

THE VOICE

MAGAZINE

Vol 23 Issue 19 2015-05-08

Minds We Meet

Interviewing Students Like You!

English Exams

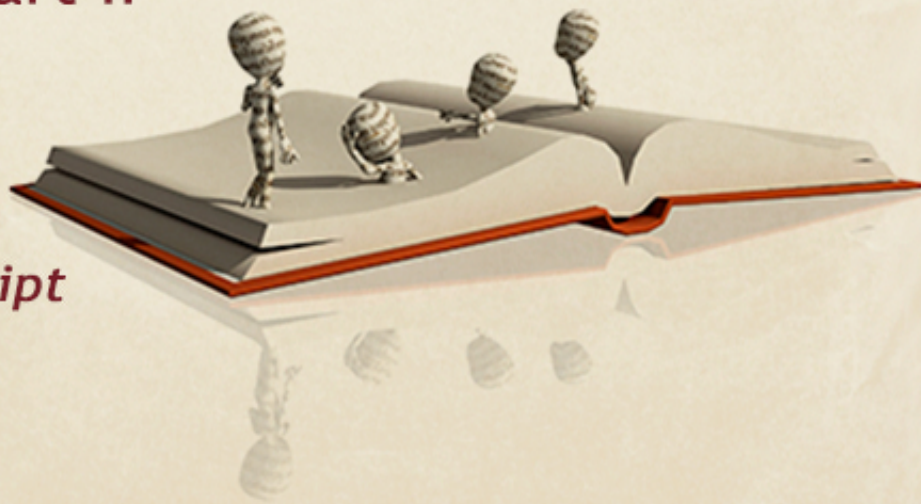
Lost in the Books

Maghreb Voices

The Tunisian Cafe, Part II

Plus:

*Decoding your AU Transcript
Summer Jobs Help
and much more!*



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LETTERS TO THE EDITOR



We love to hear from you! Send your questions and comments to voice@voicemagazine.org, and please indicate if we may publish your letter.

EDITORIAL**A Selection of Goodness****Karl Low**

Have you ever had one of those weeks where time completely gets away from you? Where no matter how you try you don't seem to be able to get anything done and deadlines don't so much loom as charge? That was this week for me. The fault goes, in part, to the Alberta Election. For a news junkie like me, all of the polls, the reporting, the scandals, the results, and even the aftermath have all been like flypaper.

Fortunately, I know I'm not the only one, and Bethany Tynes, who wrote our quick guide to the Alberta Elections for students a couple weeks ago, has returned with some post-election analysis and interviews to try and sort out what this historic change of government in Alberta means for students at AU.

Beyond an election, the month of May is also the start of the summer session for traditional universities. With so many visiting students at AU, picking up an extra course here or there, Philip Kirkbride's short look at some summer job placement services is right on time so that they can start earning toward next year's tuition, which, if Ms. Notley holds to her promise, shouldn't be any more expensive than this year's tuition was. I'm crossing my fingers for that one as post-secondary in Alberta has been on the chopping block for far too long. It's always been an easy thing for politicians to go after because, as everybody knows, students tend not to vote. Of course, some say that the reason this happens is because no politician ever gives students anything to vote for.

Getting back to this week's issue, our feature article is a long interview with a student/teacher/writer/musician from Cochrane, Alberta. At what point do you get to start calling yourself a renaissance man? Dustin must be awfully close to it by now.

Also this week, we have a couple of articles aiming to directly help students with navigating some of the problems we all face at AU, notably, what to do when your marks are late, and, once they're finally done, how to read all the little notations on your transcript.

Also, we have some advice on how to prepare for an English Exam. When you have several novels in a course, trying to hold all of them in your brain at once for an exam simply isn't an option. Deanna Roney gives us her strategies to help keep you avoid being lost in the books when it comes time for that exam.

With Mother's Day just around the corner, I was surprised to only receive one article about it this week, but fortunately, Hazel Anaka's "From Where I Sit" has all the bases covered when it comes to being a mother.

Plus our regular selection of reviews, interviews and other stories are here to entertain. And if you read Wanda Waterman's interviews with Tumbleweed Wanderers the past few weeks, this week Samantha Stevens reviews their music, so you can see what all the hub-bub is about. Enjoy the read!

MINDS WE MEET



Dustin Blumhagen is an AU student living in Cochrane, Alberta. Dustin is a teacher, writer, and music lover, and he's currently enrolled in the Labour Studies degree program at AU.

Dustin's schedule as a freelance writer is a bit chaotic, so The Voice Magazine caught up to him via e-mail, and interviewed him about school, writing, and music.

Whereabouts do you live, and where are you originally from?

I am currently living in Cochrane, where I can see the glorious Rockies almost every day. I grew up on a ranch on the flat prairies of east central Alberta, so this is a nice change.

You mentioned you are a freelance writer. Can you describe what you do and how you got into that?

These days freelance writing is one of my hobbies. I currently write for a number of music sites (thepunksite.com, New Noise Magazine, etc.) and do it when I have some free time. In the past, I have been a photojournalist for a few community newspapers and took part in a wonderful internship with Metro News Edmonton while working on my first university degree. I love to

write and try to do it on a regular basis.

Describe the path that led you to AU.

I am a secondary school teacher who started in the field a few years ago. Due to cutbacks last year, our school downsized a number of teachers and support staff and, being one of the newer hires, I found myself with unexpected time on my hands. I was teaching at a great distance education school and gained a lot of respect for online learning, so I thought that working on my second degree while job hunting seemed like a great way to build my resume and expand my career options for the future.

What do you do like to do when you're not studying?

I like to be busy. I have three young children who are very active and we spend a lot of time out in the Rockies or in museums or at sporting events. I coach baseball, hockey, and I am planning on starting to coach lacrosse. I love to read and write, which is always an enjoyable time filler. On top of all of that, I am a huge music fan and I try to attend as many live shows as possible, although admittedly that is more difficult to logistically manage these days. I'm in the launch stages for a boutique record label, Dusty45 Records, which is intended to be a way to share music that I enjoy, rather than a legitimate business. I am travelling with a friend (Joe Vickers) down south in April to record some songs to be pressed for a vinyl release. I'm trying to organize a tribute album to

late cowboy country singer, Chris LeDoux, although the red tape when talking with artists' management is discouraging. I just want to honour an artist who makes up the soundtrack to my childhood, but everyone wants to discuss dollars. I'm a terrible Capitalist, believing that all art should be shared freely.

What happens after you finish your education?

To begin, I am hoping to get another teaching position and carry on with that for a few more years. I really enjoy being a teacher and would like more experience in the classroom. In the long term, I hope to use the knowledge gained from my second degree to support my goals of becoming a superintendent in the public school system.

Who in your life had the greatest influence on your desire to learn?

From a young age, I loved to read and I think that this naturally grows into a lifelong love of learning over time. But I floated for a few years after high school, unsure what to do with my life. Once I became a father my whole outlook on life was altered. I want my children to be compassionate, successful, and happy people, and I strongly believe that a good education plays a big part in achieving that. In order to provide a better life for them, I knew that I needed to become educated myself, so I enrolled in university for the first time after my second son was born. It has been challenging (I spent time living in my car on the streets of Edmonton, I would often go a day without eating anything, I lived half a province away from my sons and missed out on a lot of their first few years...), but now I feel at ease with my path. My struggles will provide a better way for my children.

What famous person, past or present, would you like to have lunch with, and why?

I always dread this question because there are so many great and interesting people that I would love to have a conversation with (Rosa Parks, Dr. Martin Luther King, Jr., Hemingway, Bukowski . . .), but right now I would have to say Ian Tyson. I grew up listening to his music on dusty cassettes in my dad's pickup as we were headed off to a rodeo somewhere or bouncing down a dirt road with our horses to check on our cattle at pasture. I've always enjoyed his Canadiana songs and it would be wonderful to sit and talk for an afternoon with him. From his folk days in Greenwich Village with Dylan to his simple, quiet life on a little ranch out near Longview, it would be great to listen to him talk about everything that he has seen and learned over his 80 some years.

Describe your experience with online learning so far. What do you like? Dislike?

I am enjoying learning online. The majority of my tutors have went above and beyond to help me reach my personal goals and ensure that I am completing my work. As an adult with ADHD, I admit that my organization and time management skills are weak and I do occasionally struggle with maintaining a regular timeline for my courses. That being said, if I feel like spending 3 hours in the middle of the night working on something, I love that I have the option. I used to hate having to make it to a 6am class every single M,W,F at UofA. Learning at my own pace on my own time is a wonderful thing. I just need the occasional crack of the whip to remind me to keep moving forward.

Have you had a time when you wavered about your education?

When I was the victim of Conservative education cutbacks, I was frustrated. I have three children whom I love and while I can offer them my time and give them emotional and educational support, as a parent I still have to worry about paying the most basic bills. Seeing that there were lots of well-educated teachers laid off because of what I perceive as a lack of respect for education hit me hard. I thought to myself, "if the government sees me as worthless and I back that up by being essentially unemployable because of my degree, what good is an education?" Time and reflection helped guide me past that dark time and I realized that what I was lacking was something to make me stand out among the other 1000 applicants for the job that I was applying for. I am continuing my education and working on myself to hopefully be able to present a sought-after employee in these upcoming months. I am driven, and have definite long term goals, but getting my foot in the door is

frustrating. I respect and value education and I hope to be able to show my children that it is a worthwhile endeavour once I re-enter the professional workforce and rise to meet my goals.

What's your most memorable AU course so far, and why?

This is difficult because I am enjoying being an AU student so much. I am currently loving my English courses, but I would have to say that the most memorable was MUSIC 286. I had always wanted to take a Music course at university, but never had an opportunity to fit it into my schedule. This time, I am supplementing my required courses with some that will likely be extra to my degree requirements. My tutor was fantastic and helped guide me toward a deeper understanding of the material. The content was fascinating and ultimately inspired me to take a deeper look into the history of music. I am going on a pilgrimage to Tennessee, Mississippi and Louisiana in April to dig deeper into the history of the blues, jazz and country music. Dr. Kevin Whittingham pushed me to improve my research work and encouraged my interest in the subject. I have enrolled in MUSIC 285 this term (although I wish I had been able to complete them in the other order!) and I am enjoying it as well.

Describe the proudest moment (or greatest accomplishment) in your life.

I was proud of my wife when she gave birth to our lovely children. I have been proud of my children for a million reasons as they grow, never failing to surprise me with their awesomeness. I have been proud of students who excel beyond their own expectations. I have been proud of players who have performed exceptionally well in games. I don't really reflect on what I've done; I feel that I have way too much to still do.

What have you given up to go to AU that you regret the most? Was it worth it?

Compared to what I went through to be a student at UofA, my time at AU has been a breeze. Granted, my grades have room for improvement, but I am home with my children every day now. I have food to eat and can shower at will. I have an operating cell phone and don't have creditors trying to track me down. I remember getting stuck one day during my practicum in the school parking lot. The principal of the suburban school I was at helped to push me out, then berated me and told me to go buy some new winter tires. I thought then that he had zero concept of my life and likely the life of many of the students in the school. I hope that even when I reach my goals, I remain humble and remember how hard it was to get there.

Compared to what I went through to be a student at UofA, my time at AU has been a breeze. Granted, my grades have room for improvement, but I am home with my children every day now.

If you were the new president of AU, what would be your first project?

The distance education format of AU allows for a bit of disconnect from the university. I feel that the everyday workings don't affect me as much as being on a physical campus, so I'm not really sure what my first project would be. I would have to reconnect and evaluate what would be most beneficial to students/potential students and go from there.

Describe your favourite sound.

No question: "I love you, Daddy."

If you were trapped on an island, what 3 things would you bring?

An acoustic guitar so that I could play music, a large empty journal, and a well-stocked pencil case.

Describe one thing that distinguishes you from most other people?

I'm just a regular guy. ☺

What is the most valuable lesson you have learned in life?

Keep a Positive Mental Attitude. Life isn't always fair, but learning to shake off the difficult times and enjoy the beauty of everyday life will make living a much happier experience.

What do you think about e-texts or the plans to make the university follow a call-centre model?

I have a soft spot for certain things, like music played on vinyl records or physical books, but I recognize that times are changing. I see e-texts as being disposable like MP3s. If I'm no longer paying textbook fees, I'm okay with e-texts, but if I am paying, I would love to see actual texts. The majority of my courses so far have used physical books, which is great. Of course, there are positives to everything. Using an e-text makes citing and copying direct quotes much simpler. I tend to be an independent learner, which is why I love the freedom of distance learning, so I'm not offended by the call centre model. I very rarely reach out to anyone for help. I understand why it is a controversial idea, but I don't feel that it affects me either way.

How do you find communications with your course tutors?

I am an independent learner. I appreciate that tutors are there if I should have a question and value their feedback on course work.

Where has life taken you so far?

I haven't travelled too far outside of Alberta over the years. My upcoming trip to the Southern US is exciting though.

What (non-AU) book are you reading now?

I am reading *Light in August* by William Faulkner. I love Southern Gothic literature and I look forward to visiting Faulkner's home when I am in Oxford, Mississippi.

Student Sizzle AU's Hot Social Media Topics

Following what's hot around AU's social media sites.

AUSU Student Forums

In the General Student Chat forum, user "barrywheeler" solicits thoughts from other students about AU switching exams over to online-only. What if you can't type as quickly as others?

AthaU Facebook Group

Tamra posts that a former president of AUSU's student council and former writer for *The Voice Magazine*, Debbie Jabbour (NDP), won her riding in the Alberta provincial election. Darren wants to know if there are any websites to help individuals choose educational paths.

Other postings include the AU honours list, AUSU's healthcare plan, MLA citation style, waiting for assignment marks, and courses ENGL 433, HMIT 322, IDRL 308, and NUTR 330.

Twitter

@AthabascaUSU tweets: "AUSU wants to know what you think! Tell us, and enter to win some awesome prizes!! <https://www.surveymonkey.com/s/AUSUSurvey>." In an earlier tweet, @AthabascaUSU announces "the upcoming AGM, on May 27 @ 5:30pm MST Full agenda and Annual reports on the way Monday! RSVP to ausu@ausu.org."

@AthabascaU tweets: "Have you ever wanted to learn more about the AU Library, its services & how the website works? Here's your chance! <http://ow.ly/MBRHo>."



Orange Crush

Bethany Tines

What Change in Alberta's Political Landscape means for AU



On Tuesday, May 5, after 44 years in power, the Progressive Conservatives were swept away by an orange wave—Alberta's New Democratic Party won a majority government with 53 of the 87 seats in the legislature. The Wildrose Party will form the official opposition with 21 seats. The Progressive Conservatives won just 10 seats, and the Liberal Party and Alberta Party won one seat each. Two constituencies could face by-elections, as one saw a tie between the NDP and PC candidates with 7015 votes each, and another was vacated by the resignation of former premier Jim Prentice while ballots were still being counted.

What will the shift from the politically right PC government to the politically centre-left NDP government mean for Athabasca University and AU students?

Alvin Finkel, Chair of Change Alberta (an organization that advocated for strategic voting to oust the PC government), is an Athabasca University Professor Emeritus, and says "I believe that Rachel Notley and the NDP are committed to fairness to students ... Rachel tutored for AU for a time and she understands well the role that Athabasca University plays for students who prefer to study at a distance or for whom it is really the only option that will allow them to obtain a university degree."

Lawton Shaw, president of the Athabasca University Faculty Association, echoes Finkel's optimism, and says he believes the change will be very positive for Athabasca University and its students. "AUFA wants to see the university thrive and offer the highest quality of online and distance education," Shaw says, "and that means that the university requires stable government funding. The NDP platform was music to my ears, because it spoke to restoring funding for post-secondary, as well as to ensuring academic freedom."

Both Finkel and Shaw hope that in addition to reversing cuts, the new government will review how Athabasca University is funded. Under the current funding model, AU receives government funding only for students who live inside Alberta (about a third of the total student body). Shaw hopes that the government will "recognize the value that AU provides, because AU does a lot for Albertans, not just the rest of the country," as well as "provide government oversight for some of the more troubling decisions the Board of Governors has made lately."

Finkel believes the government should provide "per capita funding for all AU students, rather than take the miserly and hypocritical view" of the Conservatives "that Athabasca should market itself as a national university but not receive one cent" for students outside Alberta. Previous Athabasca MLA, Jeff Johnson, did privately support AU, Finkel continues, but "he was part of a government that insisted on continuous cuts in the post-secondary sector."

The new Athabasca MLA, Colin Piquette, "by contrast, is part of a government that campaigned on a commitment to restore proper funding for public services," Finkel adds. When asked to comment on what his election could mean for AU students, Piquette said, "all I can say at this point is stay tuned," explaining that the election results are not yet official, and a cabinet must still be selected.

Piquette holds a Master of Adult Education from the University of Alberta, and has worked as a professional researcher. His father, Leo Piquette, also represented Athabasca as an NDP MLA, and fought to uphold French language rights in the Alberta legislature. Shaw says that Colin Piquette "understands the support the university needs, as well as academic governance." In a meeting with AUFA, Piquette "also expressed an understanding of how post-secondary can lift up disadvantaged communities into better lives."

Jason Nixon, now MLA for Rimbey-Rocky Mountain House-Sundre and a member of the Wildrose Opposition, believes that the change of government will be a positive thing for Athabasca University. "There will definitely a lot of people on both sides of the aisle that are concerned about post-secondary education," Nixon said, noting that there will also be "two former AUSU presidents" in the legislature (referring to himself* and Peace River MLA, Debbie Jabbour). "Lots of people care, and that's a good thing," Nixon concluded. "I will always fight for post-secondary, because I know that it's an investment, not an expense."

Bethany Tynes completed her MA in Integrated Studies through AU, and is a Canadian politics junkie.

** This means that AUSU Council will have three vacancies, and Shawna Wasylyshyn will serve as acting president. Under AUSU Policy 3.03.01, council is not compelled to hold a by-election to fill these spaces, though it would seem advisable, given that the council will be operating at just two-thirds of its capacity and has nearly a year remaining in its mandate.*



Writer's Toolbox

The Further I Go...

Christina M. Frey

Or is it the *farther* I go?

Further/farther is one of the more confusing pairs of words, stumping even the toughest writers and editors. There are a few issues at play here. First, both are comparatives of a single word, *far*. Second, each one seems to have developed to cover a specific context, a specific type of far-ness. Third, there are US-UK differences (of course!). And fourth—the biggie—you can really use either you want, with a caveat.

Physical vs. Figurative

Traditionally, *farther* has been used to refer to physical distance:

Traditional Example A: If you drive three kilometres farther up the road, you'll see an old farmhouse.

In contrast, *further* has long been preferred for figurative distance:



Traditional Example B: The disagreement over whether to accept the relocation package drove us further apart.

In UK English, the definitions are expanded: while *farther* is still limited to physical distance, *further* can cover both physical and figurative distance.

The Caveat

Note my word choice here: "preferred" and "traditionally." The *further/farther* debate is a great example of organic language change in action.

Interestingly, *Garner's Modern American Usage*—a goldmine of information on historical and current usage—lists the opposite, or traditionally incorrect usages as "Stage 4," which essentially means their use is "virtually universal but . . . opposed . . . by a few linguistic stalwarts."

In other words, saying "I've walked five miles, and that's further than I've ever walked before" is traditionally less-preferred usage in the US, but few will notice—and even fewer will care.

So which form should you use, and when? Given the state of language change, it is probably okay to choose whichever you prefer—unless your writing is super-formal and/or your audience is extremely picky.

The key is to be consistent within a written work. Because the goal is an easy, fluid reading experience, it's less important whether your preference is *farther* or *further* to describe physical distance, and more important that you follow this convention every time the usage comes up. Ditto with *further* vs. *farther* for figurative distance; again, you'll want to aim for consistency.

For example, in a written work you might have the following:

Example C: The fight drove us farther apart.

Example D: I retreated farther into my cocoon.

Example E: The jog was much farther than I'd expected.

But in the same written work you'd want to change Example F, since it might feel inconsistent:

Example F: The more time passed, the further away it all seemed.

More consistent Example F: The more time passed, the farther away it all seemed.

If you don't like the consistent version, consider changing the other instances of further/farther for figurative distance—again, the key is consistency across the writing.

What other word pairs or grammatical/usage concepts stump you? What are your pet peeves? Email The Voice and we'll try to cover them in a future column!

Christina M. Frey is a book editor, literary coach, and lover of great writing. For more tips and techniques for your toolbox, follow her on Twitter (@turntopage2) or visit her [blog](#).

Tutors are Human Too

Barbara Lehtiniemi



A glance at student posts on social media and the [AUSU Forums](#) suggests that students' number one complaint is about their tutors. Specifically, students often express frustration at the length of time it takes to have an assignment or exam marked.

What's also apparent is that many students don't seem to know how long is too long to wait for marks, and who they should contact if they've been waiting an inordinate amount of time. The information is on the AU [website](#), but it takes some perseverance to find it. Here's a summary:

Service standards for assignments. AU sets out [academic service standards](#) for many areas of responsibility, including tutors. If you're submitting an assignment electronically, through Moodle or by e-mail, you should receive a mark within 7 or 8 business days. If you submit multiple assignments at the same time, allow an additional 5 days for each additional assignment beyond the first. When submitting an assignment by postal mail, it should be marked within 5 days of receipt by your tutor; allow additional time for mailing.

Service standards for exams. Allow 7 to 10 business days for your online exam to be marked. For a paper exam, expect it to be marked within 5 days of receipt by your tutor; allow additional time for mailing.

Now that you know what the standards are, what should you do if your tutor is taking longer to mark your assignment or exam?

Contact your tutor. Your first step should be to contact your tutor, unless there are exceptional circumstances. The problem may be a simple technical glitch: your e-mail may have been blocked and the tutor didn't receive the attached assignment, or the tutor didn't receive notification from Moodle that you uploaded a file to the course drop box. If you want to be certain your tutor has your assignment, e-mail or phone them to let them know you've submitted it. If you know your tutor has your assignment and you've been waiting more than 8 business days for a mark, you have every right to question them—and get answers—about the delay.

Contact the course coordinator. If you can't get a satisfactory answer from your tutor, or they don't respond to your query at all, try contacting the course coordinator. According to AU, Course Coordinators "have overall responsibility for monitoring students' course-related and academic concerns." To find the coordinator for your course, go to <http://www.athabascau.ca/contact/list/coordinators.php> and type in the course code.

Contact Learning Services Tutorial. Still need help? Part of the LST mandate is to help resolve tutor concerns. According to [AskAU](#), "If you have any questions or concerns about your tutor, contact [Learning Services Tutorial](#), who may be able to address some issues immediately, such as tutor availability, technical problems, or compliance with [academic service standards](#)."

Contact AUSU. If after following the above steps you still have an unresolved issue with your tutor, try contacting the AU Student Union. If you're an AU undergraduate student, AUSU may be able to assist you with a tutor concern. "If students can't find a resolution to their issue going through that process, then they most certainly can call on us," says Karyna Hoch, AUSU's Executive Director.

Tutors are humans, too. Most tutors, in most cases, are doing their best to assist students, provide relevant course advice, and get assignments and exams marked in a timely manner. Tutors—like students—have busy lives and—like students—are often juggling multiple responsibilities. If you think your tutor has dropped the ball, contact them first. But if the problem is unresolved and/or ongoing, you may need to pursue the matter further. You're paying for tutor services and you deserve to get the service you're paying for.

Barbara Lehtiniemi is a writer, photographer, and AU student. She lives on a windswept rural road in Eastern Ontario



Decoding an AU Transcript

Tamra Ross



AU's online transcript preview is convenient when you just need a copy for your own use. Also, some grant and scholarship providers now accept the PDF preview under the same rules that apply to submitting receipts for taxes (i.e., they will take your word for it, but reserve the right to request a hard copy at any time).

The only downside is that transcripts aren't easy to decode without a legend, and AU has oddly chosen not to provide this information with the PDF. If you search for answers on the AU website, you will find this (not) useful bit of [information](#): "The back of the official transcript

is the legend which indicates the grading system, accreditation/recognition, classification of students, etc." That's great, except that they haven't duplicated the back of the page anywhere for students to download, or included it with the preview file. Since most of us now use the online preview to check our academic record, it's likely few students have the information they need. Also, you should know that scholarship providers that accept electronic transcript previews may ask for the legend to be included. For NSERC applications, for example, the back of the transcript is on the list of required attachments.

Here is a summary of the information most students are missing:

Accreditation, Mandate, and Establishment: A good portion of the back-page notes detail AU's accreditation in Canada and the US. It also details how and when AU was established, and what types of credentials it is able to grant. This information is of use to other institutions that might not be familiar with AU's status.

Course Numbering: This information is more important than you think because AU's course numbering system is non-standard. Once, bachelor's degrees were 3-years in length and a 4-year degree was an honour's degree.

As the 4-year degree became the norm, most schools moved to a four level numbering system where 100 or 1000 is first year, 200 or 2000 is second year, 300 or 3000 is third year, and 400 or 4000 is fourth year. AU is one of a few still using a three year system and it also reserves the 100 levels for prep courses (usually 0-level at other schools). 200s, then, are first year, and 300 and 400 level courses cover the second, third, and fourth year, or "senior" courses in a rather nebulous way (in other words, some 300 level courses are very rigorous and as difficult as any fourth year course, while others are clearly junior courses intended for second year). This is not only confusing to students: it can wreak havoc with transfer credits because receiving schools might not properly assess the level of your AU courses. If someone needs some clarification on the numbering system, send a hard copy transcript to ensure they have the course numbering explanation and always ask questions if you think you weren't given appropriate credit!

Legend: the information students need most – translations for the letter codes that can appear other than course grades.

AD	Audit	If you audit a course (a choice you can make at the time of registration), your grade won't count toward your GPA and you won't get any academic credit. At some schools there are further limitations for those who audit courses.
AS	Advanced standing	For grad courses, when a student is exempt from a requirement
CH	Challenge for credit	Different schools have different opinions on challenge courses. Make sure to inquire first if you plan to transfer your AU courses!
IP	Course is in progress	This will show up as soon as you register in a course, even if the course hasn't started yet, so don't panic if you see it!
N, NCC, NCI		Non-credit course, complete or incomplete
P	Pass	For courses with a pass/fail grade mode
R	Repeated course	AKA re-registration. As with auditing, some schools are more positive toward courses that are retaken than others. Inquire if you plan to transfer the course. Both attempts at the course will appear on your transcript.
TR	Transfer credit	No grade will appear for transferred courses
U	Fail	For courses with a pass/fail grade mode
W	Withdrawal	Early withdrawal
WF	Withdrawal fail	Late withdrawal – this is not the same as an F as there is no academic penalty so it's a bit of a misnomer. It's always better to WF than to F.

* In all instances above, with the exception of a repeated course, the grade is not included in your GPA calculation.

The remainder of the information on the back of the transcript refers to the graduate and undergraduate grading schemes.

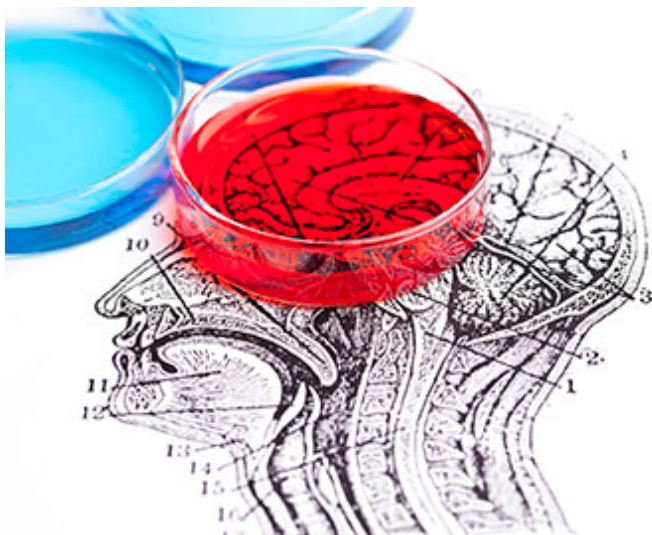
I have to question why AU would not provide this information online when each hard copy request costs the university money: until they get around to adding the legend and other important information to the online preview, I have to suggest that you order at least one hard copy to have this information on hand. Or, in a pinch, refer to this article!

Writer, editor, programmer, designer, and perpetual student from Calgary, Tamra is working (slowly) toward a second AU degree.

Primal Numbers

The Internet of Traffic Jams

S.D. Livingston



The Internet of things is wonderful. It can let your fridge tell you when your milk's about to expire, or help your washing machine decide exactly how much detergent to use. And soon it could even direct traffic, doing away with the need for outdated technology like traffic lights. A wonderful future indeed, but only if it includes one vital thing: a manual override.

The news about the potential Internet of traffic jams comes from *The Guardian*, which reports that in 2014 drivers "spent an average 66 more hours stuck in traffic than they did in 2013." Everything from storms to accidents can create delays on the road, but no matter what the

cause, there are few things more frustrating than sitting in your car and creeping along an inch at a time.

Enter the digital solution: a central database that feeds info from individual vehicles into a system and regulates when and how self-driving cars would navigate around each other. Traffic lights? You won't need them. Not when your vehicle can "schedule a slot through an intersection in real-time, speeding up or slowing down to ensure [it's] in the right place at the right time."

The protocol is known as AIM (Autonomous Intersection Management), and the theory is that self-driving vehicles that communicate with each other will create a much more efficient traffic flow than millions of individual drivers—especially since self-driving cars don't get distracted by phone calls or kids bickering in the back seat.

It's easy to see how the benefits could be huge. Cars would slow down or speed up based on data from several intersections ahead. Stops would be reduced, emissions would be lowered, and the traffic light could become a thing of the past.

Until, of course, there's a problem. It's not just the possibility of hackers. Or even the fact that pedestrians and cyclists add a random element that can't be adjusted for. No, the problem could lie in the lack of a manual backup—that old-fashioned system of stop signs, traffic lights, and other directional cues that drivers still know how to use.

Suppose, for example, that an automated system of self-driving cars has been ticking along just fine for a couple of years. New drivers don't need to know anything about the rules of the road, like what to do at a four-way stop, and existing drivers are out of practice. We're all just cruising along with the car in command, confident that the computer knows best.

Then there's a glitch in the system. A software update malfunctions or the mainframe goes out. Suddenly, the self-driving grid grinds to a halt. If you think today's urban traffic jams are bad, just imagine the pandemonium

when millions of hapless drivers attempt to take over the manual controls of their car—drivers who might never have taken the wheel before.

AIM is an exciting development, no doubt. One that could truly revolutionize the way we drive. But there's a lot to be said for making sure drivers keep their skills sharp, too. No matter what the situation, the person behind the wheel of a fast-moving ton of metal should have the skills to navigate it safely. And that includes knowing how to obey a traffic light.

Because Internet traffic on your computer is one thing. But an Internet slowdown on the highway? I'd rather take the wheel myself, thanks.

S.D. Livingston is the author and creator of the Madeline M. Mystery Series for kids, as well as several books for older readers. Visit her [website](#) for information on her writing.



Study Tips from a Semi-Anonymous Friend

There is nothing more that The Study Dude wants for you than to fight the tyranny in life with a solid rhetorical device.

Well, in these articles, as The Study Dude, I'll try to give you the study tips you need to help make your learning easier. I'll also give you straight and honest opinions and personal anecdotes—even the embarrassing ones that you wouldn't ever dare read about from any other study tip guru.

This week's article probes the book *Rhetorical Devices: A Handbook and Activities for Student Writers* to get to the heart of rhetorical tactics for your writing project. The book lists thirty-three devices in total—some devices familiar to you and others

foreign to you.

While many of us recall rhetorical devices from high school, revisiting them can only serve to strengthen our writing styles; do you, the diligent student you are, truly admit familiarity with an anadiplosis, or a procatalepsis, or a chiasmus? If you know these terms, may the literary world laud you. If not, or if you've forgotten, read on and better both your academic and creative writing.

Anadiplosis/Conduplicatio

When writing essays, certain tricks abound that can advance your writing craft. Professional writers implement rhetorical devices with conscious, sometimes painstaking, deliberation. What's behind all the deliberation? It involves comprehensive insight into the brilliant and sometimes beautiful effects that each rhetorical device produces. It's part of crafting something breathtaking, something memorable, something that will stand the test of ages. The more rhetorical devices you know, the bigger the impact you can make on your audience.

My favourite rhetorical devices are the anadiplosis and the conduplicatio. Why? Because I learned about them in two other books on academic writing, but they disguised themselves merely as brilliant ways to link sentences together. Sentences fascinate me, and any way for them to shine enamours me. When I saw that they were rhetorical devices, I fixated on them, my fascination with rhetorical tactics reinforced.

Prestwick House (2007) outlines the rules for using anadiplosis and conduplicatio in the book *Rhetorical Devices: A Handbook and Activities for Student Writers*:

- Anadiplosis and conduplicatio both entail repetition of a key word. Anadiplosis occurs wherever the final words of one sentence (or phrase) repeats either at the beginning of or near the beginning of the next sentence (or phrase). Conduplicatio, on the other hand, occurs when one word anywhere in the sentence (or phrase) is repeated at the beginning of the next sentence (or phrase). Sentences are held together nicely with either of these strategies, making for a nice means to insert transitions without drawing from the standard "therefore", "thus", "furthermore", etcetera, etcetera.
- These rhetorical devices prevent you from starting a sentence with a long lead-in of words before arriving at the verb. These devices aid in conciseness.
- These rhetorical devices create a seemingly hypnotic transition via the route of repetition, make a certain key word stand out, and convey emotion.
- Biblical verses often use these two rhetorical devices at length.
- One ideal role for either strategy is when you otherwise use the word "it" (which often conveys ambiguity). For instance, "We fell in love with the arpeggio--its temperament spoke rhythmically to our suppressed fears" could be rewritten as "We fell in love with the arpeggio--the arpeggio's temperament spoke rhythmically to our suppressed fears."
- The repetition of a word conveys significance in that particular word.

Rhetorical Question/Hypophora

Has someone ever commented to you that you just asked a rhetorical question? Did you brush the comment aside, smile, nod your head in blind agreement, and abruptly change the topic, secretly drawing a blank on the definition of a rhetorical question? (I admit guilt on that count.) Well, what if someone commented that you just expressed a hypophora? What then? Glare them down and think them pompous? That might be the natural response, but now I'll show you how to implement these two rhetorical devices deliberately.

Prestwick House (2007) highlights the key differences between a rhetorical question and the hypophora:

- Hypophora, on one hand, informs or persuades in essays. Hypophora posits a question (or questions) and then immediately proceeds to answer it (them).
- Hypophora cleverly commences a paragraph, introducing what follows.
- Hypophora creates the illusion that the reader thought of the question posed him or herself, making for a more persuasive argument.
- An effective use of hypophora involves a single question posed or multiple interrelated questions posed (in succession) followed, in either case, by an address of the issues raised.
- A rhetorical question, on the other hand, posits a question with an implied answer, usually of the form "yes" or "no." Ensure the reader answers the question as you intend--this predictability prevents the reader from taking a conflicting point of view than that which you outline in your essay, rendering your argument ineffective.
- Usage of rhetorical question should be limited to your most important points.

- A form of rhetorical question follows: "When we seek enlightenment, can violence, war, and hatred truly enable our most noble pursuit?"

Apostrophe (not the punctuation mark)

The apostrophe bolsters informal writing or emotionally charged persuasive writing to the next level. Persuasive writing or even fiction writing emotionally explodes when the writer suddenly and directly shifts the flow and addresses some personified object or person, such as death, or the heart, or the reader. An example of apostrophe follows: "Oh death, how inevitably and gradually you swoon me, but how far you always stand from my present thoughts."

I wouldn't personally venture into using this rhetorical device in formal writing; however, if your professor allots a creative component, such as a screenplay or online presentation, your opportunities ripen for using these rhetorical devices.

Once, a professor allowed me to write a screenplay. With playwriting instruction under my belt, I fabricated a script comparing two philosophers' perspectives, in which almost every single line was a paraphrased or direct quotation from either philosopher's core works. Only now do I fathom how the apostrophe would have accentuated the scriptwriting endeavour.

At the graduate level, I spotted some classes that embed highly creative components into the course objectives. While such opportunities abound at the graduate level at Athabasca, perhaps you might befriend the apostrophe in your own creative or persuasive writing assignments.

Prestwick House (2007) struts the apostrophe around like a shameless, yet compelling, device for several pages in his book *Rhetorical Devices: A Handbook and Activities for Student Writers*:

- Apostrophes occur when the natural flow of the writing is disrupted for a direct address of a personified object or a person.
- The apostrophe usage occurs mostly in informal, creative, or persuasive writing, given the emotionally charged nature of the device.
- Propagandists use apostrophe in relaying emotionally charged, persuasive messages to the public.
- Perhaps steer clear of apostrophe in more formal writing.

Although the apostrophe comes less recommended for formal writing, my readings on academic writing inform me that the interesting rhetorical devices play roles in creating catchy titles and fetching opening hooks or for carving emotion into your anecdotes and fabricated stories. So, don't shy away from using them altogether in your academic writing and especially not from using them in your presentations.

At last, you might ask, Why an article on rhetorical devices? Simple. The more you learn these devices and the more of them you learn, the more intrigue and emotion you stand to bring to the written draft--and good writing always piques the interest.

So, there's nothing to fear. The Study Dude is determined to make right for you all the wrongs I made in grad school—one A+ at a time.

References

Prestwick House (Pub.). (2007). *Rhetorical Devices*. US: Prestwick House.

English Exams Lost in the Books

Deanna Roney



If there is one thing students tend to agree on it is a dislike for exams. Some students experience exam stress and anxiety. When I started with AU, I recall going in to take my first exam: English 211. When I'd had to prepare for exams before it was pretty straightforward; there were either facts to memorize or terms to know. I was stumped when it came to studying for ENGL 211; how was I supposed to memorize the plethora of poems, poets, and themes? How was I going to identify a section of a poem, in context with the rest of the poem, *and* know who wrote it? I was stumped, it was simply too

much.

Since then, I have written many English exams. As such, I have come up with a study plan for the overwhelming amount of information an English student is expected to remember. There are two key points: First, you can't cram for an English exam, and second, studying begins when you crack open the first unit. When it comes to exam time, I tend to give myself about a week to "study" I do not rely on this time to cram in information; rather, this time is spent refreshing my memory about characters, authors, and poets that occurred in the beginning of the course. I say "refreshing" because what I believe is most critical to doing well in an English exam (and I am sure this translates to others) is to consider the exam from the very beginning. As I work through the course, I will pick out key elements of certain authors and poets, what do they do that sets them apart from others, how can I use this to connect the author to the work? I consider the study questions, though I would be lying if I said I answered them all, but I read and consider them, consider the answers, and if there is a question that I do not understand, or a theme I missed, I will go back and gain a better understanding of it: if this question comes up on the exam, how comfortable am I in answering it?

This is not to suggest that I do not stress out about exams. Only that I have come to the understanding if I skip over a study question or unit without fully comprehending it, there is no way I am going to go back at the end of it all, a week or two before my exam, and understand it. There is far too much reading involved. I have found that to cram for an English exam would mean rereading every assigned reading. Readings that took me a couple of months to read in the first place. So, it is not going to happen. I have come to accept this. Which means that, come exam time, I know how ready I am. I still stress, and I still obsessively refresh to see if my mark has been posted, but I know at the end that I am as ready as I will be, and cramming will not help me. After all, how do you cram-study six novels and a multitude of short readings? You don't.

My week before an exam usually consists of procrastinating on studying by working on other courses. Then, two days before, I refresh myself on characters names, author's names, and major themes. I will read through the study guide, I will *not* reread any of the works, I might flip through the pages, but that is the

extent of it. At my invigilation centre I have two options, I can write at 9am or 1pm. I always select 1pm, not so I can have more study time, but so I can get up, have a coffee, do a round of yoga, or go for a run, and prepare myself for the exam (blank paper, roughly a thousand pens, and a bottle of water.) I have found that this routine allows me to enter the exam more relaxed, which means I am able to focus on the exam rather than my nerves.

This method may not work for everyone. I think every student finds their own method. But, I think it is important to remember that in an English exam, there is not a single right answer (unless it is asking who the author is.) You are expected to interpret a work, to show your understanding of themes and your ability to critically analyze a piece. For myself, these are not things which I will learn in a late night study session, but things I learn through the course.

Deanna Roney is an AU student who loves adventure in life and literature



Music Review

Realize

Samantha Stevens



Album: *Realize*

Artist: Tumbleweed Wanderers

The days are growing warmer, very warm where I live, and the grass and trees are becoming greener every day. It feels like summer is in the air and I am looking for my summer road trip music.

Tumbleweed Wanderers' album *Realize* is coming out just in time. To be released on June 9th, *Realize* is full of life and rich stories. Tumbleweed Wanderers is usually described as being Americana and rock, but there is also a smattering of blues, bluegrass, country, and funk. Their sound has been compared to Jack

White and Wilco, but they remind me of The Trews and The Black Keys.

Coming from Oakland, California, Tumbleweed Wanderers have been busy sharing their music with audiences across North America since the formation of the band in 2011. They've opened for many musicians and bands, such as Angus Stone and The Revivalists, and they have even been featured at several music festivals in the US.

Overall, I really enjoyed this album, but, at times, the country influence was too strong for my taste. I expected the song "Pirates" to have more of a rock sound, and was surprised to hear that it didn't. As well, "Restless" and "Easy Come" almost turned me off the album altogether because of the very strong country sound. But "Bad Blood", "Into The Mines", and "Ghosts" saved this album for me. As well, the seamless transition between songs is a feature that I always enjoy on an album.

"Bad Blood" is my favourite song on this album. I love the harsh vocals and the accompanying music that feels restrained—until it is let loose at the climax of the song. Very similar to songs by Jack White, I find that this song also makes me think of a James Bond movie opening song. The song has some wonderful suspenseful emotion behind it, and the gritty guitar and drums are perfect for the song.

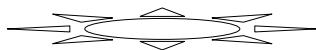
"Into The Mines" is less rock and more folk—with interesting electronic effects. To me it feels like the story in the song is being told from memory as the electronic effects add a surreal touch to the sound. As well, I love the guitar solo that abruptly ends as the song transitions to the next track. If you weren't paying attention then you would never notice that "Into The Mines" had ended.

"Ghosts" is dark with a macabre sense of fun. The lyrics are told from the perspective of the ghost that is haunting someone, which I found unusually refreshing. The music is simple, yet grand, with the traditional rock instruments accompanied by a piano, cello, and violin, adding to the otherworldly feel.

And once again the music from "Ghosts" gently fades into the final track on the album "Real Eyes". This final track lasts for over 8 minutes and the music defies any genre. The combination of jazz, country, rock, folk, and blues results in a stunningly beautiful end to the album.

I may not have enjoyed the country influence at times, but Tumbleweed Wanderers' album *Realize* is full of gems just waiting to be discovered. And if you are looking for some music to listen to while basking in the soon-to-be summer sun, I highly recommend checking out *Realize*.

Samantha Stevens is an aspiring writer who loves combining her love for literature with photography, painting, music, and all creative pursuits.



Maghreb Voices

The Tunisian Café, Part II



Most Tunisian cafés are male-only, but the relaxed ambience of the La Bohème somehow makes the men comfortable in a mixed crowd.

Wanda Waterman

Caffeine Oasis in a Wayward Urban Desert

"Hospitality means primarily the creation of free space where the stranger can enter and become a friend instead of an enemy."

- Henri J.M. Nouwen

La Bohème Salon de Thé in Manouba has become our second home, our watering hole, our workplace, and our conference centre, the place where we meet friends, celebrate milestones, hammer out goals, resolve disagreements, watch soccer, or just bask in the radiance of a contented clientele and a congenial staff.

Like most cafés here, even the cheaper, all-men's cafés, the coffee and tea are good and you don't

need to buy more than one to have the privilege of hanging out for hours. There's a television on the wall running sports or music videos with laughably idealised romantic scenes, but no one pays much attention to it except during the Soccer World Cup, when the place is densely packed with rowdy soccer fans, and then only when Tunisia is playing.

Hot drinks are served in small cups. The main choices are basic, limited to coffees like "direct," which tastes like instant coffee with a foamy creme on top, espresso, *espress Americain* (like diluted espresso served in a larger cup). You can also order Arab coffee, Turkish coffee, Italian coffees, or hot chocolate.

If you don't want caffeine you can buy Lipton herbal teas, sodas, mineral water, *lait de poule* ("chicken milk," which is exactly like our "smoothie"), and freshly squeezed orange juice (you can't buy real fruit juice in the stores, so this is a treat).

For the equivalent of an extra dollar or two you can smoke a hookah, a large standing water pipe stuffed full of *chicha*, a fruit-flavoured herb with a slightly tranquilizing effect.

Unlike the men's cafes, which do admittedly sell good cheap coffee, La Boheme is clean, nicely decorated, and welcomes a mixed clientele made up of men, women, and children,

What makes the atmosphere so friendly is that the staff all seem to like each other and the clientele. They like their work even though it's clearly exhausting, and the logistics of moving chairs and tables for customers as they enter looks like a job and a half (it doesn't hurt that waitress Ghofrane is a former powerlifting champion). The clientele is respected and respectful. *And* unlike the men's cafés, the servers don't help themselves to your cigarettes without asking first (and then only rarely).

Managers Hichem and Iheb have the kind of friendly, warm personalities that light up the joint, and they never fail to offer returning customers smiles and greetings. As busy as they get, they find time to sit and gab.

Waitresses Ghofrane, Amira, and Fatima whip around with the efficiency of industrial heat pumps. They cater to my need for sugar-free Arab coffee (only because most Arabs add sugar to the coffee while boiling it, and the amount of sugar they add, combined with the intense shot of caffeine, will make you want to excuse yourself to kiss the sky). They sometimes whimsically draw a chocolate syrup heart in my *café creme* or insert a juice straw twisted into the shape of a heart into my *lait de poule*.

On my husband's birthday I snuck a cake over to La Boheme with instructions to surprise my husband with it when we arrived that evening. The girls got into the spirit of things with a delighted zeal, placing the cake on a gorgeous artisanal platter, drizzling it with extra chocolate syrup, and singing "Happy Birthday."

You can't buy that kind of loving care.

It would appear that the genial nature of the service here at La Boheme *just happened*. No staff indoctrination sessions, point reward systems, or pep talks. When asked who set the precedent for La Boheme's congeniality, night manager Hichem is at a loss. It seems that no one has laid down the law to the staff about how customers should be treated. This is surprising considering that the majority of cafés here provide surly, careless service, as if the servers preferred that the customers stay home.

The only explanation I can find is that La Boheme is modeled after the traditional Tunisian home, and practices traditional Tunisian hospitality.

The Arab nomads of old were obliged to develop a high standard of cordiality toward guests, expected or not; after a long trek through the desert, enduring heat, thirst, hunger, illness, and the threat of confrontations with hostile tribes along the way, the nomad would have craved not only sustenance but a welcoming atmosphere and hosts ready to see to his every need. In the absence of geographically fixed communities, hospitality was a necessary means of sharing goods and information, as well as of maintaining peace between clans.

Tunisians today face many of the same problems that afflicted their ancestors, albeit in altered forms. Even though stationary settlements have supplanted the nomadic lifestyle, the political situation is still uncertain. Bribes are often necessary for dealing with public officials, and some merchants will try to cheat customers who aren't part of their own clan. Hostile tribes, in the form of hidden cells of religious extremists, can burst out of nowhere to wreak havoc at any moment. Family groups often feel compelled to stick to themselves and to maintain a united front against external threats, a state of affairs that renders civic engagement rare and arduous.

That's why hospitality is so essential, and why, even today, Tunisian hosts and hostesses knock themselves out, sometimes going without necessities themselves to ensure their guests' comfort. If you are a guest in someone's home, even for a day, you've forged a bond with that person that can't be broken, a bond that obliges you to seek the good of that household for the rest of your life.

Which is why we'll always be seeking the good of La Boheme.



In Conversation with Richie Mehta, Part II

Wanda Waterman



Richie Mehta is the Canadian director of Amal (winner of more than 30 international awards, nominated for six Genie Awards, and placed among the top ten Canadian films of the decade by Playback Magazine) and Siddharth, a moving film dealing with the issue of child-trafficking in India (Siddharth is recommended here in [The Mindful Bard](#)). Recently he took the time to answer Wanda Waterman's questions about his work, his influences, and film as a catalyst for change. (See the first part of this interview [here](#).)

"Filmmaking is a chance to live many lifetimes."

- Robert Altman

Why did you decide to present the tragic circumstance of child-trafficking from the perspective of the parents as opposed to that of the kidnapped child?

Because we've seen the child's perspective in numerous films and documentaries. That doesn't mean it's not worth repeating of course; it's an issue that still needs to be addressed at a high level. But I met a parent who lost a son, and I wanted to share his story—his emotional resilience, his economic limitations, and ultimately, his ability to cope when faced with no choice. And I wanted to show how the world around him showed him compassion. That's the world I know and have experienced, despite these tragedies. I have to believe people are like this, deep down.

Have you been rebuked for portraying an unfavourable aspect of Indian society today?

Actually, I haven't. I was accused, by one Indian publication, of portraying Indians as being *too nice*! I'm proud of that. But generally people—even in India—who have seen this have come away experiencing people in a compassionate light. The main character is surrounded by friends and family who really care, and at worst, strangers who may be indifferent. But also keep in mind that I'm not showing people in abject poverty. They have a roof over their heads, so this is not the bottom of the economic ladder.

Do you have any thoughts on how film can be healing and a catalyst for change?

Of course. My favorite films have all done just that for me, and I think it's a very powerful tool for emotional awakening as well as plugging in to people's conscious and sub-conscious minds. If done right, films can become experiences for people, and as potent as any memories in their lives. That's a very powerful tool.

Do you see *Siddharth* making enough waves in India to mobilise the country to stop child-trafficking?

I wish I could say yes. But there are so many issues to address there, and indeed, reflective of issues all over the world. To me it's all about economics. Child traffickers would not do this if it was not profitable—one of them even told me so when I was researching this film. So it's a higher level problem that must be addressed elsewhere, by people reading this article I hope. India, like so many other countries, would follow suit with positive change if the benchmark was set over here.

Are there any books, films, or albums that have deeply influenced your development as a filmmaker?

Many. Mostly films. *Gandhi* is one that really changed the course of my life. As did *Shooting Dogs*, as I mentioned earlier. And Michael Mann's *The Insider*. All of these, and many others, have pointed me towards wanting to not only be a better person, but to be more aware of the effect we have on others and the world.

What are you working on now, and what's your five-year plan?

I'm working on a project about policing in India. How difficult it is to maintain law and order, and why. It's a very complex issue, relating to colonialism, to economics, and to maintaining a terrible status quo.

If you had an artist's mission statement, what would it be?

I think it's to wake people up. To make them realize their own potential and that they have the power to change things for themselves and for others. Blind complacency will prove destructive in every way for us.

Wanda also penned the poems for the artist book [They Tell My Tale to Children Now to Help Them to be Good](#), a collection of meditations on fairy tales, illustrated by artist Susan Malmstrom.

Summer Jobs

The Search Made Easier

Philip Kirkbride



With summer coming up many students are off and looking for full-time jobs. I've been a student for several years so I know how hard it can be to find one. My sister, Stacey, has been in a scramble over the last few weeks having just finished her last semester at college. To complete the program she needs to do a second co-op job, and while the school provides a list of potential jobs, it's up to students to get one.

After a few grueling weeks of searching, Stacey finally got into a greenhouse. While the job isn't in our home city it's exactly what she wanted to do. In helping my sister in her job search I've put

together a few resources that might be useful to Athabasca Students.

Federal Student Work Experience Program

The Federal Student Work Experience Program has a database full of summer jobs available only to students. Signing up and filling out the forms is tedious but once you do it you're on a list for government jobs all over the country (or whichever locations you indicate you're willing to work in). On Friday I filled out an application indicating I'd be willing to work anywhere in Canada and by Monday I had a notification of a match. I'm in the Communications program at Athabasca and I was matched to a Communications Advisor Job.

I also noticed mention of part-time jobs during the school years on the FSWEPP. While I couldn't find any in depth information on part-time jobs during the school year it's definitely worth looking into.

Young Canada Works

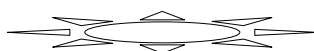
Young Canada Works is similar to FSEP but focuses on a few specializations and, from what I can tell, has a smaller pool of jobs. The two main categories of Young Canada Works are jobs in both official languages and jobs with heritage institutions (museums, historical sites, ect.). So if you speak French this is could be an amazing resource. One of the most interesting job postings to me is at the Vimy Ridge Memorial in France.

Summer Company (Ontario)

Looking for an untraditional job? Only available to students in Ontario, the Summer Company programs provide up to \$3000 in funding toward your summer business venture. I've had a few friends who've done this program. One operated a market fruit stand and the other provided web design services as a freelancer. Unfortunately, the application deadline is May 8th but if you contact the nearest provider on the 11th you might still have a chance.

If you're looking for a summer job and left it till the last minute hopefully some of these links will be useful. I would have loved to get these resources to students earlier but decided better late than never.

Philip Kirkbride is an AU Student with a penchant for travelling the globe while doing his AU courses.



The Travelling Student The Cherry On Top

Philip Kirkbride



My name is Philip Kirkbride. I'm a college graduate from Ontario studying at AU. I've always wanted to do an exchange program or study abroad but never found the right time to do so. This is the story of how Athabasca University has allowed me to create my own study abroad program. In the last issue Matt and I arrived in Young, the Cherry Capital of Australia.

We rose from our tents bright and early. Side of the road rest-stops and free camping grounds are plentiful in Australia, and the other great thing is that you can find other travellers at most of them. Unlike most of the travellers in Young, we had a lead on a job. But it wasn't much of a lead. Matt had worked on an orchard in Young four years previous. While the orchard owners had no

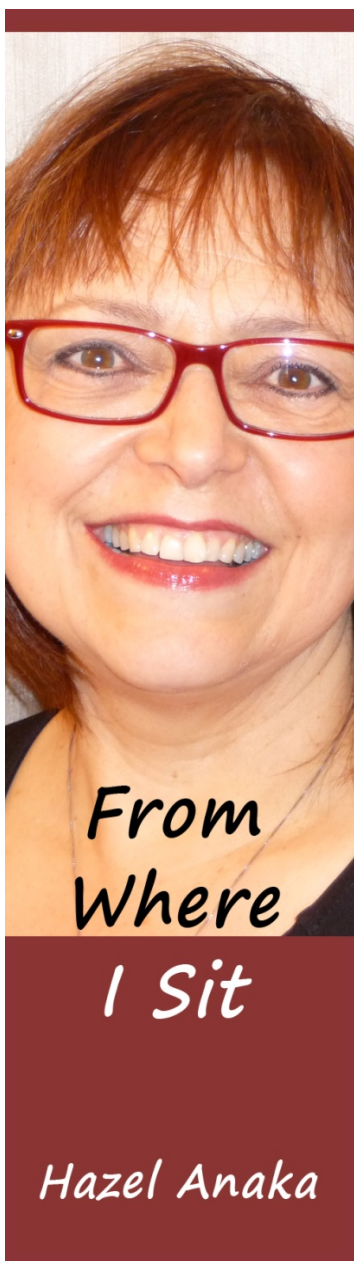
idea we'd flown across the world to work there, we hoped a friendly conversation could get us in.

Not wanting to tell other travellers about our lead we packed up quickly and went for breakfast. We found a gas station which also served sit down breakfasts not far from camp. The G20 meetings were happening one state up in Brisbane. So the talk of the country, across all the radio and television stations, was the world leaders flying in. As we ate we watched American President Obama give a speech at Brisbane University. An Australian patron getting gas made a rude comment about the president and Americans in general—we got the feeling he thought we were American.

After breakfast it wasn't a far drive to the storefront of the cherry farm Matt had worked at. A young girl was working the storefront but she gave us directions to a new farm that had been purchased. The farm, mysteriously named 'Cherry X', was hidden down several back roads, but when we arrived we knew it was the right place. A large sorting and shipping facility was the centre of the operation, and beside that you had several small cabins and a large area for camping with several travellers living there.

We walked into the facility and, as luck would have it, ran right into Matt's old boss Wendy. She laughed at our story of travelling so far to reach the farm. Sure enough she gave us both a job as cherry pickers. We'd be living in the camping area at the price of \$10 a day. While it seemed weird to pay to camp while we worked, we would have access to hot showers and a kitchen.

We drove the station wagon into the campsite and set up camp. I introduced myself to several of our neighbours most of whom were from France. I said a few phrases I'd picked up in Quebec which my new French friends found amusing. As we settled into our new living space a great feeling kicked in. We'd made it. From the other side of the world to the exact farm we'd intended, we'd made it.



Mother

Mothers come in all sizes, shapes, colours, ages, and dispositions. Mothers have been vilified and mocked, glorified and revered, often by the same people on different days.

To say the mother-child relationship is complicated is to state the obvious. In the beginning we look to mom for our very survival. In our teens (and terrible twos) we begin to put some distance between her and us. We leave home with mixed feelings: euphoric and terrified at the prospect of this long-awaited distance and freedom to be our own person. Sometimes the relationship with mother is the most supportive, nurturing, loving one of our lives. Other times we can't shake the judgmental, nagging, intrusive, guilt-inducing shadow over all we do.

When we become mothers we either aspire to be all our mother was to us or vow never to let those ... those ... "mother-words" come out of our mouths; to do so much better ourselves; to avoid the mistakes and the pitfalls that tripped up dear old mom.

Mothers are usually the stabilizing force in the family, the glue that holds all of us together. She's the role model and the conscience. She's the tireless worker and selfless one.

In our 'always on' culture we see examples of courageous, passionate mothers like Leah Parsons, mother to Rehtaeh or Carol Todd, Amanda's mother coping publicly with the unimaginable—the suicide of a child. We see mothers like these working to turn heartbreaking tragedy into a meaningful legacy.

In other examples of mothers who become famous because of their children we have Andrea Finlay (Taylor Swift's mom), Pattie Mallette (mom to the Bieb), and Kris Jenner (matriarch to those who are famous for being famous). It's not uncommon for athletes and actors to thank their, often single, moms for working two jobs and sacrificing all for their children.

For comic relief, and to solidify time-honoured stereotypes, we've got some classic TV moms. Beverly Goldberg's bouffant hair and over-the-top sweaters pale in comparison to her meddling, over-bearing, mother bear approach to parenting Adam, Erica, and Barry. Though we've never seen her face, can anyone forget Howard Wolowitz's mom? The Jewish mother personified—at full volume. Peg Bundy in her animal prints and stilettos brought sexy (but an arm's length approach) to mothering.

Closer to home there's my mom who, at eighty-two, is still trying to teach her kids and grandkids, whether it's how to make *pyrohy* or volunteer. Or my daughter-in-law Carrie who is fighting soul destroying exhaustion to raise Kade and Grady and doing a wonderful job.

This Sunday, whether we are honouring or being honoured, take a moment to say thanks to the woman who gave you life. Say a prayer of gratitude for the lives you've borne. Soak up the adoration and gifts. Stay the hell out of the kitchen. Relax, enjoy. And finally, count yourself as a proud member of that tribe called Mother, from where I sit.

Hazel Anaka's first novel is *Lucky Dog*. Visit her [website](#) for more information or follow her on Twitter @anakawrites.

Ways to See the World

Dear Barb:

I am in my twenties and feeling very disillusioned with life. When I turn on the TV all I hear about is killing, wars, beheading, rape, homelessness, child abuse, domestic violence, the list goes on and on. With all this violence and abuse in the world how can there be a loving, caring God? And why would he allow people to suffer like this?
Disheartened Ken.

Hi Ken:

Your feelings are totally understandable, but there is a lot of good in the world although it is more difficult to find. Unfortunately tragedies generate higher ratings for the media. One single event ends up being played over and over again until it starts to feel like it was not just one tragedy but many. I don't know whether you can blame this on God as man has been given free will and most of these horrible events were a choice someone made. The only thing you can do is choose not to expose yourself to the negative images and stories you see on TV and read in the paper, fill your mind with healthy, happy images and you will begin to feel happier and more content. Hope this helps.

Dear Barb:

My husband and I just bought a new 31 foot motorhome. We love it and have plans to travel this summer. The problem is our friends and our adult children are asking us to borrow it. In fact my son and daughter were arguing about who would get it for which weeks! We don't really want to lend it out, it is brand new and, also, we want the option of going out whenever we feel like it. Besides, I worry that people will not be able to take care of it properly. For example, if the tanks are not emptied regularly they could back up into the motorhome and create a lot of damage. My kids say we are being selfish and we should at least allow them to use it. What do you think, are we being selfish? Katherine.

Hey Katherine:

No, I don't think you're being selfish. It is your motorhome and last time I checked I'm pretty sure you spent a great deal of money on it. It is your decision what you do with your motorhome. That being said, it would be nice to include your children on some of your trips. They could pitch a tent and sleep outside, or if there is enough room, stay in the motorhome with you and your husband. Family vacations are fun and it's a great way to create memories for your children and grandchildren. So enjoy and don't hesitate to set your own rules.

Email your questions to voice@voicemagazine.org. Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The author is not a professional counsellor and this column is not intended to take the place of professional advice.

OVERHEARD

IS YOUR BODY BEACH READY???



SHER, HONEY,
MY BODY'S BEACH READY.
WISH I COULD SAY THE SAME
FOR YOU! FOR PITY'S SAKE,
EAT A LITTLE RED MEAT!
AND COVER UP THAT BONEY
CHEST!

WRITTEN BY WANDA WATERMAN



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Attending an AUSU Meeting

AUSU general council meetings are typically held the 2nd Wednesday of each month at 5:30 MST. Meeting details can always be found in The Voice, or at www.ausu.org. AUSU will be holding this year's Annual General Meeting on Wed May 27, 2015 at 5:30pm MST.

The AGM is a great opportunity to attend an AUSU council meeting, take part in discussions, and vote on agenda items. The AUSU Annual Report is also presented at the AGM which reviews some of the projects that AUSU Council has completed over the past year and provides financial information for the last fiscal year.

All members are welcome to attend and take part in all public meetings. To receive call in information, agendas and other documents, please contact our office by email ausu@ausu.org, by phone 1-855-497-7003, or through the chat feature on our website www.ausu.org.

Great AU Finds Online

In the job market?

AUSU has put together a great list of tools to help our members be successful in their search for the perfect job! Whether you are searching for a part time job this summer or a lifelong, fulfilling career; we've got you covered! Check out our Career Links page at: <http://www.ausu.org/services/career.php>

IMPORTANT DATES

- May 8: Last business day to register for courses starting June 1
- May 13: AUSU General Council Meeting
- May 27: AUSU Annual General Meeting
- June 10: Deadline to register for courses starting July 1

Win AWESOME prizes!

We want to give you 1 of 5 amazing AUSU Prize Packs!! Enter to win after completing our short survey about the AUSU services that affect YOU!

The survey is quick and painless –
and we need your input!

<https://www.surveymonkey.com/s/AUSUTVM>

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Am I Eligible?
Students become eligible once they have reached their second course (or 6 credits) in a year. Coverage will start on the 1st of the month following your enrolment if you register before the 10th of the month.
If you register later in the month, coverage will start the 1st of the second month.
If you opt out of the plan it will not be offered again for 11 months, should you continue to qualify.

Note: Students must reside in Canada and be under the age of 70 to be eligible.

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