich says, "Okay, so the argument might be over the seriousness... policy?"

Joel [to **Rich**]: was that a "Personal" message from Congressman so-and-so??

Kendall [to **Lennie**]: it does depend on where you start, because I think the question does the state have the right to demand people wear seatbelts and incarcerate them if they don't. **Lennie** [to **Kendall**]: Exactly. We need a single question of "conjecture" to use as a starting point. **Time** says, "true"

Rich [to **Joel**]: naw, answering machine **Rich** says, "but, timely" **Gillian** says, "[to **Rich**] Barbara Bush used to call me - I think it was in 2002..."

Alison says, "The law also has to do with who tells me what to do in my private property. "

Rich says, "let's flip through some more pages to tease this out..."

Rich says, "What's the primary question?" **Rich** says, "who has the question?"

Glenn says, "I don't think we can move on to a discussion about policy, etc because we're still back at Conjecture" **Rich** [to **Glenn**]: nada

Rich says, "a kingdom for the question?" **Joel** says, "or at least an A" **Alec** says, "Is there a need for a mandatory seatbelt law?" **Rich** [to **Alec**]: k, that's a little different than the question I was going for. **Alec** [to **Alec**]: Feel free to ammend

Rich says, "Is there a need...." **Rich** says, "Does someone have the right to make a law...."

Kendall [to **Lennie**]: Yes, I have to say I'm having a little difficulty pinning this down.

Barbara says, "does the state have the right to mandate (via law) wearing seat belts?" **Joel** [to **Barbara**]: darn you fast typing Barb **Gillian** says, "[to **Barbara**] I think so"

Lennie says, "Does the need for a seat belt law exist?"

Time says, "Does the Gov. have the right to impose a mandatory seatbelt law?"

Joel says, "Does the state have the right to mandate wearing seatbelts"

Rich looks over toward Kendall...we'll get there. **Lennie** says, "I'll go for **Joel's**"

Rich says, "Okay, let's look at **Joel's** question." **Rich** [to **Joel**,]: in all caps, please...

Alec [to **Joel**]: Way to go! Gold star for you... **Lennie** says, "And Barbara's"

Barbara [to **Joel**]: go for it!

Joel says, "DOES THE STATE HAVE THE RIGHT TO MANDATE WEARING SEATBELTS"

Rich says, "k, take a look at the questions on page 69" **Joel** says, "?"

Rich says, "Do those questions apply?"

Lennie says, "The right for the state to regulate in this way does not exist. End of argument."

Rich smiles. **Gillian** says, "[to **Lennie**] How do you arrive at that conclusion?"

Rich says, "Yeah, I'd say the cause, the question about if that can be changed...what will change it...." **Rich** says, "these are arguing point"

Glenn says, "Is some problem addressed by having this law?" **Joel** says, "I'm not sure. The first would be "can substantial deaths be prevented with such a law?"

Rich says, "is it true? The state has this right?"

Time says, "Ah yes, what is the origin of the seatbelt. Seriously, we could look at the origin of the need. (what causes it?). "

Rich says, "or, the state should have this right? That's conjecture."

Alec says, "we would need a con law specialist for that one"

Lennie [to **Gillian**]: I don't know. I'm just denying the existence of the right. Can you affirm that right? **Rich** [to **Lennie**]: right **Gillian** says, "[to **Lennie**] I am thinking about it" **Rich** [to **Lennie**]: in theory

Gillian says, "[to **Rich**] As much as they have the right to make other public safety laws"

Kendall says, "If we give the state this right, it does."

Time says, "What (if any) is the purpose behind the state's desire to impose such a law?"

Alison says, "I still have bruises on my collar bone from my mom saving my life when she slammed on her brakes before cars had seat belts. "

Joel [to **Time**]: the excessive amount of deaths due to not wearing seatbelts

Gillian says, "[to **Lennie**] But then, how does the state have the right to make ANY law?"

Alison says, "And the cost to insurance companies."

Gillian says, "Or am I missing something?"

Lennie says, "The state has the right to impose a law requiring people to wear seat belts. "

Rich smiles. "So, this theoretical question--that is about civil rights--includes questions of conjecture."

Joel [to **Gillian**]: States rights actually derive from the Federal level, right? **Joel** says, "Federalism... :)"

Lennie [to **Gillian**]: I'm just making the argument.

Rich says, "These would need to be debated before the other questions could be tackled."

Alison says, "Is the state saving us from ourselves? Why not a law requiring us to look twice before crossing the street?"

Gillian says, "[to **Lennie**] That's okay, I am just trying to understand - not picking at you!"

Lennie says, "We would expand the question of conjecture with the questions on page 69"

Gillian says, "[to **Joel**] Yes, you are right." **Joel** [to **Gillian**]: could you tell my wife that?? :) **Gillian** says, "[to **Joel**] Just show her this transcript"

Rich says, "if we're not clear on if the right exists for this law to be made, then we can't tackle its definition, it's quality, it's policy."

Rich says, "need 1 before the others are tackled"

Alec [to **Rich**]: "should those questions be handled consecutively?"

Time [to **Joel**]: Right, sooooo perhaps it becomes cyclical, since that begs the question do they have a right to impose a law, based on excessive past deaths due to not wearing seatbelts, telling me that I must wear one.

Kendall says, "Does the state have the right to incarcerate it's citizens for dangerous activity like not wearing seatbelts? I think that's the question I'd like to ask."

Joel says, "People die from not wearing seatbelts"

Rich says, "Let's take another example, that might be less sticky..." **Rich** says, "and not Hitler..."

Alec [to **Kendall**]: Wow...lots of fun words to define in your example. :)

Kendall says, "The constitution claims that we have the right to liberty and the pursuit of happiness. What circumstances allow the state to infringe on that?" **Time** says, "When your pursuit of happiness inhibits that of another" **Janie** [to **Kendall**]: in order to be free and happy we have to be alive?

Gillian says, "[to **Joel**] But does the state have a right to protect people from themselves?" **Joel** says, "(:)"

Rich says, "Okay, a statement coming..." **Rich** says, "ready for this?" **Gillian** says, "yup"

Alec waits impatiently.

Joel [to **Gillian**]: this is an age old question. Can we close McDonalds because it causes heart disease?? **Time** says, "We damn-well should" **Gillian** says, "[to **Joel**] No, because people are responsible for what they eat."

Lennie says, "If I were expanding questions of conjecture, I would ask: Where does the right to regulate wearing seatbelts come from? How did such laws begin? What led to these laws? What is the purpose for these laws? Could the laws be changed?"

Rich says, "would those arguing yes and no find stasis where?"

Alec [to **Rich**]: This lies in the question of quality, right?

Rich [to **Alec**]: in what way?

Joel [to **Lennie**]: I still say, unfortunately, that goes back to Federalism...balance of power between Fed and State government

Rich says, "AN online DEGREE IS JUST AS VALUABLE AS AN onsite DEGREE"

Kendall says, "In order to be free and happy we need to not be in jail."

Alec [to **Rich**]: When we argue value we argue the quality of something.

Gillian says, "Wait, where did the seatbelt thing go?"

Glenn says, "If we consider who would be arguing this question concerning the degrees, we should be able to determine a stasis for them..."

Janie [to **Rich**]: well what do we consider valuable?

Lennie . o O (Ohh... will switch to new topic...) **Lennie** says, "Conjecture: Does value exist in an online degree?"

Alec [to **Rich**]: A more qualitative approach, perhaps...comparing and contrasting it with other similar examples to establish its worth

Gillian says, "I am still sorting out the seatbelt thing"

Time [to **Gillian**]: yes, ... and what they smoke, and how they drive, and into what socket they shove a fork. But, the death of one can cause the death of others, can cost the state \$\$ **Joel** [to **Gillian**, **Time**]: if you someday end up on Medicare and our tax dollars pay for your insurance, then yes (I'm kidding, but this is the argument of some)

Joel [to **Glenn**]: where would the opposing argument come from? No one in here :) **Glenn** says, "Theoretically they would be arguing the quality and policy, I would think..."

Rich says, "yes, quality and value. Definition of what these two are, for definition's purpose, is clear..."

Gillian says, "[to **Time**] Right, so if my eating habits cost the state, they have a right to say what I eat?"

Lennie says, "Does equal value exist between an online and a f2f degree?"

Rich says, "Let's follow up on what Time just pointed out... money, but with this topic. What are some of the benefits of the ONLINE degree?"

Rich hopes y'all can list some!

Time says, "Not from my perspective, but yes, I think that is the opposing argument"

Gillian says, "[to **Rich**] People with ft jobs can still go to school" **Barbara** says, "not having to relocate"

Lennie says, "Benefits: The ability to pursue a degree from a distance without travel or dislocation." **Janie** says, "flexibility" **Kendall** says, "Learning how to operate in an online environment." **Alec** says, "flexibility"

Glenn says, "reaches a qualified but less traditional population" **Time** says, "Low cost" **Alison** says, "diversity of student body" **Alec** [to **Time**]: That depends on what you're comparing it with...

Rich [to all]: all excellent points. Okay, those are answers. What are the questions that bring forth those answers?

Gillian says, "Allows opportunities for people who might not otherwise have them"

Glenn says, "brings in a greater variety of experience and perspective"

Joel [to **Alec**, **Time**]: yes...since we don't live in TX! **Alec** [to **Joel**]: LOL

Lennie [to **Glenn**]: I agree that the students in the program are of a unique quality that benefits participating in the program.

Time says, "lol, I know, I was going of Rich's lead in about considering the online degree with Money"

Kendall says, "Is there a difference between an online and a f2f degree?"

Gillian says, "[to **Rich**] Will students learn as much online as they would f2f?"

Rich thinks comparative questions of quality... like desirability

Alec says, "What are the advantages of an online degree over a f2f degree?"

Glenn says, "is there a difference between onsite and online student's abilities?"
Time says, "There is in how classes are conducted, how communication occurs"
Rich [to **Gillian**]: could be morphed into a project topic
Lennie notes that finding stasis from the starting gate can be extremely hard.
Gillian says, "[to **Rich**] love it"
Rich [to **Glenn**]: good one **Rich** says, "others?" **Joel** says, "age"
Kendall says, "Can one get as many job opportunities with an online degree?"
Time [to **Lennie**]: Do we find stasis from the starting point? Or is it more a place that we end up once determining that we need to take a stand?
Barbara says, "are online and onsite programs equal?"
Rich [to **Joel**]: which question from page 69 on does age fall under would you say?
Kendall says, "Do they produce similar graduates?"
Alec says, "What is the quality of the education one receives online versus in a f2f program?"
Janie says, "In what ways is online different than f2f?"
Gillian says, "[to **Barbara**] Are they different? " **Barbara** [to **Gillian**]: that too
Rich nods to **Janie** and **Alec** and **Kendall**.
Lennie [to **Time**]: You are right--but we need a place to start? A common question from which to debate. If we never find that question at which we are in opposition then we never find stasis.
Time says, "agreed"
Gillian says, "[to **Barbara**] Two apples and two oranges are equal, but are they the same?"
Alison says, "Are you saying that the questions are more important than the answers?" **Alec** [to **Alison**]: Interesting question....
Joel [to **Rich**]: Can it be changed :)
Kendall says, "Can students learn as well in an online environment?" **Time** says, "Pow! There is a question, Kendall. Are they the same in terms of what students get from them?"
Rich says, "Okay, I think we're beginning to understand stasis theory... it's about common ground. A point to take a stand on. Our arguments need to be, well, arguable."
Janie says, "what is its cause?"
Gillian says, "[to **Barbara**] The term "sep. but equal" keeps popping into my head." **Barbara** [to **Gillian**]: LOL...yes
Lennie [to **Alison**]: For stasis theory, the questions are EVERYTHING.
Glenn says, "In theory, it seems the "battle" to agree to approach the argument from a certain position--the stasis--is the argument itself in many ways, isn't it?" **Kendall** [to **Glenn**]: I agree. **Lennie** [to **Glenn**]: Sometimes with a certain question sets the grounds for the argument--if you take the bait of the question then you are entering into a no win situation. **Glenn** [to **Lennie**]: yes
Gillian says, "[to **Kendall**] Or a better question might be: how do students learn?"
Alison says, "Yes, Glenn."
Rich says, "So consider talking to a F2F student, which you no doubt did a few weeks ago. There are things about your lives they don't know about. And there are probably things about working on campus that y'all don't know about. If you were to argue with them, you'd have to find a common ground."
Alison says, "That was the point of the discussion of the abortion debate in our chapter."
Rich says, "Ground, as a word, is important here."
Rich says, "It becomes 'place' next week."
Kendall says, "When you talk to people about the online program, that's the issue. They don't think you'll learn or in Locke's terms get "it."" **Rich** [to **Kendall**]: good example.
Rich says, "how would they if they were never in one" **Kendall** [to **Rich**]: Exactly.
Alec [to **Kendall**]: Well where's the "Easy Button" when you need it!
Gillian says, "[to **Rich**] I think part of the question is, how do students learn? You can't answer that so easily - depends on who they are."

Rich says, "Okay, let's see who is quick on the draw here in the time we have remaining..."
Rich says, "I'd like everyone to say their name." **Kendall** says, "**Kendall**" **Alec** says, "**Alec**" **Alison** says, "**Alison**" **Janie** says, "**Janie**" **Joel** says, "**Joel**" **Barbara** says, "**Barbara**" **Gillian** says, "**Gillian**" **Cynthia** says, "**Cynthia**" **Time** says, "**Time**" **Rich** smiles. "This is an evil trick, really." **Glenn** says, "**Glenn**" **Lennie** says, "**Lennie**" **Gillian** says, "**Micky**" **Rich** smiles.
Rich says, "Okay, the first four have volunteered." **Alec** says, "damn..." **Joel** says, "whew... #5 " **Lennie**

laughs

Rich says, "first question goes to Kendall..."

Rich says, "What are questions that tease out what conjecture is?" **Kendall** says, "Does it exist?"

Kendall says, "Is it **Time** says, "Does it exist, did it happen, is it true?" "true? Where does it come from?"

Kendall says, "What caused it? Can it be changed?" **Rich** nods. "Those are good ones, Kendall.

Conjecture is existence in different ways. Questions about does something exist. Nice work. **Lennie** [to **Rich**]: We could argue over any of these questions of conjecture, right? Global Warming doesn't come from human causes. eg **Rich** [to **Lennie**]: exactly, good example

Rich says, "Alec has definition, etc." **Rich** says, "Alec?" **Alec** says, "okay...." **Alec** says, "What kind of thing it is..."

Rich says, "does global warming exist? (has anyone see the Gore movie yet?)"

Alec says, "What class (larger) it belongs to" **Rich** says, "the question is no longer one of conjecture, according to Gore" **Lennie** . o O (I really want to see the Gore movie!) **Glenn** says, "There are lots of thing according to Gore..." **Gillian** says, "[to **Lennie**] What does o0 mean?" **Time** says, "it is Lennie's thought bubble - I love it" **Time** says, "Yes - saw Spike Jones' Gore movie. " **Joel** [to **Time**]: yea, you got that for free in C&W DVD :)

Alec says, "And what are its parts and how do they relate" **Rich** says, "it's more like one of what Alec says"

Alec says, "The questions of definition seem to divide up the concept into its pieces and parts to see how they relate to one another..." **Alec** says, "e.g., division and partition"

Rich [to **Glenn**]: does the Internet exist? :-) **Rich** [to **Alec**]: what else about definition?

Alec says, "The questions of definition seem to divide up the concept into its pieces and parts to see how they relate to one another..." **Alec** says, "e.g., division and partition"

Rich says, "So, defining, and then breaking down the definitions..."

Alec says, "and then there are those simple quality questions and comparison quality questions"

Alison says, "Okay--here are the questions of quality: Cicero says there are 3 kinds of simple questions of quality: what to seek and what to avoid; what is right and what wrong; what is honorable and what base? But there are comparative aspects too--is it better or worse than something else? More or less desirable? More or less right/wrong? More or less honorable/base? This might help us with the seat belt dilemma--is it more or less desirable to live through a car wreck? Ha."

Rich says, "So we have if it exists, and if it does, then how is it defined... then what? Ah, **Alison** has it."

Lennie [to **Alison**]: Very nicely done. **Alison** says, "Thanks." **Alec** claps at **Alison**.

Gillian says, "[to **Alison**] I will scratch your eyes out after class :)"

Alison says, "Better to be third than first." **Gillian** says, "lol" **Gillian** says, "Good job, **Alison**"

Rich says, "I should hope desirable...but maybe not. Reminds me of 'The Lottery' by Shirley Jackson..."

Alison says, "Great short story." **Gillian** says, "[to **Rich**] My undergrads. read that last term"

Rich says, "What's policy? What types of questions there?" **Janie** says, "Policy--Deliberative and forensic questions?" **Rich** nods. **Rich** [to all]: final question...then I'll let you go.

Rich says, "The Encomium...." **Rich** says, "what types of questions included there?"

Joel says, "was she in love??" **Rich** says, "conjecture, definition, quality, policy?"

Time says, "What should we do, Can it be changed, What will change it?" **Gillian** says, "Can language move us to change?" **Kendall** [to **Joel**]: no she was persuaded by speech. **Alec** says, "policy - we shouldn't blame her for the actions" **Cynthia** says, "Conjecture--is language powerful **Glenn** says, "Can language remove from us our brains?" **Alison** says, "were Helen's actions right or wrong? " **Rich** nods to all... even the brain one. **Lennie** says, "I think perhaps conjecture--does the power of persuasion through language exist?" **Joel** says, "did Helen really "act" at all?" **Janie** [to **Joel**]: but should we act and forgive her? **Kendall** [to **Janie**]: that's a good question. **Cynthia** [to **Joel**]: "Now there's a conjecture question!" **Gillian** says, "[to **Joel**] Depends on what you believe - rape or voluntary relations" **Alison** says, "Orlando Bloom's pretty cute--I think it was consensual." **Gillian** says, "[to **Joel**] What about that school teacher in the news who had a relationship with her 6th grader and married him later..." **Joel** [to **Gillian**]: good point. Does a sixth grader have the capacity to know what's going on? In some cultures sixth graders marry and are sent to war. **Rich** smiles.

"Okay, so stasis is figuring out how to come to a common ground or commonplace, a location where arguments can be had to make truth rather than (like the abortion example in C/H) just make false or unaffecting points.

Lennie says, "Stasis works really well with students helping them to find a starting point for their essays."

Rich says, "theory (thesis) and practice (hypothesis) helps one get there"

Alec [to **Lennie**]: Or when my public speaking teachers are trying to get their students to think of topics for their informative or persuasive speeches

Rich says, "Okay. I want to be considerate of those who have children or wives or husbands who are feeling neglected." **Gillian** says, "Did she use the power of persuasion?" **Gillian** says, "My husband is sleeping"

Rich says, "But, nice work tonight. Dialectical. Good job, Kendall, especially"

Lennie [to **Alec**]: To be sure. I have never delved into conjecture, definition, or quality but simply on the level of finding a good "Essay Question" upon which to start an essay.

Rich says, "anyone want to transcribe this one?" **Janie** [to **Rich**]: I will transcribe... **Rich** [to **Janie**]: I'll send it your way.

Rich says, "and if y'all are still feeling unclear, might re-read Chapter 3. It isn't very easy. It's about 400 years of rhetoric." **Gillian** says, "Rich - yeah, but I do like the way they explain things"

Rich says, "yes, very good book."

Rich says, "other questions?" **Time** says, "Rich, can you define transcribing these to us? I mean, what else needs to be done from what we receive?"

Lennie says, "I better run. Nice class everyone. Thanks for your brilliance. " **Alec** says, "bye Lennie..." **Lennie** waves adios **Gillian** says, "see you, Lennie" **Barbara** says, "nite everyone" **Alec** says, "later all...Time for ice cream." **Gillian** says, "Goodnight all - it has been a good conversation"

Joel says, "did you mean the Comm Studies issue when you said dept. controversy?" **Joel** says, "or the ongoing battle with lit?" **Rich** [to **Joel**]: another is should we teach literature or not in composition **Rich** [to **Joel**]: that's one, yes. **Rich** says, "another is the value of technological literacy" **Rich** waves. **Joel** says, "or should lit teachers with no training in comp teach comp?" **Rich** says, "Very complex." **Kendall** [to **Rich**]: can we read the report or a synopsis?

Rich [to **Kendall**]: yes, report went out to the dept. Shall I send it your way? **Kendall** [to **Rich**]: absolutely!

Janie [to **Rich**]: what report? **Rich** says, "we recently had an external review of the composition program" **Rich** says, "controversial" **Rich** says, "interesting"

Joel says, "yes" **Janie** says, "I'd like to read it too" **Time** says, "Yes, thank you Rich - I'd like to look at it, as well" **Rich** says, "I'll send it to our class. Good example of trying to find stasis and failing." **Joel** says, "is this over the ICON or TOPIC issue?" **Rich** says, "Yes, in part. But over other issues too. Complex."

Rich says, "Primarily ICON, yes. " **Rich** says, "But ICON is the name of many problems." **Rich** says, "It's a lightning rod, of sorts." **Joel** says, "I think we're interested because we get asked questions since were TTU students" **Rich** nods to **Joel**. **Kendall** says, "People ask me about ICON in my department all the time. " **Joel** says, "I know people were asking me about the Online PhD and ICON at C&W" **Kendall** says, "They fear it and don't understand it or the circumstances TTU implemented it in." **Rich** says, "Sure. And there are good things and bad things. One thing that's good is ICON brings questions to the forefront and makes us address them. I think circumstances are less important. Acknowledging realities on every campus. WPAs don't like to do that." **Joel** says, "it seems that many large schools have NEVER asked questions about their comp program or can't find the people because it's dirty work without a lot of ROI (tenure, publishing, etc)" **Rich** says, "Right. Or know they're there, but can't begin to answer them. Like how do I make sure we don't have grade inflation." **Rich** says, "Anyway, very interesting. "

Alison says, "Good night all. Thanks, Kendall. I thought encomium was a bacterial infection. " **Kendall** [to **Alison**]: even now, I still can't spell it correctly. **Joel** [to **Alison**]: I thought it was some infection with childbirth :) **Joel** says, "I'm not knocking anyone..." **Kendall** says, "Meconium--you're thinking about meconium." **Time** says, "Yes, the Meconium of Helen - it's good, but it's dark" **Time** says, "lol" **Kendall** [to **Time**]: that's hilarious. **Kendall** [to **Rich**]: did ya'll get that.

Rich says, "any questions about the composition report/analysis?" **Rich** says, "Feel free to email if anyone has questions on that."

Glenn says, "BTW, I can't watch the videos posted to the course page. What is the secret? It tries to open

it, but then tells me it is on another computer or server or something and I'm not on the network." **Time** says, "**Glenn** - do not follow the email link. Follow the one from the website" **Rich** [to **Glenn**]: first is at <http://media.english.ttu.edu/faculty/rice/5364/6-5-06.wmv>
Rich [to **Glenn**]: the first one is prepared. Second one is ready yet. **Glenn** says, "Ok--I got the video to work. Thanks. Goodnight."

Joel says, "good night, all" **Kendall** says, "Good night." **Rich** waves

-- End log: Monday, June 12, 2006 7:45:34 pm English MOO **Time** --