

THE VOICE

MAGAZINE

Vol 24 Issue 07 2016-02-19

Minds We Meet

Say Hello to Lauren!

Truth & Reconciliation

Are First Nations Courses in your Future?

Beating the Clock

The Fight with Daylight Savings

Plus:

Presidential Interview - AU Edition

How Nerds Build Theory

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**Way Too Much To Do****Karl Low**

I can't believe I've managed to get this far already. You'll notice this is an extra big issue, in part because in addition to our usual goodness, we've got a Council Connection, the article on the Voice Reader Survey that I promised (complete with pretty pictures), an interview with none other than the President of Athabasca University, Mr. Peter MacKinnon, and a look at how students' unions in Saskatchewan are handling the recommendations from the Truth and Reconciliation Commission and what that, and the recommendations, might mean for Athabasca University.

And then we have the feature article! That's right, all that stuff isn't even the feature. This week, we feature Edmonton student, Lauren Calleja, in our "Minds We Meet" column. Working for non-profits and charities, Lauren's looking to run her first half-marathon soon while she completes her AU program.

The cover of this issue is a reference to Barb L.'s article this week that has a simple idea for how to handle the coming jump to Daylight Savings Time. Personally, I think a better way to handle Daylight Savings Time, at least here in Alberta, would be to eliminate "regular" time (what do you call non-daylight savings?) altogether. I've gone

on about this before, but I have yet to see any advantage to setting the clocks back at the end of the summer. The sun comes up so late in Calgary anyway that the adjustment doesn't mean it's any lighter when most people wake up and head for work, we might as well keep what light we can for later in the day when we have the time to enjoy it.

We also bring another installment of our "Course Exam" column. This time, Bethany Tynes looks at WGST 425, and talks to one of the co-authors, Dr. Karen Nielsen, about what students can expect if they decide to take the course. But that's not all, Barb Godin also brings us another heart-wrenching tale from her life. If you've ever wondered what qualifies her to give advice in the Dear Barb column, I suggest you search the Voice website for her other articles and give them a read.

And this was all on what is supposed to be a short week here in Alberta, with Family Day being celebrated on Monday the 15th. On the bright side, there's an extra day this month, so maybe I'll be able to catch up then.

Altogether, this means you've got almost 40 pages of material here to keep you entertained, informed, a bit more connected, and maybe even a little bit more aware. It's a magazine almost as thick as you'd pick up at your local newsstand, and almost all directed straight at you, AU students. While I couldn't be happier, to be giving you all this stuff, I have to admit, it's been a bit of a panic all week.

So, seriously, I really hope you enjoy the read. Me? I have to go collapse.

MINDS WE MEET



Lauren Calleja is an AU student from Edmonton AB. She is in the MA-IS program with a focus on Equity Studies and Global Change. In addition to her studies, Lauren is the Communications and Volunteer Coordinator at a local non-profit called HIV Edmonton.

The Voice Magazine recently interviewed Lauren by e-mail, and here's what she had to say about school, running, and Somaliland.

First of all, whereabouts do you live? And have you always lived there?

I live in Edmonton, AB, Canada. I have lived in Alberta all my life but moved to Edmonton eight years ago to attend the University of Alberta.

If you work, describe what you do.

I am the Communications and Volunteer Coordinator at a local non-profit called HIV Edmonton. HIV Edmonton is a charitable organization that supports people living with,

and affected by, HIV and AIDS. My position entails managing the social media accounts, writing blogs and newsletters, volunteer engagement, and community education (information exchange, HIV presentations, etc.)

Describe the path that led you to AU.

I was looking for a graduate program that fit my life as I wanted to keep my full-time position.

What happens after you finish your degree?

I am really interested in health equity and maternal health. I'd love to work with women and girls, primarily those from marginalized populations. I am not sure what that looks like yet but I like the idea of working in education, development and policy, either locally or globally.

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

I enjoy fitness: running, yoga, boot camps. I will be running my first half marathon in August—I am very excited! I also love to read, hang out with my husband and my puppy, and spend time with friends. I also volunteer for a few different agencies in the city.

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

Probably Edna Adan Ismail. She founded the Edna Hospital for Women in Somaliland. Somaliland has one of the highest maternal and infant mortality rates in the world. She used her own money to open this hospital and set up programs to train midwives and nurses. In only 15 years, she has successfully reduced the maternal mortality rate of 1600/100,000 to 402.6/100,000. I just find her so inspiring!

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

My experience so far has been good, although I am still getting the hang of things! I like the flexibility but I do miss the traditional classroom setting. I love people and I really enjoy discussion. I also learn better with traditional classroom facilitation so I miss those aspects of the university experience.

If you won \$20 million in a lottery, what would you do with it?

I'd pay off my student loans, donate to my favourite charities, travel with my husband and make sure all of my loved ones were taken care of! For travel, I would love to go to Germany, Spain and Turkey, the Philippines (my husband is Filipino so he would love to visit his extended family,) Thailand, Cambodia, India, Ethiopia, Rwanda, Tanzania, and Ghana. I have a ton more places I'd love to visit but those are on my bucket list!

What's the single best thing AU could do to improve your experience as a student?

I think it would be nice to have chapters of students in some of the bigger cities. It would be great to connect to other AU students in Edmonton.

If you could wake up tomorrow with a "superpower", which one would it be?

To either get my to-do list done quickly or to not need sleep—haha!

Please tell us something that few people know about you.

I am a pre- and post-natal yoga instructor. I am really interested in maternal health but I am a terrible yogi, so I don't teach.

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

Probably that being true to yourself is so important. Also, to always be kind. There is so much dark in the world—kindness and empathy are good for your soul and good for others too.

What do you think about e-texts?

I actually really like them—I just upload them to my tablet and have constant access to them!

Where has life taken you so far?

I haven't done much travelling but in 2007 I went to France and Belgium. I went to Mexico in 2013, and my husband and I went to Jamaica in July 2015 for our honeymoon.

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

I am reading *Why Not Me* by Mindy Kaling – she's hilarious!

Presidential Interview – AU's Interim President, Part I

Scott Jacobsen



Student Scott D. Jacobsen managed to get some time with Athabasca University's interim president Mr. Peter MacKinnon. Scott interviewed him over a wide set of topics with the president, and the result is this three-part interview that we're happy to present in The Voice Magazine.

Scott: You hold a number of distinctions in terms of educational background, previous stations, and academic and national honors. In 2014, you spoke on the honor to work for the advancement of the Athabasca University (AU) community, the benefits of online education in provision of education for those that would not otherwise have it, a personal hero in Nelson Mandela, the need for leadership to make vision practical and compelling, and preference for Starbucks, Star Trek, The Beatles, iPhone, and dogs in a previous video interview published online (Athabasca U, 2014). You spoke on some general issues relevant to the AU community and to let individual members know you. With some of this background, since arrival in AU as the Interim President, with respect to online education, what similarities and differences seem relevant for some comparisons to the traditional 'brick-and-mortar' institutions?

President MacKinnon : The first differences coming into a position like this one would be the differences in the online university environment compared to more campus-based institutions. Those differences are profound. Here in this community, of the university's more than 500 academic employees, faculty and tutors, fewer than 10 live in Athabasca.

Our students come here for convocation, and from time to time for some work on campus in laboratories, particularly, but you do not have the same day-to-day, face-to-face, contact with your faculty colleagues, and with your students.

The other difference and the one that, frankly, I prize most about being here is the mission of the university. For me, at least, in an increasingly online dominated world, the openness of Athabasca University is a profound and positive part of its existence. We never close the doors on anyone! 78% of students tell us that without Athabasca University they either cannot access post-secondary education, or would have more than the usual difficulty in doing so

Scott: In Davos, Switzerland, from January 20th to 23rd, Prime Minister Justin Trudeau spoke on issues related to the economic impacts of Canada's resources – wood, coal, and oil – and Canada's resourcefulness – sometimes called human capital. Now, to relate this to previous statements, if students with the inability to attend a post-secondary institution can attend a post-secondary institution - based on the 78% you mentioned before, how important is Canada's largest online provider of education to the Albertan and Canadian economies? Of course, the provincial economy embeds in the national economy.

President MacKinnon: That's a great question. I have strongly believed since coming here that Athabasca University is an important national university as well as an important Campus Alberta university. If you look at student body demographics, you see students come from every province in the country, and large numbers of them from outside the province. So, yes!

Athabasca University plays an important role, not in Alberta alone, but in the country. In terms of adding to the human capital or the resourcefulness of our population, this is an important university.

Scott: To continue the line of thought from the first question, based on the differences provided, what best exhibit the greatest strengths of online education?

President MacKinnon: A great strength is the reach. The fact is when you can reach into people's communities, when you can reach into their homes, when you can reach them where they work, when you can reach them wherever it is that they are. Online education provides accessibility and improves and increases accessibility.

Scott: What were your objectives when you took on the interim role?

President MacKinnon: My goal was to certainly contribute in whatever way I could to advancing the mission of this university. When I arrived, it was clear to me that there were some sustainability issues. These are documented in full in the Presidential Task Force Report...at Athabasca University (Athabasca University, 2015).

I wanted to put the issues of our sustainability *on the record*. They were discussed before by the way, long before I came here, but it was important to put them on the record in a disciplined way to be dealt with in a disciplined way. That has been my goal, and that continues to be my goal.

Scott: The Presidential Task Force Report at AU contained four possible options for the future of AU. In terms of the options for the future of the AU community, what seems like the most probable one (Athabasca University, 2015)?

President MacKinnon: Those options were not meant to be exhaustive, or a full list, but they were meant to challenge people to talk about them as some among all the options. They were not mutually exclusive either. For example, one of the options was to complete an educational review and a business process review. Those reviews are now underway. We expect reports on them by the end of April. So, that option has been implemented.

Some of the other possibilities included relationships with other institutions. Those relationships could be an association, an affiliation, a federation, shared service arrangements, or contracting out arrangements. Those matters continue to be on the table as potential contributions to our sustainability in the future. Another one: this is a national institution as well as a Campus Alberta institution.

We have eCampusAlberta, a consortium of the universities in Alberta for online learning. We have eCampusOntario, eCampus Manitoba, Thomson Rivers University, (which embraced the former open British Columbia Open University), and TÉLUQ University in Quebec. We have a lot of provincial initiatives in the world of open or, at least, online education. One of the points the task force report made was that, rather than hunker down behind provincial boundaries, there were opportunities for more in the way of national initiatives that could present a more ambitious Canadian face to the world in open online education.

(Come back next week to see the second of this three-part series)

A native British Columbian, Scott Douglas Jacobsen is an AU undergrad. He researches in the Learning Analytics Research Group, Lifespan Cognition Psychology Lab, and IMAGe Psychology Lab, and with the UCI Ethics Center.



Women's and Gender Studies 425

AU's Women's and Gender Studies 425 – Feminist Family Therapy, was co-authored by Dr. Deborah Foster and Dr. Karen Nielsen, and the two continue to tutor the course to this day. The introduction of feminism to counselling and family therapy was pioneered in Canada by Judy Myers Avis, and in the 1980's, both Foster and Nielsen were able to study under Avis (Foster while in Ontario, and Nielsen while in New Brunswick).

When asked about the major concepts WGST 425 covers, Nielsen explains that "all family therapy is based on the belief that the family is a unique social system with its own structure and patterns of communication. It addresses the problems people present within the context of their relationships with significant persons in their lives and their social networks. Feminist family therapy does this too but it also recognizes the importance of consequences of traditional socialization practices that primarily disadvantage women."

Deborah Foster offers students a more detailed look at the course, its structure, and uniqueness.

Bethany: Why do you feel that this course is valuable for students?

Deborah: We believe that this course is extremely valuable to students who want to work in the counseling field. It provides a close look at how gender impacts the counseling field and impacts the family. Even if a student is going to work in an allied profession, like nursing, psychology, disabilities services, or front line social work, this course can give very valuable information to both women and men about working with families either as a whole or with individuals who are a part of a family.

Bethany: What can students expect, in terms of course structure and materials?

Deborah: The course is structured like many of the other women and gender studies courses with a few assignments and a take home exam/final assignment. There are parts of a textbook used but many of the readings are from an on line journal called Feminist Family Therapy.

The course is divided into seven units and four take home assignments, [and has] no invigilated final, so no need to memorize things; rather take them in, sort through them, and use what works for you. We believe the four very different assignments allow a student to explore different aspects of counseling information when working with a family from a feminist standpoint.

The first assignment is a rather traditional sort of assignment which involves critiquing course information in short essays. The second assignment is a case study of a family. This assignment has the student list how they would work with the family. The third assignment has students picking a topic and finding a feminist counseling article and a non-feminist counseling article and comparing and contrasting how each counseling method handles the chosen issue. The last assignment involves picking a movie about a family and discussing how you could work with the family to deal with their issues.

The units of the course look at a variety of topics including working with families across the life cycle, working with marginalized families, working with families who have special issues, the influence of the media on families, and of course this course starts with a few units laying the foundation and theory of feminist family therapy.

Bethany: Is there anything about this course that students tend to find particularly challenging?

Deborah: This is a fourth year course so there is an expectation that students can write a solid essay with correct formatting and referencing (preferably APA style). I would say that this and writing an essay which involves critically analysing the content (not just regurgitating back the material) is really the most challenging parts to the course for many. Students should have taken a least one course with a women or gender focus so they understand gender dynamics and how it impacts us all. They should have also taken at least one counselling course (whether that be practice or theory) so they have an understanding of basic counselling strategies and theories, although this course is not heavy on theory, it is heavy on practice and application, which we think makes is both fun and unique among university courses.

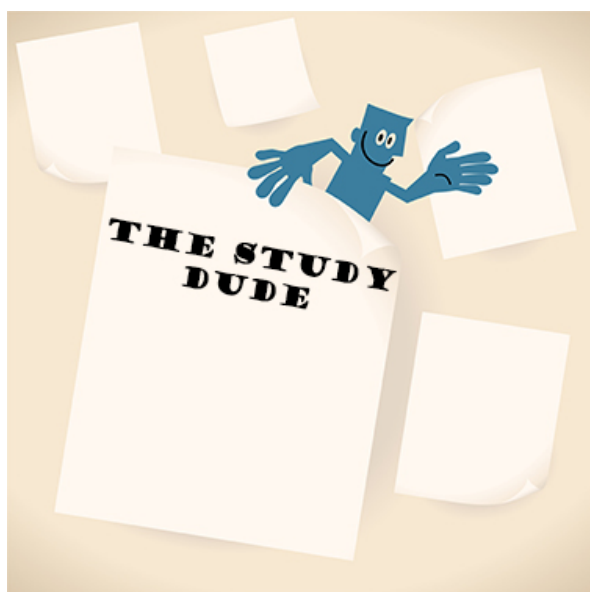
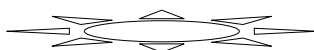
Bethany: Is there anything students should know if they're thinking of taking this course?

Deborah: This is a fun filled course because students get to critique a movie of their choice that has families in it like *Meet the Fockers*, *I am Sam*, or *My Big Fat Greek Wedding*. I think that doing an exercise like this changes how we watch TV and movies for the rest of our lives, so be ready for a paradigm shift of thinking.

Bethany: Is there anything else you could tell me about it?

Deborah: This is a very unique course. When we, as authors of the course, looked across Canada for similar courses we found that really there were no other undergraduate feminist family therapy courses. Consider taking this course. I think you will really enjoy it as you have a lot of freedom to do it your way!

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



Study Tips from a Semi-Anonymous Friend

How Nerds Build Theory

There is nothing more that The Study Dude wants for you than to build a theory on why your mother birthed such an impeccable human being.

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 Study Dude looks at a book called *Theory Building in Applied Disciplines* by Richard A. Swanson and Thomas J. Chermack. If books on building theory (such as books on what is called *grounded theory*) leave you stupefied, then Swanson and Chermack's simplified book will get you back on course.

The Philosophical Roots of Theories

The philosophical frameworks behind theory can confuse even a coke-bottle-eyeglass wielding nerd such as myself. One of my biggest issues with graduate studies in general involved the lack of a decent paradigm for doing research. What do I mean by paradigm? Well, things like critical theory that look at oppression or positivist approaches that take up number-driven methods both qualify as types of paradigms. So, what was my issue with paradigms? My faculty, Communications and Culture, a number hating faculty, banned students from using quantitative methods. In this faculty, students study the evils of science. *Math-ogyny* (a word I coined to mean *the hatred of numbers*) proved difficult for me as I excelled in the math department prior to entering communications. My *mathogynist* communications supervisor fumed over my enrolment in a multiple linear regression course offered by an external department. Some communications professors seem to hate anything countable.

Another obstacle I faced with the available paradigms involved the short-comings of a popular one based on critical theory. My supervisor urged me to use critical theory in my thesis. Critical theory involves complaining about how oppressed I am as a minority. To succeed with critical theory, I needed to bash white middle class males and all of their institutions. Instead, I wanted to find a happy medium that looked at a favourable compromise for all parties involved. You would think any progressive university department would offer such a paradigm approach. Not so.

Swanson and Chermack talk about the various paradigms for theory building:

- The positivism paradigm serves as a quantitative approach where relationships between variables are stated and even measured. Hypotheses make this paradigm come alive. Positivism focuses on the objective or observable world. Methods used include statistical regression, grounded theory (a qualitative method), and surveys.
- The Interpretivist paradigm focuses on a social construction approach to theory building. This paradigm aims to describe and reveal patterns of meaning. Meaning can involve those things that groups view subjectively about the world around them, such as how a group perceives the media. Interpretivism deals with some quite abstract ideas about the meanings the groups give things. Interpretivist methods include grounded theory (once again!), observation, interviews, and analysis of communications. Sometimes, something called textual analysis appears as the chosen method. (I believe textual analysis is likely easier to do than it sounds. I know, I know, those dratted academics: they like their work to at least *sound* important.)
- The critical science paradigm involves the examining of oppression, exploitation, contradictions, and "disguised contradictions hidden by ideology" (p. 17)--those kinds of fun things. Critical science wants to shove the dominant ideologies out of the way in place of their own findings. Methods include field research, historical analysis, textual analysis, and deconstruction.

The Conceptualize Step of Theory Building: Three Ways to Do It

There are three key ways to conceptualize (in other words, come up with big ideas) when building a theory. One approach to building theory is the qualitative (non-numerical) approach. One methodology taken up by qualitative approaches is called grounded theory. In my own thesis, I used grounded theory, but poorly so. Nonetheless, I loved the freedom that Barney Glaser, one of grounded theory's originators, provided in his books. Since Glaser invented grounded theory, researchers have made various spin-off approaches, many of which involving excruciating restrictions you must follow.

Not only did I enjoy using grounded theory, I also wanted to enjoy the freedom to explore a topic of epistemology—the study of knowledge. I also wanted to create theoretical models. I thought epistemology and modeling combined would lead me to come up with an original thesis. My grandiose ideas never manifested, however, and I ended up doing a half-hearted thesis on Suncor. Nothing original. No grand theory. Just Suncor.

Grounded theory is one methodology for theory building that takes up the qualitative approach. Swanson and Chermack talk about the three key approaches to building your pet theory:

- Quantitative (numerical) approaches can help you come up with patterns and relationships among big ideas (a process called "conceptualization"). Author Dubin (as cited in Swanson and Chermack, 2013) speaks of some steps that focus on theory conceptualization, or, in other words, on the discovery of big ideas and their relationships with one another—but in a specific context. A context could be, for instance, online universities in Canada (kind of like a demographic). A context just refers to the scope of what you are examining. But, back to Dubin, the steps for conceptualizing he focuses on include (1) creating the ideas you will use, (2) finding relationships among these ideas, (3) defining your context, (4) figuring out the different situations in which the theory works, (5) saying how the theory should work if it is to work well, (6) show how your ideas and their relationships (in the theory) can be measured and then tested, (7) make your own hypothesis that can be tested, and (8) delve into the research that will help you figure out how to predict and measures the relationships among your big ideas. Enough said! (Other quantitative (numercial) approaches are outlined in Swanson and Chermack's book, but I'll stop here for simplicity sake.)
- Qualitative approaches include Storberg-Walker's Five-Component Approach (as cited in Swanson and Chermack, 2013). There are, well, five steps to the five component approach: (1) look at different ways to theory build, (2) find a way to get over the hump of opposing paradigmatic views, (3) figure out how to work with different theory building methods, (4) find the best fit of methods, and (5) take your big ideas and relationships and turn them into a visual model. So, what does that mean in practice? Truly, I haven't a clue.
- Qualitative approaches also include Weick's Theorizing as Disciplined Imagination (as cited in Swanson and Chermack, 2013). This approach allows for lots of creativity. For instance, you can use what are called thought trials (that help you to look at a problem differently) to shape your research. You can use your personal experiences and your assumptions to shape your research. But, be sure to let your audience know what your biases are, as biases shape your conceptualizing in unique ways.

The Fun Part: Tools for Getting Started Building Your Own Theory

Fun little exercises can help you begin building theory. One such exercise involves looking at what are called outliers. Outliers consist of the people, events, and places that defy logic. When the sheep roam, at least one will go off the beaten track. Another example of an outlier includes discovering a homeless person who travels to Hawaii for three months of every year. Does such a person exist? Perhaps not, but if you know someone who doesn't fit the mould or if you don't fit the mould, then you've got an interesting outlier—and, better yet, a fascinating theory to build.

Outliers serve as one of many tools for theory building. Swanson and Chermack present over twenty different tools for getting started building your own theory. These authors simplify the tools and make getting started with theory building easy and fun. Here are some of my favourite tools in Chermack and Swanson's book for getting ideas for the theory you are destined to build:

- Look at your own life. Have you come across something or someone who defied expectations, either for better or worse? These defiant people or things, otherwise known as "outliers" make for good things to study and build your theory around.
- Take a particular company, person, event, thing, or whatever (referred to as a "case") and examine it. There might be something particularly revealing about the case. Study it. You might also want to limit your context or, on the other extreme, broaden your context by exploring additional cases. In the case of broadening your context, just one company examined might not represent every company. In other words, the theory that you come up on that one company may not apply to any other company out there, which is not very useful in the grand scheme of things.
- Take some research study that had been done, and change up the variables: this is an example of a thought experiment
- If you have an artsy flair, make some visuals or graphics that you think characterize the problem you want to look at. This creative stuff can give you ideas that you can build your theory on. You can even design models as crazy as a four-headed monster where each head represents a company issue and the monster's body represents, say, the general office politics.
- Take a problem and simplify it or make it more interesting through metaphors and analogies. For instance, if describing a corporate deficit, find a metaphor like accidentally hammering your thumb to relate it to. You could draw a model with a hammer slamming on a thumb, with the four remaining fingers unharmed. Now, I know—that's a reach—but I need a good several hours to come up with a particularly compelling metaphor. A good metaphor, however, can give you new ideas for going to work on building your theory with.
- Take the problem that you are studying, and look at it from the opposite point-of-view. Just take the exact opposite scenario. If you are studying homeless people without jobs, think the opposite: homeless people who are CEOs. Sound reasonable? No? Well, okay, it's another reach, but it *can* give you ideas for building your theory. Besides, under what circumstances would a CEO end up homeless? Got you thinking?
- Focus on how things work and/or the ideas behind these things.
- Ask your grandma and other people who haven't a clue about your problem what they think. You can get some *aha!* moments if you dig deep enough.
- If something is already known, try taking it to the extreme. For instance, if it is known that resilient people worry less, think about resilient people who claim to have never once worried or think about resilient people who worry 24-7.
- Read biographies and other books that don't fit into your research specialty. You might come up with an interesting problem in these books to build a theory on. Reading bios never gave me any theory-building ideas, but, hey, I wasn't looking for any.
- What are you passionate about? Make that the focus of your research study. Are you passionate about theory building? Then make a theory about theory building, or a theory about a theory about theory building. What kind of four-headed monster do you stand to model?

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.

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Truth and Reconciliation

Tamra Ross

Will Your Next University Program Have a First Nations' Content Requirement?



During a recent research project on students' unions in Canada I came upon a motion passed by the University of Saskatchewan Students' Union (USSU):

[Be it resolved] that the University of Saskatchewan Students' Union call on the University of Saskatchewan to

commit to implementing Indigenous content into the curriculum of every University of Saskatchewan College and degree. (USSU)

The motion was a surprise because I wasn't aware of the background, and curious to know if something similar had been considered at AU. After a little discussion with fellow students, it became clear that many of us need more information. But first, a little background information is needed:

In 2015 Canada's Truth and Reconciliation Commission (TRC) released a series of reports on the enduring impact of residential schools in Canada; these included a number of [Calls to Action](#) for government, educators, health care providers, and the legislators to help "advance the process of Canadian reconciliation" for Canadian First Nations' peoples, which comprise more than 600 bands and about 4.3% of the Canadian population ([from the 2011 census](#)).

The Calls to Action include many points directed toward post-secondary education, including requests to:

- Repeal Section 43 of the criminal code of Canada (which protects parents and teachers who physically punish children using "reasonable force")
- Develop strategies to eliminate educational and employment gaps between aboriginal and non-aboriginal Canadians
- Eliminate funding discrepancies affecting First Nations' children accessing education on and off reserves, and provide funding to end the "backlog of First Nations' students seeking a post-secondary education"
- Take measures to improve education attainment and success of First Nations' students
- Provide culturally appropriate curricula including post-secondary courses in First Nations' languages, to support the preservation of language and culture.

(Paraphrased from the TRC Calls to Action)

Saskatchewan has taken a lead in addressing the TRC recommendations for post-secondary learning; in November, 2015 executives for all 24 post-secondary schools in the province met with aboriginal leaders to examine "how universities can respond to the ... TRC calls to action for post-secondary education" ([USask News](#)). The summit resulted in an accord thought "to be the first province-wide commitment of its kind in Canada." University of Saskatchewan president, Peter Stoicheff, commented that U of S is "committed to strengthening our efforts across the institution to ensure the success of our Aboriginal faculty, students and staff, and to working together with other post-secondary partners provincially and nationally to rebuild some of the trust that has been lost in the educational system and advance reconciliation" ([USask News](#)).

The USSU motion came as a response to these comments, but what is most interesting is that it goes a step further than the TRC goals and asks for First Nations' content not only to be available to U of S students, but to be incorporated into every degree the university offers. The goal of the motion is to bridge "the gap in education and in general between Indigenous and Non-Indigenous people, ... and [combat] stereotypes, prejudice and racism [while giving] ... indigenous students a sense of belonging, identity and culture that" was lost through the residential school system and colonization (USSU).

AU and the TRC goals

To learn more about the issues, and AU's response to the task force, I had a preliminary interview with Priscilla Campeau, chair and program administrator of the AU Centre for World and Indigenous Knowledge and Research (CWIKR), and Dr. Maria Campbell, AU's Elder in Residence. CWIKR currently offers 23 undergraduate courses and 1 graduate course, and two business degrees with a focus on indigenous nations and organizations. Among the courses are two on the Cree language which are offered as group study (in person) offerings.

At this time, AU doesn't offer an arts degree in Indigenous Education, but I'm told that one is in the works. There is no estimated date on when it will be offered. A lack of funding is the main cause of the delay but it seems to be a glaring omission from the program offerings given AU's apparent status as a school with a strong First Nations focus (more on that later).

We spoke about many issues related to the TRC and AU's indigenous content offerings, and I learned a great deal about the current status of AU's indigenous content and how it might adopt the TRC recommendations. The following overview should help students get up to speed about pending changes to Canadian post-secondary education in light of the TRC review.

Preserving languages with a verbal history

Toward the goal of preserving languages, AU offers two grouped (in-person) courses in Cree studies: the choice of language is based on the location of the main AU campus. Other universities offer First Nations' languages relevant to their locales (there are 60 or more indigenous languages reported across Canada). While all of these courses are of value, students today would have to take courses from a number of schools to get a good overview of the various indigenous languages in Canada. There is no university in Canada currently offering a comprehensive degree in indigenous languages. Another problem is that AU's Cree offerings may not be as useful for students who are studying at AU from other provinces where the dominant aboriginal languages differ; there is a clear need for broader language coverage either at AU or through coalitions with schools across

History of residential schools and the NCTR:

- *In the span of 150 years, over 15,000 First Nations' children were required to attend residential schools established by Canadian government and churches to aid in the "assimilation" of aboriginal children. Families were granted little to no access to their children.*
- *Children in the schools were denied their cultural heritage and language, and many were sterilized to limit the First Nations' population.*
- *Many children who attended the schools never returned to their families.*
- *The history of sexual, emotional and physical abuse in these institutions is well-documented.*
- *At least 6,000 children died while attending the schools.*
- *The last residential school closed in 1996.*
- *In 2008 Prime Minister Stephen Harper issued a public apology to First Nations in Canada.*
- *In 2009 the National Centre for Truth and Reconciliation (NCTR) began the lengthy process of documenting outcomes of the residential school system, and developing guidelines and recommendations to being the healing process.*

the country. The current offerings tend to be focused on teaching the language for use; there are few (or no) courses focusing on critical analysis of First Nations' stories or writing. An interesting challenge is that there are few people qualified as experts in formally teaching First Nations' languages: this issue is likely to persist until there is an increased pool of indigenous language scholars to offer inquiry and development into improved language instruction. Because much of indigenous history is based on verbal communication, there are limited written resources to which scholars can refer.

For my own interest, I did some research to find out how someone could learn First Nations' languages in Canada outside of the university system. At this time, neither Rosetta Stone nor duoLingo (two major language learning software packages: the latter is free) offer any indigenous languages. Further, while the ATPN network in Canada runs some shows with indigenous language content, Dr. Campbell notes that the subtitles are typically word-for-word translations that fail to account for the structure of the language; as a result, the translations are often difficult, if not impossible, to decode. At present, there are no easily-accessible resources to help Canadians learn First Nation' languages, and this issue must be addressed to achieve the goal of language preservation. I'm told that a language software company from the U.S. has been in contact with CWIKR about developing indigenous language courses, so there is a clear interest and it is possible one will be offered in the future. DuoLingo (which is an excellent resource in general) does not have any indigenous languages on its list of modules in development: curious, considering that it is 21% done development on a language course in Klingon (yes, Klingon).

Adding indigenous content

Regarding the initiative to include indigenous content in all university programs, no one – not USSU, University of Saskatchewan, or AU's CWIKR team – are certain at this point how it would work, if indeed it does become a reality. It could mean that increased indigenous content may be included in existing courses where appropriate, or, students could be required to take a specific course, such as AU's Indigenous Studies 203. Several AU courses outside of the CWIKR department already include indigenous content, including many of the anthropology courses and several from the English department. It is not likely that this requirement would be grandfathered into degrees in progress, but at this time any details are merely conjecture.

Currently, though, all of the courses offered by the CWIKR department are taught by First Nations' instructors. The department has the smallest budget of AU's centres and a very small faculty, but offers a wide range of courses to about 200 students at any given time. There is considerable room to build new content toward both the goal of an Indigenous Arts degree and increased indigenous content at AU overall.

Funding, of course, remains a major issue but there are increasing reasons for students to ask for this content, beyond the obvious benefits of enhancing our knowledge and understanding of one of the fastest growing populations in Canada. The government of Canada, the Provinces, and the Colleges and Universities of Canada are taking the TRC recommendations very seriously, and this has resulted in an increase in jobs available for people with the knowledge and skills to help with implementation. Many people working in government are also increasingly accessing First Nation's language training to help them with their jobs. There are likely a number of additional opportunities that will arise from implementation of the TRC asks, for students who have education in First Nation's languages, issues, and history.

At this time, there is much to learn about how Canada will adopt the recommendations of the TRC, and how it will affect post-secondary education in the country. It is, however, important that students learn more and understand the changes that may be coming. For those who are not aware of Canada's history of residential

schools and their impact on indigenous populations, see the sidebar for a short history.

An oft-asked question

I also had an opportunity to ask Dr. Campbell and Ms. Campeau about an issue that, in my experience, has long been puzzling to AU students: that is, AU's use of indigenous symbols and presumed status as a First Nations' school. The confusion stems from AU's inclusion of significant First Nations' content in its convocation ceremonies, including the prominent inclusion of the Ceremonial Mace, annual booking of First Nations' entertainers, and the use of indigenous animal symbols in the new University coat of arms. Yet, AU actually has a very small First Nations' student population (exact numbers are impossible to determine since AU does not ask First Nations' students to declare their status), despite ties to the University of the Arctic (curiously, AU still lists this collaboration on its web site, yet UArctic no longer lists AU as a supporter) and collaborative classes at several northern First Nations' schools. Dr. Campbell explained this apparent discrepancy: AU's main campus is in Treaty 8 territory, and in accordance with tradition offers recognition and thanks to the indigenous people of the region for hosting the university. I note that students have long expressed curiosity about this; it is clear that AU needs to better inform students of its relationship to northern peoples.

It is likely, though, that the TRC recommendations will empower many schools to increase resources in the development of indigenous content toward the goal of increasing university access and success of indigenous learners. AU seems uniquely poised to offer this content to learners across the country, and develop much richer First Nations' content.

Additional links:

[Truth and Reconciliation Committee](#)

[The National Centre for Truth and Reconciliation](#)

Student Sizzle AU's Hot Social Media Topics

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

AthaU Facebook Group

Bolt wonders if other students have tried writing exams at their local library. Paul seeks a Calgary discussion group for History of Psychology. And Lisa is looking for a study partner for ACCT 245.

Other posts include the rising cost of food, myAU website slowdowns, AU's Executive MBA, and courses ASTR 205, EDUC 316, PHIL 252, and PHIL 333.

Twitter

[@AthabascaU](#) tweets: "AU Guest Blog: A [#BlackHistoryMonth](#) Perspective from AU Prof, Dr. Joe Kelly. <http://goo.gl/cly5Qj> [#BlackHistory](#)."

[@AU Press](#) tweets: "New book: ALBERTA OIL AND THE DECLINE OF DEMOCRACY IN CANADA Does oil inhibit democracy? Free pdf! [#elxn42](#) <http://aupress.ca/index.php/books/120251>."



Beating the Clock

Barbara Lehtiniemi



The switch to Daylight Saving Time begins in three weeks. Remember last year? If you want to avoid the sudden lurch in your circadian rhythm, you need to start preparing now.

Every March the majority of Canadians make the switch to Daylight Saving Time (DST.) Although "springing forward" sounds energetic, the days that follow are anything but. The jarring loss of one hour reverberates for a week or so. The Monday following the switch to DST is notorious for increased auto accidents (and probably soaring coffee sales.)

This year, you can make the switch without the grogginess. It takes only a little planning—you've still got plenty of time.

Ready? Here's the plan: beginning February 22, before you go to bed, move the time forward on your bedside clock (or whatever clock wakes you up) by three minutes. When your alarm goes off the next morning, you'll wake up three minutes earlier than standard time. (Be sure to move the *clock* time forward, not the *alarm* time. If you're using a smart phone for your morning alarm clock, however, the phone may not permit a manual time change; in that case, you can achieve a similar effect by adjusting your alarm time *back* three minutes.)

How easy is that? Three minutes is nothing, and you won't notice any lack of sleep. By the time you remember that your clock is set a few minutes ahead, you'll be too awake to go back to bed. Next evening, before bedtime, move the time forward another three minutes. Repeat this every evening for the twenty days until Daylight Saving Time kicks in.

By the time March 13 rolls around, you will be fully and painlessly adjusted to DST. While the rest of the country staggers around in a fog after a full-hour time shift, you'll be fresh and feeling just a little smug.

I started beating the clock about ten years ago (and I can't believe I didn't think of it sooner.) Most years I began a full thirty days before DST and moved the clock time ahead two minutes each day. On years when I was late starting the time switch, I accelerated it to three minutes a day for twenty days or five minutes for twelve days. I even once binge-adjusted over four days. Because the adjustments are incremental, I find them much easier to adjust to than the full hour in one go.

During the period I was getting up a bit earlier each day, I enjoyed having the extra time cushion. The first few days of my incremental time change, I noticed feeling less rushed to get out the door for work. As the days went on and my morning time expanded, I found I had extra time to tackle a few chores, read, or just enjoy the quiet of predawn. Since I was the only one in the house participating in accelerated DST, mornings became sacred "me time."

Enjoying the increasing free time in the morning leads to the only downside: When everyone else catches up on March 13 and all the clocks get moved forward one hour, you'll "lose" that cushion of time you were building in the morning. You may be tempted, as I was, to keep moving the clock forward past DST to build up some extra time again!

This year, don't be a DST zombie. Put a note beside your bedside clock to remind you to start the time change early. Just a few minutes at a time and you'll beat the clock and ease your way into Daylight Saving Time.

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



The Fit Student Go Easy on Yourself

Marie Well

Always pat yourself on the back and stand tall. By improving your confidence, rewarding yourself, solving problems, and valuing your worth, you create a buffer against anxiety, depression, and many other long-term illnesses. In other words, you go easy on yourself. The book *Managing Your Mind* by Gillian Butler, Ph.D. and Tony Hope, M.D. has pearls of wisdom to make life less worrisome.

Confidence

Go easy on yourself by building your confidence through both your achievements and failures.

I felt a surge of confidence when I won the Silver Medallion for my graduating class. Yet, I feared my performance in graduate studies paled in comparison to other graduate students. I felt like my vocabulary was weak and my writing ability sucked. I wish I had

known the advice from many professors and graduate students: "Fake it until you make it," they say. Although I had just won an award, I felt like an imposter.

People may look confident on the outside. They may achieve great things. But, underlying everybody's confidence is fragility in other areas. On one hand, a professor who wins awards and run marathons may feel like his work/life balance is missing. Similarly, a CEO making millions may have no time for building relationships with family and friends. On the other hand, an impoverished or mentally ill person may have a loving home and a high level of happiness.

Butler and Hope outline that people who seem to possess confidence in one area of their lives may lack confidence in other areas. Where people shine in certain areas, they trade off with a dullness in certain others. There's no such thing as 100% confidence in 100% areas of life.

Butler and Hope suggest that gaining a mastery of skills bolsters confidence. The more skills you learn, the more potential you have for building greater confidence. When first learning a skill, however, many mistakes may be made. Instead of feeling frustration or self-doubt, these authors recommend you laugh at your mistakes. After

all, errors are integral to the learning process. You can't become the greatest at something without slamming your head against unending walls.

Treat Yourself

Go easy on yourself by indulging in special treats.

Whenever myself or my partner have a victory, we go out and celebrate. We love to dine together: that's how we treat ourselves for jobs well done. A lot of women like to treat themselves with clothing. I rarely treat myself to a new clothing item, however, as I prefer to spend my money on nonfiction books. I don't spend on makeup either. No jewelry except a Christian cross strung around my neck. Nothing vain. Just books, meals, and entertainment: *real* treats.

When you consider treating yourself, it's important to ensure you have frequent mini rewards and semi-regular large rewards, such as vacations, according to Butler and Hope. Try rewarding yourself on a daily basis with things such as a new clothing item, a hot bath, exercise, a weekend getaway, reading, eating a favorite snack, and the list goes on. Also, plan for the big rewards, like a vacation to Hawaii or a cruise. Even when you face barriers to achieving those rewards, such as lack of funds or time, save up extra hard, make the time, and make it happen. You deserve it.

Time Management; Self Management

Go easy on yourself by making the most of your time.

To make the most of your time, you need to figure out what matters to you. Here's a thought experiment: What words do you want on your tombstone? A professor of mine, who sadly passed away, would pose that thought experiment to her classes. She revealed that she wanted to be known as the encourager. Now, for anything that involved encouraging others, she made the time.

Now, take this thought experiment a little further and imagine what other people would say about you in general. As Butler and Hope recommend, imagine not what you think others would say about you, but rather what you would want others to say about you. This thought experiment will also help you figure out what matters most to you.

If I bundled my family and friends into a chorus of praise, I would want them to say I was kind, generous, compassionate, loyal, entrepreneurial, and intelligent. But I have somewhat turbulent family dynamics, so I'm not sure they would agree.

Now, think about what you would want others to say about you. By doing so, according to Butler and Hope, you should have identified some of your key values.

Given that you have your values straight, should you do activities that you don't enjoy? Butler and Hope say you should only do activities you don't enjoy if they further your long-term goals. If stuck in a dead-end job, you should reconsider your career options. Once you figure out what matters to you, you better understand how you should be spending your time.

Problem Solving

Go easy on yourself by quickly solving your problems.

When I encounter a problem, I seek the advice of others. I rarely try to muddle out my own solution. As a matter of fact, I don't know how to solve problems outside of worrying until someone reassures me that nothing catastrophic will come of them.

But, I did learn how to solve problems with one system: looking at the pros and cons of one or more actions. I tried using that system to discover whether I should go for a computer science undergraduate degree or an education master's degree. I assigned numerical values to each pro and con. This problem-solving process helped me to come to a resolve, but seems too much effort for most everyday problems.

Yet, Butler and Hope present a system that you can implement in a heartbeat. Namely, they advise you to first give the problem a name. Yes, label it. Once you have your label in place, then list in ink as many solutions as you possibly can--even the less realistic and more ridiculous ones. Then, pick one solution that seems the most fitting for you to try--and then apply it. Assess whether it works or not. If it doesn't work sufficiently, go back to your list and choose another one and repeat the process. Keep it up, and eventually you're sure to find a winning solution.

Valuing Your Inherent Worth

Go easy on yourself by knowing you are eternally worthwhile.

Starting finding your own company worthy. Unfortunately, I have a fear of being alone. So, I've begun repeating the affirmation to myself that I like the pleasure of my own company. Whenever I am my own, I remind myself of how pleasurable it is to be alone with myself. As a result, I've started to look forward to time alone. And many books suggest that people who need to spend time alone to recharge often have higher levels of intrapersonal intelligence. Higher intrapersonal intelligence indicates you find your own company worthwhile.

Every human being is worthwhile. Butler and Hope encourage you to see your intrinsic worth based on the fact that you are a human being. Even animals are considered worthy, not based on their behavior necessarily, but based on the fact that they exist. A squirrel, for instance, is considered valuable, regardless of how many other squirrels it chased or bit that day. If an animal is worthwhile based on the very fact it exists, shouldn't you see yourself as intrinsically valuable on the sole merit that you are a living being? That doesn't mean you should go around and bite other squirrels, but it does mean that you are worthwhile based on the fact that you exist.

Also, Butler and Hope tell you to avoid seeing your achievements as the sole basis for your self-worth. Instead, see your equality to all other people as reason to value yourself. Your achievements? Well, they are mere icing on the cake. Paradoxically, the more you value yourself for things other than your achievements, the more you will enjoy your achievements.

So, go easy on yourself. You're worth it.

Council Connection

Karl Low



The Council Meeting for February 11, 2016 started at 4:30 pm, with the biggest take-away from the meeting being that AUSU Council decided to first accept the bylaws that the students at AUSU had previously accepted, as a first step to bringing the organization into line with the requirements of the Alberta Post-Secondary Learning Act (PSLA) that the decisions of a students' union be made by an elected Council. As a second step, Council then passed a motion to seek to amend the bylaws to put in procedures to ensure that AUSU members have the opportunity to read and comment to Council on any future bylaw changes.

In addition to the Councillors and staff present, three students were also present for various points in the meeting, Scott Jacobsen, Katrina Hagstrom, and Amir Banihajhimi.

The agenda and minutes of the various previous meetings passed quite quickly, with Council then moving to look at the action plan and goals list for AUSU. AUSU Council moved and unanimously passed a motion to add support for The Voice Magazine as an important member service and form of communication for AUSU, including seeking to improve the publication and increase readership by working with the Voice to develop an action plan that will allow them to give non-financial support as it is found to be required. A motion that is certainly welcome, and a definite turn around from earlier last year.

Moving into policy, what I initially expected to be fairly routine updates to various AUSU position policies (essentially changing the word "lobby" to "advocate for") turned into some significant, and important, discussions. For the policy about Athabasca University's technology infrastructure, for example, there was a lot of discussion about making sure that language was added to reflect Moodle as well as MyAU as part of the AU infrastructure that needed to be updated. The importance of technology for student ease of use and student retention was emphasized. The discussion concluded with the motion being tabled so that the policy could be looked at more extensively, and all aspects of AU technology properly addressed.

Similarly, what I expected to be routine wording adjustments to the Base Operating Funding policy had some solid issues raised, including a lot of discussion about whether it would be appropriate to advocate for funding from other governmental bodies in this policy. However, it was eventually determined that since this policy was specifically about the funding that AU gets from the Alberta Government, the more appropriate place for that discussion would be in the policy about Athabasca University's National Presence, conveniently scheduled as the next item on the agenda. The policy was then passed and Council moved on to the policy about Athabasca University's National Presence.

Previously, this policy concerned itself primarily with AUSU pushing for Athabasca University to argue for increased funding from other provinces and the federal government. This Council decided to go one further, and added language to indicate that AUSU itself would also advocate for funding from other provinces and the federal government when opportunities to do so arose. This passed unanimously.

I mention the next policy, the Career Services policy only for completeness, as the only changes to it were correcting the punctuation. It naturally passed unanimously and with no discussion.

This brought us to the discussion of the bylaws. According to legal advice received by AUSU, the PSLA states that "95 (1) The business and affairs of a student organization of a public post-secondary institution must be managed by a council ..." and that "(2) The council of a student organization may make bylaws governing ... (h) any other matter pertaining to the management and affairs of the student organization," or basically, everything. This meant that, according to this interpretation, the AUSU bylaws, having been approved only by

Special Resolution at General Meetings, had not ever formally met the requirements of the bylaws having been approved by Council.

This Council sought to rectify that by passing a motion that would see Council formally approve the bylaws. At first, the motion was phrased such that it would go through the new procedures that Council had devised for bylaw approval, including notification to members 21 days in advance, hosting at least two member-consultation meetings, and requiring the changes to be approved not once, but twice by a 2/3rds majority of Council in meetings no closer than 30 days.

There was some discussion about the difficulty of doing this as the current bylaws had not yet been amended to use that procedure, so it was raised by Councillor Kim Newsome as a question of which comes first, the chicken or the egg. After some discussion, Council decided that since, according to the PSLA, they were solely in charge of approving the bylaws, and since we did not have a formally approved set of bylaws yet, using the much longer two-meeting process to approve the set of bylaws that the members had already signalled approval for at general meetings would simply be needless delay.

The motion was then amended to simply approving the current set of AUSU Bylaws as they stand, and this motion passed unanimously.

It was immediately followed by Council's motion to amend the now approved Amendment bylaw with the two-step process, to ensure that AUSU members have ample chance to comment. It was pointed out that research had been done of other students' organizations in Canada, and while different student organizations had different portions of these procedures to ensure security, AUSU would adopt all of them to reflect how AUSU had felt only the membership should be able to change the bylaws, despite the PSLA. After passing unanimously, Council moved on to the reports section.

AUSU received its final audit report from it's auditors Kingston Ross Pasnak, who, as usual, noted no significant problems with the state of AUSU finances and financial reporting. This report will be included in the annual report to be presented at the annual general meeting.

The financial statements show that Council had significant overages in Online and Technology Services and Professional Fees, both of which cost just over \$50,000 while having budgets of around \$25,000 each, Representation costs, which came in at a bit under \$27,000 over a budget of \$11,500, and a loss in investments of \$583 dollars despite the budget expecting gains of just under \$42,000. Vice-President Finance and Administration, Brandon Simmons, pointed out that the loss in investments stemmed from AUSU's decision to move investments from lower performing investments into better investments part way through the financial year.

These were offset by Council wages and benefits being almost \$36,000 less than Council had budgeted, savings on Awards of almost \$12,000, and significant savings on the Student Handbook, which cost only 35% of the expected budget, saving over \$31,000.

The next item of note was a report on the CRO engagement. Having received over 40 resumes for the CRO position, 4 interviews were held and Jacqueline Keena, who previously was the CRO for the University of Manitoba's student union election, was hired.

Finally, we enter the reports section, this moved fairly speedily, but I noted among the items discussed that around 14 people have requested AUSU's geo-caching packages to hide out there for other people to find, and that usage of Lynda.com is sitting at around 399 users, with the average viewing time being 33 minutes and 179 certificates having been awarded to AUSU members.

Finally, there was an in camera session at the end of the meeting for two motions regarding Councillor discipline. I was unable to return after the session before the meeting ended, but I have received the full text of the motions that resulted from the session, both of which were defeated. The first was a reprimand motion against councillor Philip Kirkbride for allegedly failing to display respect for persons, which was defeated by a vote of 6 against and 3 in favor. The second was an automatic motion of removal against councillor Pierre Plamondon which occurred due to missing or being late to council or committee meetings. This was defeated unanimously.



The Writer's Toolbox

Trailing Away

Christina M. Frey



Trailing Away

Most students recognize ellipses when the triple dots are used to cover omitted text in a quotation. But what happens when ellipses are used outside an academic or nonfiction context and represent omitted verbal text, as in faltering or trailing-away speech in fiction dialogue? In this case they're often referred to as suspension points, and they come with their own set of rules and considerations.

Faltering Speech

Suspension points are a common way to show that a speaker's voice is trailing off or that they're faltering as they speak. It's less a matter of words that are left out as words that are unspoken or delayed.

Example A: John looked around the room and sighed. "I thought . . . I mean, I didn't think it would turn out this way."

Example B: "I wish . . ." He looked around the room and sighed.

Notice, though, the difference when a speaker is cut off or stops abruptly. In these cases, the break is indicated with an em dash:

Example C: "All right, class, next week—" The bell rang, and the rest of the assignment was lost in chair scraping and rising conversation.

Example D: "I wish I—" "You're always wishing!"

In both cases, the abrupt end in the dialogue line shows an interruption rather than dialogue that falters.

Punctuation Conflicts

The general use is simple enough; however, suspension points can get tricky when they conflict with the punctuation normally required in dialogue. For example, *The Chicago Manual of Style* suggests that where a comma would be required at the end of a set of suspension points, e.g. right before a dialogue tag, use the suspension points, the comma, and the quotation marks in that order:

Example E: "I don't really know . . . I . . .," she said.

Does that look odd? Though it's correct, many writers find it a messy, even clunky look and avoid it by reworking the dialogue line:

Example E2 (rewritten): "I don't really know," she said. "I . . ."

Example E3 (rewritten): "I don't really know . . ." She frowned. "I . . ."

Note that in Example E3, "frowned" is an action, not a true dialogue tag, so it's a separate sentence and does not require a comma before the end of the quotation marks as in Example E.

Periods, though, are a different story. Although in some cases ellipses used to signify omissions may require a fourth period, don't let your knowledge of ellipses fool you into adding the extra period here. Where faltering or trailing-off speech are concerned, there's no need to include a fourth period before or after a set of suspension points—not even when the suspension points represent a pause at the end of a complete sentence.

Example F (incorrect): "I don't really know. . . .I'm too tired to think."

Example F (correct): "I don't really know . . . I'm too tired to think."

Spacing

Next week we'll look at a few other ways to use punctuation to convey a certain feel in dialogue. But before we move on from suspension points, a final note on spacing: Be aware that if your style guide prefers suspension points conveyed by spaced dots (. . .) rather than the single-character triple-dot glyph that comes with Word (...), you may need to substitute nonbreaking for regular spaces to avoid the suspension points breaking over a line.

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](#).

Women Of Interest



Sophie Grégoire-Trudeau, born April 24, 1975 in Montreal, Quebec. Although she is the wife of Justin Trudeau, the Prime Minister of Canada, she is also an accomplished individual in her own right. She first came in contact with the Trudeau family when she was a classmate of Justin's younger brother, Michel. Sophia was the only child of Jean Gregoire and Estelle Blais. She had a happy childhood until the age of seventeen when she began her two-year battle with bulimia nervosa, which she was able to overcome with the help of family support and therapy. Following her completion of radio and television school Sophie briefly obtained a position as an entertainment reporter at station LCN in Quebec. She then began working as a Quebec correspondent and entertainment reporter for CTV television. Sophie continues to be involved in many Canadian charities, as a host and spokesperson. A few of the charities with which Sophie is involved include Sheena's Place, BACA (for those from eating disorders), La Maison Bleue (which supports at-risk pregnant women), and

Dove's Pay Beauty Forward campaign, just to name a few. She also volunteers with WaterCan Canada, which is an agency dedicated to providing clean water to the world's poorest countries. These are a few of Sophie's accomplishments, which I'm sure will be added to as the wife of the new Prime Minister of Canada.

Further information about Sophie Gregoire-Trudeau can be found at the following sites:

https://en.wikipedia.org/wiki/Sophie_Gr%C3%A9goire-Trudeau

<https://www.liberal.ca/meet-sophie/>

<http://www.canadianfamily.ca/parents/mama-mission/>

compiled by Barb Godin

Grandma

Barb Godin



Barb's Grandma

I still remember the feeling when I came home to Grandmas' house after an evening out with friends. The kitchen was softly lit with an under-the-counter fluorescent bulb, displaying a neat and orderly the kitchen. I could hear the low murmur of the television in the next room and I knew Grandma and Grandpa were watching television and, if it was a Sunday night, it would be Bonanza. I loved living here, I felt like I had finally found my forever home.

Grandma was small in stature, with white hair and smooth unlined skin. She suffered from a heart condition that prevented her from walking further than the house next door. Her back was curved with a Dowager's Hump that was so prevalent among older women at that time. My sister and I would jokingly tell her to straighten up and she would struggle to pull her shoulders back, but to no avail. As teenagers we just thought that is what happens to you when you get old.

Grandma wore socks with sandals before it was

fashionable. She also wore flowered housedresses and always an apron. Very little jewelry adorned her except her ring finger which was a threadbare wedding band. She had not removed her ring for fifty-one years, as she believed that for each minute your ring was off your finger a tear would fall from your eye. Grandma and mom did not get along and I did not understand why, as to me Grandma was a wonderful, loving, caring woman, whom I loved tremendously.

I went to live with my grandparents when I was fourteen years old. My life up to that point had been fraught with neglect, abuse, and abandonment, and the social system was running out of options as to where to put me. At this time Grandma was 70 years old and had always taken care of my uncle, who had some issues of his own. I wasn't sure whether grandma would take me in when she was approached by the social worker, but she did without hesitation.

Grandma had a warm, loving nature and she cared deeply for all her family members. She taught me what true devotion for your family really meant. As I settled into the routine of having normal meals, a cozy home, and not having to listening to drunken people fighting all the time, I felt a peace within myself. I knew this was what I wanted for my own life. Grandma not only cared for me, my sister, and my uncle, she also cared for Grandpa. His memory was failing and she did her best to fill in the time gaps and reassure him that everything was fine.

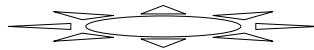
Saturday morning began as any other, as we all pitched in and did our chores, but something was different with Grandma. Several times I noticed her sitting on the sofa, obviously out of breath, anxiously twirling her fingers on the empty sofa cushion beside her. At one point I asked if she was alright, "Yes, Barb, I'm fine, just a little tired this morning." I was concerned, but then continued my cleaning. When we had finished our chores grandma was warming up soup and making grilled cheese sandwiches for us. I just assumed she was fine and my sister and I chatted during our lunch. After lunch my sister when out with her boyfriend while I met friends

nearby. In the back of my mind I thought about grandma, but my thoughts were focused on my friends and having fun.

We all met at the neighborhood hang out and sat around drinking coke and laughing. Out of the corner of my eye I saw my neighbor walk through the door and head in my direction. "Can you come outside for a moment Barb?" I followed her out. "I'm sorry to have to tell you this, but your grandmother has passed away and I think you should come home to be with your grandfather." I could feel my breath catch in my throat! It can't be, they must be mistaken—oh no! Oh no! I sat silently in the car, feeling sick to my stomach and unable to talk.

As I walked through the door I saw Grandpa and Uncle Jack sitting at the kitchen table wiping tears away. Tears flooded my eyes as I hugged grandpa and he whispered in my ear, "How can we go on without her?" It was the saddest day of my life. How would I go on without grandma? Without the one who had saved me and given me my forever home? As in life, eventually we were all able to move on, however an irreplaceable hole was left in our lives.

Barbara Godin is a graduate of AU and writes the "Dear Barb" column. She lives in London, Ontario with her husband, two dogs, and one cat. She can be reached on twitter @BarbGod



Music Review Jason Collett

Samantha Stevens



Artist: Ken Stead

Album: *Fear Has No Place Here*

Folk and country inspired rock music has been playing more on the radio. Which is great, in my opinion, since I find that when pop music that gets overplayed it tends to sound the same after a while. So it is with great pleasure that I listened to Ken Stead's first full-length album, *Fear Has No Place Here*.

Born and raised in Edmonton, singer/songwriter Ken Stead first listened to rap and metal music, but was drawn to folk music because of his

mother. "My mom made me go to the Edmonton Folk Festival one year as a punishment. It was a brilliant piece of parenting. I don't even remember what I was being punished for. She was also sick of all the rap music I was listening to so she said, 'I've got these tickets and you're going to come with me and my middle-aged friends' and we ended up having a grand old time. It was fantastic" (<http://www.kenstead.net/bio>). A performance by Eric Bibb and the discovery of Foy Vance's music inspired Ken to explore folk music, and the result is music that I could listen to every day, over and over again. His sound is similar to that of Mumford and Sons and X Ambassadors but Ken was also able to harness his own sound, setting himself apart from other musicians.

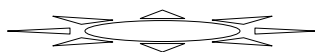
Although every track on this album is wonderful, the title track "Fear Has No Place Here" and "Another Way" are my two favourites.

"Fear Has No Place Here" begins with a beautiful guitar solo that immediately draws the listener's attention, and the music is soothing but inspiring at the same time. The message is very personal, and Ken mentions in his bio that "'My stepdaughter had terrible social anxiety – and I do too sometimes – and she was paralyzed by it. We used to sit in her room and repeat this mantra that fear has no place here until she was able to take on her day. I sent her the track and she loves it. So it's a sweet thing, but I wanted it to be about more than social anxiety because I think 'fear has no place here' has a lot of different applications in people's lives'" (<http://www.kenstead.net/bio>). I absolutely love how heartfelt, inspiring, and emotional the song is, and that it is about overcoming anxiety and fear. This song is so encouraging and hopeful that I absolutely loved it after listening to it for the first time.

"Another Way" has a bit of a lighter tempo, but the overall message and tone of the song is similar to "Fear Has No Place Here". But there is just something about this track that sticks with me, and I find myself recalling the lyrics when confronted with a particularly difficult concept in my studies or whenever I get that urge to just quit and give up on something. I have listened to this song many times since I was first introduced to the album; I was first drawn to it because of the upbeat rhythm. But the more that I've listened to it, the more that its message has found its way into my heart. I hope that it is equally as inspiring for another listener.

I highly recommend checking out Ken Stead's *Fear Has No Place Here*. It is great to listen to while studying, relaxing, hanging out with friends, or at any time that you find yourself needing a few words of encouragement.

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



The Mindful Bard The Ruling Class

Wanda Waterman

Fitting in at the House of Lords is
Easier Than You'd Think

Film: *The Ruling Class*

Director: Peter Medak

Adapted from the play by Peter Barnes

LADY CLAIRE GURNEY: How did it happen? How did you come to be in this state?

JACK GURNEY: Like every prophet I saw visions, I heard voices, I ran. The voices of Saint Frances, Socrates, General Gordon, and Timothy Leary, they all told me I was God. It was Sunday, August the 5th, at 3:32.

JACK GURNEY: If only I knew then who I am now.

- quotes from *The Ruling Class*

If *Citizen Kane* is noted for being the film where every still could be framed and mounted as a photographic masterpiece, *The Ruling Class* should be known as the film in which every line is quotable gold.

This film deserves much more than the cult following it's garnered over the years. It's not easy adapting a play, even a brilliant one like this, but the film is a work of art unto itself, the kind of thing you can return to again and again, replaying it in your mind as you're dropping off to sleep.

At the same time, it's incredibly entertaining. Peter O'Toole in the role of the psychologically imbalanced Jack, 14th Earl of Gurney, is deeply engaging, every gliding movement of his lanky frame better than ballet, his every utterance pure poetry spoken by an ancient Greek statesman.

Jack's delusions come and go, shifting with the tide of external events. He starts out the film believing he's God, becomes nervous when doubt is cast on his assertion, and shows a brief (and heartbreaking) return to sanity before shifting into the delusion that he's Jack the Ripper.

It's important to note that in his God of Love delusion he's completely at odds with his upper class family, who desperately try to manipulate him to further their own ends before tossing him on the psychiatric dung heap. But when he shifts to believing he's Jack the Ripper, the family and the village heartily endorse his sanity, and all the way to the House of Lords he's lauded as a man who exemplifies the very flower of British aristocracy.

Jack's father, a pillar of the ruling class, had been found dead hanging from the ceiling wearing a tutu, a military dress jacket and feathered hat. It was an accidental suicide at the end of a bombastic session of play-acting that was supposed to have been enhanced by the constriction of his carotids.

It's clear that the Bolshevik Butler Tucker is right when he asserts that the whole family, the whole class, is mad, so why pick on one man?

By far the most brilliant lines are those spoken by Jack while believing he's God, such as:

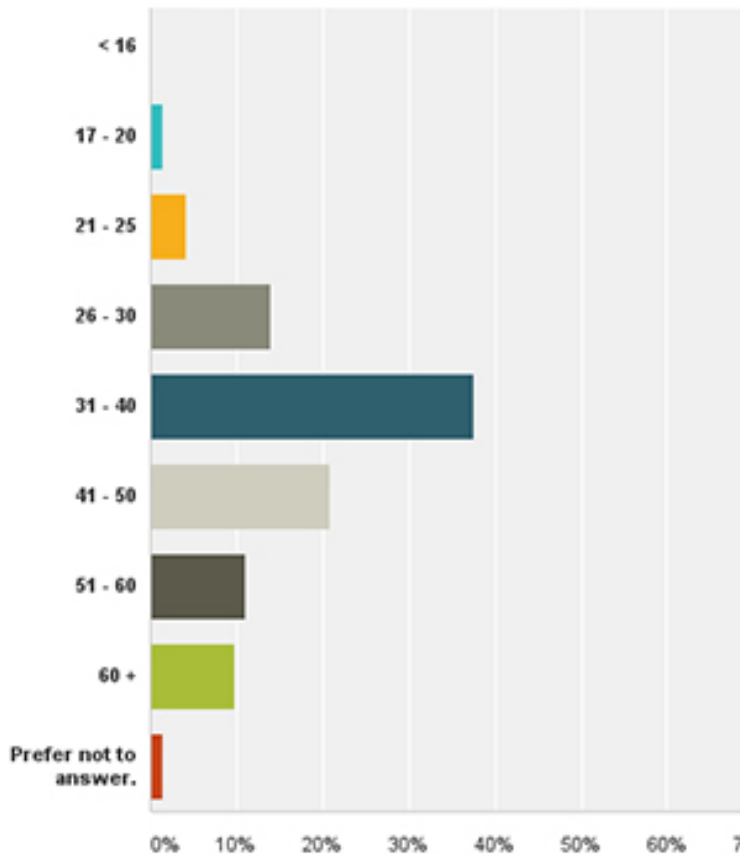
"I stand outside myself, watching myself watching myself. I smile, I smile, I smile."

The Ruling Class manifests eight of the Mindful Bard's criteria for films well worth seeing.

- It's authentic, original, and delightful.
- It poses and admirably responds to questions that have a direct bearing on my view of existence.
- It stimulates my mind.
- It provides respite from a cruel world, a respite enabling me to renew myself for a return to mindful artistic endeavor.
- It's about attainment of the true self.
- It inspires an awareness of the sanctity of creation.
- It displays an engagement with and compassionate response to suffering.
- It makes me appreciate that life is a complex and rare phenomena, making living a unique opportunity.

Wanda also writes the blog *The Mindful Bard: [The Care and Feeding of the Creative Self](#)*.

Q1 We'd like to know a little more about our readers. What age range do you fit into?



Survey Says!

Karl Low

So, the Voice Survey is closed. If you're one of the ones who entered the contest, the draw has been made, the emails sent, and I'm just waiting for confirmation from the winners before I announce who they are. If you haven't recently, please check the email address you gave to the Voice Survey. If there's nothing there, sorry, but thanks for filling the survey out!

But what did the survey tell us?

Well, first, it told us that the bulk (almost 40%) of you who read the Voice are between 31 and 40, with the rest forming a bell curve skewed toward higher age ranges. In fact, over 10% of Voice Readers are over 60, while only about 5% are in the "standard" university demographic between 17 and 25. Which means that most of our readers are actually hitting their prime earning potential, take note, advertisers!

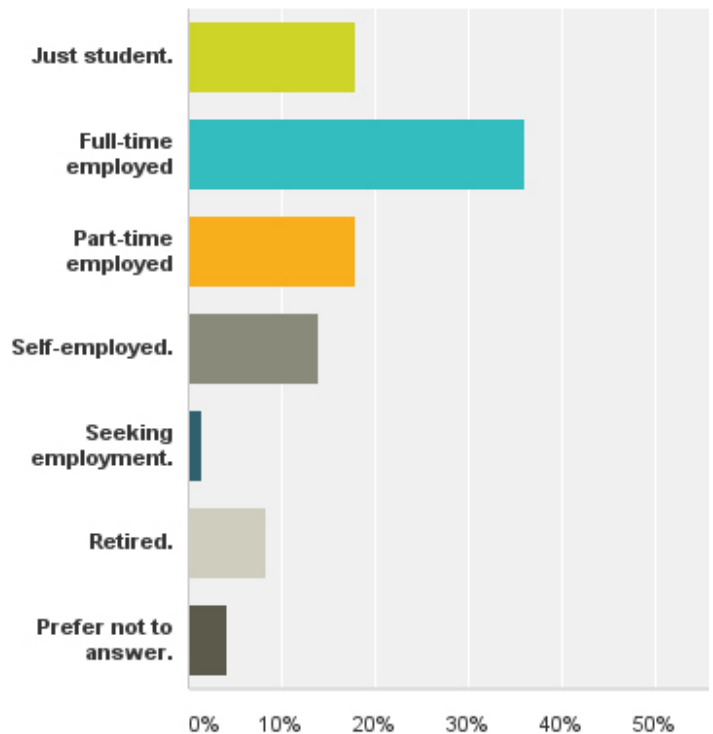
Also, most of us don't have any dependants or kids in the house, Almost 60%, in fact. Of those that do, however, almost half of them have two.

And economic downturn? What economic downturn? Over half of us are employed full or part-time, with another 14% being self employed. Only 1% of the people who filled out the survey said that they were seeking employment. To you folks, best of luck, hopefully you'll find something soon that suits you.

While over 70% of the readers are undergraduate AU program students, as expected, what surprised me was that just over 8% said that they had no connection to AU. I find that both encouraging and confusing. Encouraging that we're reaching people outside of the AU community, but a bit confusing as to why. Personally, I'm going to take it as a win that we've got readers who just show up because they like what we're putting out.

We also found out that over half of the readers read it every week or quite frequently, and that the main reason people decide to read The Voice Magazine (over

Q3 What's your employment status?

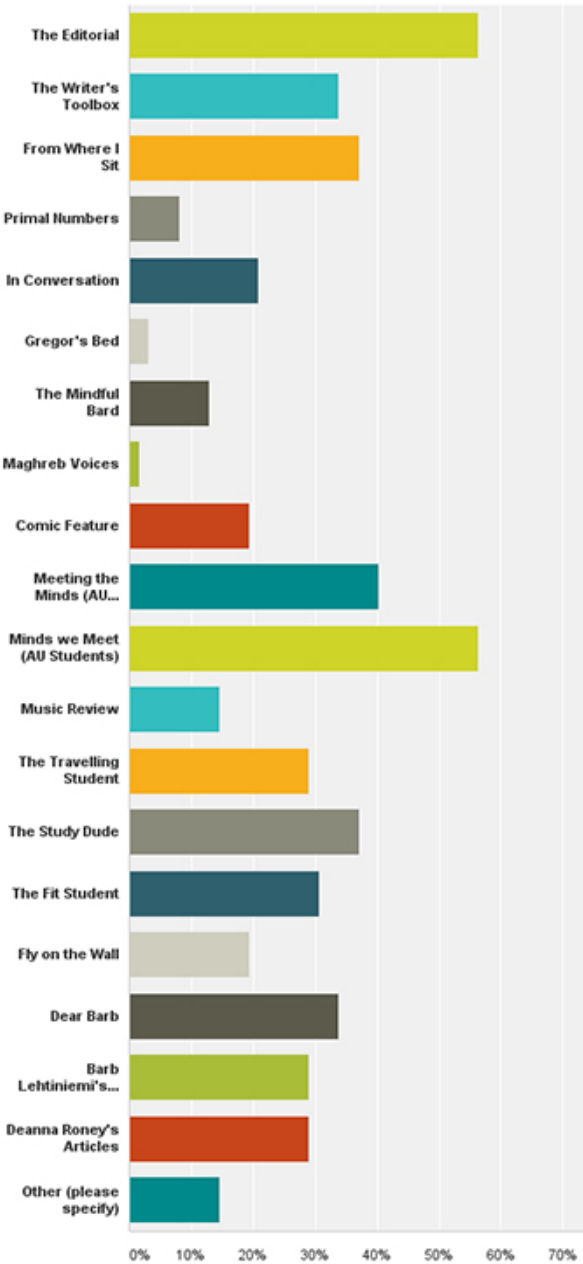


40% of the answers) is if something looks good in the weekly email. So no pressure for me at the end of the day, nope, none at all.

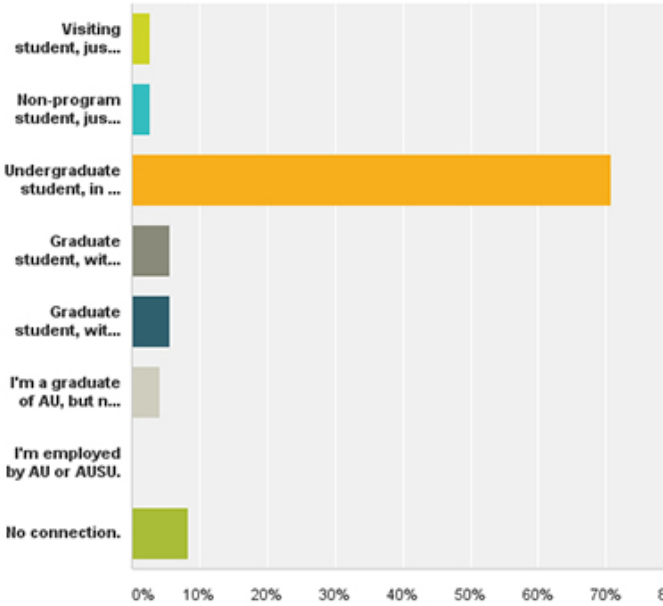
However, few of us, just over 5%, read it from cover to cover. Over half of us will skip some of the main columns or articles if they don't look terribly interesting. Fortunately, though, the number that skip most of the magazine is only around 13%.

As to how we read? Almost 2/3rds read the web version, to which I have to say I admire your dedication, people. The site was first built over a decade ago in 2002. Then in 2008, the front cover was added (it used to be you started directly at the table of contents, but that had no graphical appeal at all), so

Q16 Which of the main articles/columns do you always read if you see them in The Voice Magazine?(Pick as many as you like)



Q4 What's your primary relationship with Athabasca University?



I'll be the first to apologize for the interface you're using. (And in fact, complaints about the web interface featured prominently in some of the free-form comments). The other third of you make use of the weekly PDF, and enjoy the lovely layout job I do each week and the increased graphical fidelity.

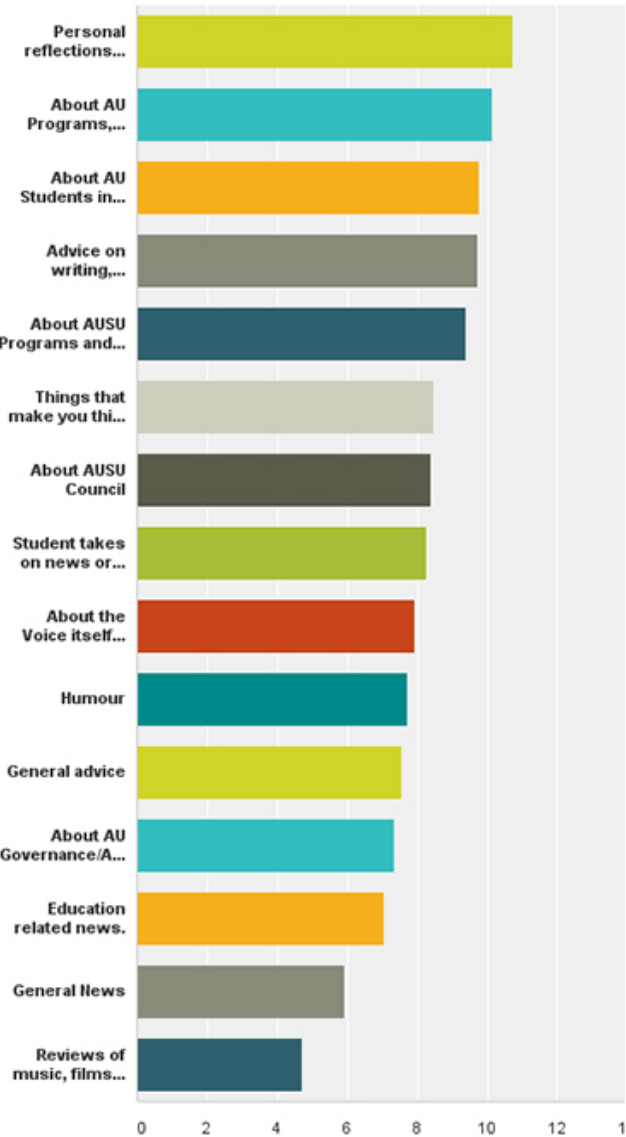
Oh, and when it comes to reading the PDF, I do realize (now) that I messed up the logic in the survey. I had a question in there for those who print off the PDF asking them why they choose to do that. Unfortunately, that question got asked to anybody who didn't answer that they mostly used the web version, whether they printed it off or not. My apologies, folks!

Then we get the big questions. What articles do we always read? Just under 5% of you pointed out that I had neglected to offer a "none" option, while 3% or so pointed out that I had also neglected to include any of the reporting we do on AUSU or AU activities. All of these things will definitely be included the next time we run one of these surveys.

What was the most popular however? Over half (just over 56%) of you who filled out the survey say that you always read the "Minds We Meet" profiles of other AU students. And the same percentage for my own editorials (Being able to put it at the top of the table of contents has its privileges, I guess). Following that came our series interviewing AU educators, "Meeting the Minds", and then Hazel Anaka's long running column "From Where I Sit" was tied with our much newer column "The Study Dude". So our top three positions hold five different articles.

When I asked what you'd like to see more of in The Voice Magazine, in a question that allowed you to weight all the options as you like, a

Q19 Please rearrange the items so that the type of articles you'd like to see more of in the Voice Magazine are at the top,



of which are telling me that the website needs to be updated, and a number of which really emphasizing the importance of getting more news about what's going on at AU. All of which is going to be kept in mind for future issues and for what I push Voice Magazine writers to seek out.

I also wanted to thank all of you who took the time to fill out the survey once again. It's heartening to see what we're doing right, and instructive to see what you think we're doing wrong. After all, this is the magazine for AU students, so it's great to hear what you think of it!

couple people informed me that, contrary to what I stated in the question, the answers did not automatically adjust their position based on the numbers, depending on the browser you were using. That will also be kept in mind for future as well. However, the answer that got the most "weight" turned out to be Personal reflections of AU students, closely followed by articles about AU programs and activities, then AU students in general, Advice on Writing, and then about AUSU programs. You can see from this issue that we're already working on getting more of that kind of information out to you.

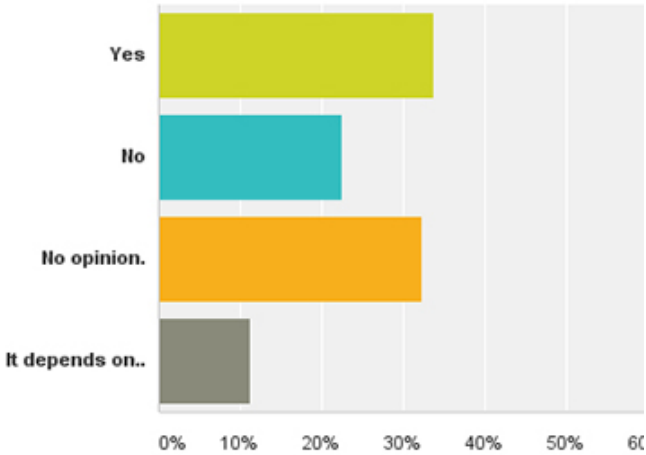
Also, most people (nearly 60%) are happy with our once/week schedule and the plurality (26%) think the number of articles are fine, with those wanting more or fewer articles being fairly evenly split. But overwhelmingly, 93% feel that the length of articles is fine.

When it comes to other media, just over 29% think that AU should have an online radio station, while just over 35% think we should not, with another 10% suggesting it depends on various things, primarily what's on it, or if it would be put out as a podcast (which was preferred), rather than a streaming station.

Meanwhile, 33% think The Voice should expand into audio or video media, 22% think not, and 32 have no opinion. From the comments, though, any expansion should just be supplemental to the printed material, not replacing it.

Phew. I'm still also going through the free form comments, many

Q23 Should The Voice Magazine seek to expand into audio or visual media?





Strong Enough

Most of us consider our homes our sanctuary, our safe haven from the world. Home is the one place where we can be ourselves. Pretenses fall away and our authentic unvarnished selves are revealed. We let our hair down, wear our shabbiest comfy clothing, eat standing up at the counter, burp, cry, and fall asleep in front of the TV.

Of course those statements are only true if there isn't some dysfunction or power struggle at play. If a wife is walking on eggshells because hubby's fuse is short, she isn't safe. If a marriage is imploding the kids will feel and fear the impending chaos and hurt. Home will be anything but safe.

It stands to reason we're most wrapped up in our own drama. For us, a few months ago, it's whether our garage construction project will ever be finished. It's been interesting and expensive making sure this structure is done right. It is a thing of beauty and never got the 'house' warming party so many suggested. Now the annual marathon of paperwork prep for our income tax appointment weighs heavily until it's done.

But how does our home scene stack up against what others are facing? The recent family holiday reminds me of the pervasive parental fatigue and nonstop work of parenthood especially when one of the kidlets is only fourteen months old and both are 'boy' active.

Or how a daughter's job as a communications person in a national company spills over into her home life when an employee is killed in an avalanche, company property is destroyed in a Christmas Day driving rampage, or the next round of layoffs is being announced.

It doesn't take a rocket scientist to know that when someone buys an ad or writes a thank you letter to Haying in the 30s in the local newspaper that someone, some household has received that dreaded Big C diagnosis. The lives changed with that

news are changed forever. The next weeks and months of treatment and uncertainty cast a pall over the home and test the resolve and faith of all.

As a marriage commissioner, I suspect that couples preparing for upcoming nuptials are both thrilled and traumatized in their houses. Oh, sure there's the whole love and sole mate aspect but what about the colour of the guy's cummerbunds? Or the seating plan? Or the trial hairdo that flops?

Or what about households facing job loss, jail time, problem pregnancies, learning disabilities, or financial ruin? Or those planning retirement or launching the last birdie from the nest?

Challenges come in all sizes and shapes. Most of the time none of us would willingly swap our concerns, worries, and trials for someone else's. Because, as much they take on an all-consuming life of their own and it feels like there is no end in sight, it can always be worse. We just need to be strong enough to face whatever it is, from where I sit.

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

An Underrated, Little Known Service

Deanna Roney



On the AU app and the AU Unofficial Facebook page there have been many questions about developing a thesis statement, usage of proper grammar, how to properly format a paper, proper citations, and advice for constraining a paper within a specific word count. There is a resource available through AU that can help with these.

The Write-Site through AU has many online resources for helping students who are struggling with some of the basics. I use these resources often, myself. My favorite part of the Write-Site is the ability to submit a paper to them for review and coaching.

When you are submitting it for coaching you can list up to three specific areas you would like them to look at. My typical submission includes punctuation, thesis development, grammar, or proper referencing. They will not edit the paper, but they read through the first few pages and note errors and explain *why* they are errors. They will also provide links to websites so you are able to practice or read more about the mistakes that are being made.

The Write-Site was suggested to me by a tutor in one of my earlier courses. It is a fantastic resource, but one that I have found is not overly advertised. I think many students are unaware that the Write-Site is there, and what it is for. While there are a limited number of papers that can be submitted to them in a year, it is a large enough number that you can fix persistent issues without becoming dependant on them. I have used this site for everything from major research papers to first papers in a specific subject, as well as creative writing stories. Each coach I have had has been respectful, encouraging, and incredibly helpful. They are very knowledgeable about each aspect of writing and always seem happy to help.

The Write-Site also seems to care about the student experience. Concerned about how students are feeling about the resource, and ways in which the site could improve student experience. There was a survey put out awhile ago asking how students feel and what changes they would like to see. This survey resulted in a change in turn around times. Before, turn around times reflected closely to assignment turn around times. This turn around time did create a barrier for students with time restrictions. After the survey, the Write-Site adjusted those times to three business days. I was happy with the previous turn around times, but changing it to three business days has been more helpful than I thought it would be. It allows me to submit more papers, or papers with tighter time lines.

For students that have not yet discovered the Write-Site I encourage you to check it out. Go through your myAU page, on the top click into the "student services" tab, and the link is at the bottom of the "at your service" list. Or simply take this link: <http://write-site.athabascau.ca>

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

In Conversation

with Jerod McBrayer of Worth Taking

Wanda Waterman



Worth Taking is a San Francisco-based power pop-punk collective renowned for pure, simple, energising, and, yes, hopeful paeans to the unique dangers and opportunities accompanying the period of adolescence. The band, comprised of Jerod McBrayer, Chris Self, and Chase Kossack, is now touring its second LP, Hangman (listen to the track "Different Now" [here](#)), which does an amazing job of laying out the transformative path of the 12 Steps in a way that's instructive and redemptive as well as pure fun. Recently the band's founder, Jerod McBrayer, took the time to answer Wanda Waterman's questions about the band's music, creative journey, and why they take morality so seriously.

Describe your musical background. What role did music play in your childhood?

I grew up singing, but didn't get serious until about middle school. I performed in chorus up through high school, making it to All-State multiple times. Though singing was a true calling, the choral direction was not; rock music soon took hold. I taught myself how to play some instruments, played in a number of bands, and here we are.

I think this is the first album I've ever seen that was inspired by the 12 Steps. It's even more bizarre that it's power pop-punk. Please tell me the story of how this came about.

Though many would assume a story of addiction would be heavily influenced by the world of "rock and roll," the theme of this record draws just as much from people outside of that particular circle. Addiction and issues, like it or not, are not uncommon in this world. If it's such a familiar story, why isn't it being told? Why are we not telling each other that we're not alone? That's the question I tried to answer here.

I got this from your website and was duly impressed: "The pop-oriented sound also allowed him to ... explore deeper lyrical themes, such as ... our ongoing struggle with morality." How did morality become something you took seriously?

I think morality is fascinating because it's constantly evolving. Regardless of your anchor point, we all define morality from our unique perspectives as individuals. Things that were socially "black and white" mere decades ago are now more nuanced, doubly so when you start measuring in larger increments of time.

What do you love best about *Hangman*? And why did you call it that?

I love the depth of this record. There were very few self-imposed boundaries, so this record has definitely been given "room to breathe." I love that it feels like more than just a collection of songs. The title is in reference to the Hanged Man card. It is both a visual representation of the record as well as an icon that represents the number 12, a major theme of the record.

If your band's life were a movie, what kinds of scenes would make you laugh? Or cry?

Most, if not all, scenes would make us laugh. The darker themes of this record belie the jovial nature of our band. The only thing we take seriously is to never take ourselves too seriously. Thus far we've only shed tears of joy in this band. Many of those were due to late nights when we've been up so long that anything is funny.

What do you feed your muse? Are there any books, films, or albums that have deeply influenced your development as an artist?

I think comedy, in general, is often overlooked in regards to its inspirational value. Comedy is a thought-provoking Trojan horse. I've gone down many a philosophical rabbit hole because of a particular stand-up bit. Right now, to give a specific example, I love listening to Pete Holmes and his podcast.

Do you feel that artists have an obligation to straighten the world out a little?

I would say artists have no more obligation than any other person. However, any obligation we have should be in line with what we're best suited to give. Harmony takes all kinds. My belief is that artists are meant to be reflections. We're not necessarily meant to make sense of the abstract.

Tell us about your current and upcoming projects.

We've been anticipating the release of this record and will tour most of 2016 to promote it. We're working on videos and other auxiliary projects to help enhance this record and the experience surrounding it. We're certainly making efforts to ensure no one gets bored.

Do you have anything else to add?

Absolutely. This has been an extremely pleasant interview. We are always excited to answer questions, but it means that much more when they are thoughtful. So, thank you for that. Hard work never goes into a vacuum.

Wanda also writes the blog *The Mindful Bard*: [The Care and Feeding of the Creative Self](#).

Click of the Wrist**Well Met**

This weekend the Metropolitan Museum of Art celebrates its 144th birthday. Over the decades the institution has grown from a small museum to a vast network of collections. And did you know it has a significant number of online resources as well? Take a quick museum trip through this week's links.

Just Browsing

Even if you can't travel to the museum yourself, you can tour its collections from the comfort of your living room. The Met's collections are searchable by artist, material, historical era, and more.

Art Through the Ages

Part of appreciating art is understanding where and when it was created and how artistic methods and practices developed. The Met's art history timeline includes art examples as well as essays outlining key events and developments during various time periods, both in the art world and in the greater social and political context.

Across the Globe

If touring one museum's collections doesn't satisfy your cravings for art, check out the Met's travel blog; their team posts photos, accounts, and links as they travel to museums and cultural sites worldwide.





Dear
Barb

Barbara Godin

A Tidy Response

Dear Barb:

I am writing in response to your column from a couple of weeks ago from Dana. I was in a similar situation and I told my friend that I saw her boyfriend on a dating website. When she confronted her boyfriend, he said that he must have forgotten to take it off and proceeded to remove it. Things were a little tense with my girlfriend for a short time, but her boyfriend was very cold and distant with me. Following this incident my friend began to do some further investigating and found out her boyfriend was on numerous dating sites and hooking up with women. Needless to say she ended that relationship and was very happy that I told her. I did see some cracks in their relationship which is why I decided to tell her about seeing Gary on the dating site. Deb.

Hey Deb:

Thanks for writing! Its good hear your story.

Dear Barb:

My husband and I have been married three years and he's driving me crazy! He is such a procrastinator! I have been asking him for the last six months to fix a broken shower head in the bathroom and he keeps saying he will do it, but it's still not fixed. Also his desk is covered with papers and books; again he keeps saying he will get around to it but I find myself nagging him to get it done or doing it myself, then I end up resentful. Why can't he realize this

is affecting our relationship! How can I get him to tidy up? Thanks Lori.

Hey Lori:

What you are describing is an all too common problem that leads to many difficulties between people who are living in close proximity. Often individuals procrastinate for the simple reason that the chore ahead of them is not fun or fulfilling. If your husband's procrastination is causing you to argue all the time, or you end up doing the task yourself, then nothing is being solved. Perhaps you could find a better way to handle this. How about if you offer to help your husband clear off his desk? He may have left it for so long that he doesn't know where to start. You could assist in getting him motivated and once he gets started slowly move away and hopefully he will finish it on his own. You could do the same with the shower head by offering to go with him to pick out a new shower head. Hopefully he will be motivated to go and get it himself. Most importantly, while your husband is doing these chores make sure the TV is off and that there are no other distractions that will provide him with an excuse to leave the job. It's worth a try, because what you are doing now doesn't seem to be working. Good Luck, Lori.

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.

~THE ARCHETYPAL INNER VOICES OF THE WOMAN WHO GETS NO FLOWERS FOR VALENTINE'S DAY~

(with many thanks to Gary van Warmerdam and his book Mindworks)

THE JUDGE



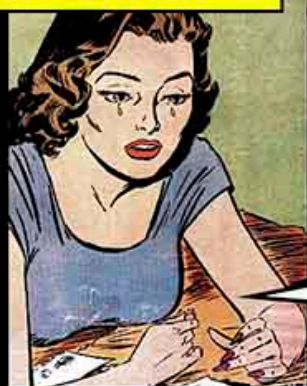
He's a lousy husband! But if she were a better wife maybe he would have remembered!

THE PRINCESS



Those flowers were TOTALLY coming to me!

THE VICTIM



Yeah, it hurts, but it's my fault for not being enticing enough. I guess I'm just unlovable.

I should bring him a coffee and offer him a back rub.

THE FIXER

Time for a Makeover!



THE PLEASER



THE VILLAIN



Wake up, you idiot! He didn't bring you flowers? Time to let the air out of his tires!



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Student Lifeline – Financial Resilience

Financial resilience is the ability to weather life events that can negatively affect your finances -- a health problem, a divorce, an unexpected major expense, maybe a downturn in the stock market. **How financially resilient are you?**

Boost your financial resilience and you'll be better able to handle bumps in the road or face a significant financial challenge, but you'll also reduce your money worries. Whether you have questions about managing your money or concerns about building a strong financial future, contact **Student LifeLine** any time, 24/7. A professional consultant can work with you to set goals, develop strategies to take control of your money, and build your financial resilience.

You can also log in any time to www.lifeworks.com (username: **AUSU**, password: **wellness**) to:

- listen to a **NEW** podcast, [Building Your Financial Resilience](#), featuring Barbara O'Neill, Distinguished Professor and Specialist in Financial Resource Management at Rutgers Cooperative Extension.
- read articles: [Quick Tips to Reduce Your Debt](#), [Choosing a Financial Planner](#), [Coping as a Family During a Financial Crisis](#), [Coping with Uncertain Financial Times](#)
- view two **NEW** infographics: [Taking Charge of Your Money](#), [Avoiding Money Conflicts as a Couple](#)

Remember: Financial wellness is just as important as emotional and physical wellness. Strengthening your financial resilience can reduce financial stress and improve your overall well-being.

IMPORTANT DATES

- **Feb 22:** AUSU Election Campaign Period begins
- **Feb 29:** March course extension deadline
- **Mar 10:** Deadline to register in a courses starting Apr 1
- **Mar 11:** AUSU General Election Polls open
- **Mar 14:** AUSU General Election Polls close
- **Mar 15:** April degree requirements deadline
- **Mar 16:** AUSU Special Meeting of Council

Student LifeLine
WHAT CAN IT DO FOR YOU?

"How can I build a strong financial future?"

LifeWorks.com

User ID **AUSU**

Password **wellness**

Help is at your fingertips, 24/7

Available on the App Store
ANDROID APP ON Google play
Get it on BlackBerry World

AUSU
ATHABASCA UNIVERSITY STUDENTS' UNION

Congratulations to the winner of the 2016 #AUSUElection Tweetchat!

AUSU hosted a contest from February 8-13 encouraging members to post about what they would like AUSU's new council to focus on, using the hashtag #AUSUResolutions. Congratulations to our winner!

Deanna @dea_dot tweeted "**@AthabascaUSU** **#ausuelection** I know you have been working on this, but e-texts are still a huge concern for students. We deserve a choice."

#AUSUElection



CLASSIFIEDS

Classifieds are free for AU students! Contact voice@voicemagazine.org for more information.

THE VOICE

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