

THE VOICE

MAGAZINE

Vol 24 Issue 25 2016-06-24

At Convocation - Photo Feature

Part II, Inside AU

Anthem Mayhem

Fighting for Inclusion

What Would Dory Do?

How a Cartoon Fish relates
to AU Students

Plus:

*The Writer's Toolbox: I, Internet
Council Connection
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.

Hey! Did you know the Voice Magazine has a [Facebook page](#)?

No kidding! We also do the [twitter](#) thing once in a while if you're into that.

EDITORIAL

Apologetic Growth

Karl Low



Last Tuesday was national aboriginal day. It's something that's been happening for 20 years and that, honestly, most Canadians probably aren't aware of. This most recent one was special, however, as it not only marks the 20-year anniversary of there being a day supposedly devoted to aboriginals in Canada, but it is also the first to have happened after the conclusion of the Truth and Reconciliation Committee.

In keeping with that, Historica Canada has released a couple of new heritage minutes, those short television spots that Canadian channels run as part of fulfilling their Canadian Content requirements. Usually, the 60 second spots detailing some aspect of Canadian history are fairly positive in nature. However, this time, things are different. The first video looks at the establishment of Treaty 9 with Canada's indigenous peoples, and points out that although they were promised much, many of the obligations on Canada's side remain unfulfilled.

The second, darker, Heritage Minute, looks at the residential schools in Canada, something that only finally ended in Canada in 1996. Neither video ascribes blame, or suggests guilt, they simply lay out what happened, without flinching.

Just as an aside, stop for a moment and think about that date. The last residential school was still active in 1996. Yet I seem to recall hearing about how the residential school system was a bad thing for as long as I can remember. I thought it was a thing of my parents and grandparents. It was a shock to realize that, no, it was going on even as I was hearing about it.

Back to topic, the day was marked by several ceremonies, including a sunrise ceremony by Prime Minister Trudeau. Trudeau did not apologize for the residential schools in that ceremony, because that apology had been delivered on the floor of the legislature a month before. One of a number of apologies that Canada has been handing out. Canadians have a reputation for apologizing, it is one of our traits that comedians like to lampoon us for, and that you see getting mentioned as defining a Canadian. And I know there are some people who get upset at the idea that we have to apologize for everything bad that we've done in our history. They argue that, as we didn't do it personally, (although when it comes to the residential schools, it turns out we probably did) we shouldn't be the ones apologizing. Others argue that apology without some form of reparation is meaningless.

I disagree with both. I look on our government's apologies not as a government blaming the Canadian people of today for what happened in the past, nor do I see them as something that demands we act to "right the wrong" that was done. An apology, a Canadian apology, is an acknowledgement. It is us recognizing that we did wrong, and a promise that we will attempt to do better in future. It is, in short, a sign of growth. As we recognize where our society has hurt people, and take steps to ensure we do not do so in future, apologies are, to my mind, significant ways of marking these places in our history. And, to my mind, that's part of why we're so quick to apologize as well. A Canadian apology does not come from a place of guilt, but rather of learning.

And if you don't like that, well, sorry.

As for this issue, it's a bit more "issue" based than some. Deanna Roney looks at the response to changing the national anthem, From Where I Sit takes a look at some of the more recent news headlines that will probably affect you, and the comic this week brings forward an uncomfortable truth. Plus we have the second part of our photo feature for convocation, a return of The Writer's Toolbox, and of course a great selection of reviews, interviews and entertainment. Enjoy the read!

**At Convocation
Photo Feature:
Part II**



Greenery just inside the main doors.



"Inside AU"
By Deanna Roney

The main reception desk



Stunning hangings as I look back toward the reception desk



Looking the other way toward the reception desk. Greenery seems to be a priority,



The history of the Town of Athabasca, in art form.



Any empty spaces get filled with beautiful green life.



Where all our phone calls go.



*Walking down the library stacks.
My favourite part of the tour.*



All those books need a way to be found.

Summer Reading – AU Style

Barbara Lehtiniemi



It's always a thrill to open an AU box full of course materials. For a book nut like me the excitement of receiving pristine books is beyond compare. Even textbooks make me giddy with anticipation. The AU box is like a cornucopia of books.

Books for English courses are the best. There's a textbook or two, of course, but usually of manageable size. Then there's the hoard of "real" books. Novels, short stories, poetry, plays. They call it "literature" but I call it fun. I know it will be work to read them closely, analyze them, then write essays about them. But still—books!

My next English course, ENGL 302 *An Introduction to Canadian Literature*, doesn't officially begin until September 1. But, acting on a tip from another AU student, I registered for the course several months early. A week later, a heavy box arrived in the mail from AU.

Book haul: eleven books of fun reading—oh, I mean literature—one textbook, and a course study guide. My course doesn't begin for a couple months yet, but I can plunge in any time. Summer reading time!

English course readings usually have to be read several times. Often, students are recommended to read each book, story, poem, or play once before reviewing any critical analysis of it. Then the work can be given a close second reading. In the study guide for ENGL 302, for example, it states, "Ideally, you should read each assigned text through at least twice: once without regard for the Study Guide suggestions, and a second time, paying close attention to them."

So, the way I see it, I can—and should—pre-read these books over the summer. Now, chances are I won't be able to read them all before September 1. Especially since one of them is a 1000+ page anthology, only some of which will be assigned reading (I assume and hope.)

With my cache of course books, lounging around reading this summer will be both fun and productive. I can relax with W.O. Mitchell's *Who Has Seen the Wind* on the front porch, take Margaret Atwood's *The Fire-Dwellers* camping, and picnic with Gabrielle Roy's *Where Nests the Water Hen*. For days when my attention span is shorter, I can dip into the anthology and read short pieces from Stephen Leacock, Carol Shields, and Susanna Moodie.

Registering for this course early means my summer reading is planned for me. The only downside of early registration is that you have to pay early, too. However, having the books in advance so I can read at leisure (and make sure I like the course) makes it worthwhile for me.

"The first reading is for pleasure," says my course study guide. This summer, it sure will be.

Barbara Lehtiniemi is a writer, photographer, and AU student. She lives on a windswept rural road in Eastern Ontario. Follow Barbara on twitter @[ThereGoesBarb](#)

Anthem Mayhem

Deanna Roney



A friend recently posted a question on Facebook asking people's opinions on the changes happening to the national anthem. By the time I saw it there were already half a dozen answers. All but one suggested that this change is, "pure bull-shit" and people are being "too sensitive" or the grand leap to, "where will it end." The last is perhaps the most amusing and frustrating to read because it suggests that changing a single word in the National Anthem will lead to anarchy.

The bill to create a gender-neutral national anthem was passed in the House of

Commons 225 to 74. Instead of singing "all thy sons" the line has been changed to "all of us"; this shouldn't strike much controversy, two words have changed. However, it has. One argument was that history should be preserved through the national anthem. But what it seems many who argued this were unaware that the anthem has changed many times in the past. Most recently, and when "thy sons" was added, before WW I. This tidbit of history sparked another argument, that we should be thankful to all those who served in the war (of course we should), and that by changing these words we will forget about them. I would be willing to wager that most people do not know that those words were added before the war. And most people do not think about "thy sons" as in reference to veterans. But also on that point, there were many women who served as well. Their contribution to the war efforts were also important, but they are not spoken of to the same extent as the men's. Yes, there were fewer women involved in those efforts, but that does not make their contribution non-existent. By changing these words, the veterans will not be forgotten. Though, the one who argued this also suggested we ought to be more like the United States, so logic seems to be lost.

When I watched the live stream of AU's 2015 convocation I heard the national anthem sung in gender neutral terms. Hearing this had more of an impact on me than I would have previously thought. It was something that stuck with me and made me wonder why the anthem hadn't been changed yet. It has been changed numerous times in the past, and it is something which should evolve with the society in which it represents. In my opinion I think it is about time the anthem has changed to better reflect the current times. Removing "sons" is not going to create anarchy; rather, I argue that most people will forget about it and move on after the topic falls off of social media. But for those who it affects, for the other half of the population, every time the national anthem is sung and we are no longer hearing the words suggesting we "obey" the "men" it will have meaning.

I am grateful that changes are happening, that Canada for once has a gender balanced cabinet, and that the words of the anthem are changed. Are there bigger social issues? Yes. There will always be something bigger. But with every small change, with every adjustment to something which permeates society, we will be one step closer to resolving the bigger issues. By showing women in government, by showing respect in the national anthem, it will contribute to paving the way to addressing these issues with more support from the general public. These changes will boost the confidence in those who were perhaps too afraid to speak up due to fears of retaliation from the general public. I commend the change in the anthem as one more step forward.

I would also like to add, for all those that prefer the anthem the way it is: lucky for you, you do live in Canada. If you prefer to sing in "all thy sons command" there will be no repercussions for singing it as such. You are free to sing whichever (of the numerous) version of the anthem you wish to prescribe to. But for everyone else, at least we no longer hear that we are secondary in the eyes of the nation every time the anthem is sung.

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



Music Review

Bruce Sudano and The Candyman Band

Samantha Stevens



Musician: Bruce Sudano & The Candyman Band

Album: *The Burbank Sessions*

Legendary singer/songwriter Bruce Sudano is back and as amazing as ever. Released last September, *The Burbank Sessions* showcases Bruce's unfaltering musical artistry and creative talent.

Bruce's extensive musical career began in the late 1960s. He is best known as the creator of songs for Michael Jackson, Dolly Parton, Reba McEntire, and his late wife, Donna Summer. Bruce also

founded his own indie record label, the Purple Heart Recording Company. and played in bands Alive N Kickin' and Brooklyn Dreams. In 2014, Bruce released the album *With Angels On A Carousel*. Created shortly after Bruce lost his wife, the music reflects his experiences during that time.

For the remainder of 2014, Bruce toured around with his newly formed group, The Candyman Band. When touring was over for the year, Bruce took the songs that he worked on while on the road and entered the studio. The tracks on *The Burbank Sessions* were recorded as he played through them at the studio, resulting in music that feels spontaneous, as if you are at a live show.

On his website, Bruce explained how *The Burbank Sessions* came into being: "I set out to put the band together with the help of my producer and guitarist, Randy Mitchell. We started rehearsing and playing shows around LA to promote the album. Over the course of the year I continued writing and started incorporating the new material into the set, which led to this recording at Lokisound, our rehearsal studio in Burbank. We basically put up a few baffles for sound separation, set up some mics and played the songs as if we were doing a set in a club. We did each one a couple of times, chose the better take and mixed. If we had an audience I would have called it a live record" (<http://www.brucesudano.com/#home>).

The music on *The Burbank Sessions* seems to have a variety of inspirations behind it. While the lyrics speak of the realities of everyday adult life, the music is a playful mash of genres. At times, there are hints of folk, country, jazz, blues, reggae, and rock, making the album somewhat erratic. But Bruce makes it work. Each track is distinct in sound, theme, and message. One song may be sombre and somewhat melancholic, whereas

the next may be upbeat and lively. The harmonies are seamless, the beats are soft, and the melodies wash lightly over you. There is nothing jarring about the music on *The Burbank Sessions*, it is as relaxing as chocolate melting in your mouth.

So as the summer heats up, cool off with the smooth and soft sounds on Bruce Sudano's *The Burbank Sessions*.

Samantha currently uses her skills as a writer to promote independent musicians and raise awareness and support for many global, environmental, and humanitarian issues. Check out her website and blog at: <http://sstevenswriter.wix.com/writer>



The Fit Student Open Up to Optimism!

Marie Well

Even if you don't see yourself as an optimist, you might do so after a read of Southwick and Charney's book *Resilience: The Science of Mastering Life's Greatest Challenges*. Southwick and Charney show that you can look to life with optimism even while facing challenges.

And optimism provides many benefits, from goal achievement to better academic performance. So, read on, and discover how you can foster optimism.

Optimist's Goal Set

Southwick and Charney say that optimism grows when you focus on the future (but not when you *worry* about the future). So, by goal setting for the future, you develop optimism.

I have learned to goal set. Every night, before I sleep, I write prayers in a journal for an hour. I write out a list of things I aim to do the next day. I list near-term goals, five year goals, and ten year goals. I write goals for myself and goals for the ones I love.

Recently, I had to invest in a risky venture. Unsure of whether I should take the risk, I almost panicked. But instead, I consulted my prayer journal. My journal reaffirmed that, for months, I prayed for such a risk. So, I took the risk, the anxiety stopped, and a sense of empowerment overcame me.

The more we goal-set, the more likely our dreams come true.

Optimists find Mentors

Everyone needs a role model, especially ones that foster optimism. My boyfriend serves as a role model for many. He smiles radiantly—so much so that his twinkling eyes tug at your heart valves. Nothing bad ever sticks to him; he naturally chooses optimism. He role modeled all the good things in my life from spirituality to the value of lifelong learning. Many people refer to my boyfriend as their most cherished role model. Find yourself a positive role model so you, too, can up your optimism.

Another mentor of mine, a professor who taught Western philosophy, passed away not that long ago. But her kindness and spirit influence me today, bolstering my optimism about the future. I'm about to start an article for *The Voice Magazine* called *The Theorist*, which I will dedicate to this mentor. As I read theory, I imagine her voice guiding my understanding of the theories I study. She inspired me to read theory, to one day teach again, and to pursue spirituality and lifelong learning. So, even people who are no longer with the living can deeply inspire. People we have never met but admire can also inspire us. Choose your role models wisely. After all, they have an explosive power to fuel optimism.

The Optimist Finds Opportunities in Troubles

For upping your optimism, Southwick and Charney advise to find opportunities in adversities.

In all of our challenges, opportunities lurk. We need to coax out the opportunities and pounce on them.

So, how do you coax out these gems? For one, by reframing your problem. Imagine many different ways of looking at the problem, particularly ways that lead to an advantage.

For instance, I didn't get into the PhD. program. Yet, instead of feeling defeated, I plan for a second attempt at a doctorate degree. Daily, I toil toward this goal—for usually three or more hours a day. Thus, my failure to enter the PhD. led to an opportunity: a second shot at a doctorate.

I overcame another potential defeat. You see, one magazine rejected an article I wrote on relationships. I cried. With the rejection in mind, I viewed the piece as awful. Yet, I didn't give up. Instead, I did nightly Bible studies, rewrote the article, and submitted it to a Christian magazine. They loved the piece and published it. I felt pride reading the article online; I viewed the piece as possibly my best work. So, by optimistically seeking an opportunity in adversity, my article went from junk to masterpiece and my confidence grew.

Southwick and Charney say to look to your strengths and de-emphasize your weaknesses. See your difficulties as temporary. "This too shall pass," optimists say.

Optimism Makes You a Better Student

People who take optimistic outlooks bolster their creative potential, their health, the quality of their relationships, and their ability to absorb knowledge, according to Southwick and Charney. By staying upbeat, you do better at school.

When I had some social difficulties at the university, I dwelled on worries. The worries slowed down my study progress. I wish I had learned *not* to worry about things I couldn't solve, about things from the past, about unimportant things, about unresolved things, about things not happening right now, and even about things I *could* change. So stay positive and learn to not worry; your studies will benefit.

The Best Way to Stay Optimistic

To solve problems and bolster optimism, gather info, acquire skills, plan, set goals, make decisions, resolve conflicts, and seek social supports, says Southwick and Charney. Get the skills you need to succeed as a student: read books and articles on writing and on mnemonics (tricks for memorization). Write out daily your short- and long-term goals. Do you want a certificate? A degree? A graduate degree? Write out strategies on how you'll achieve your goals. Look to friends and family to provide comfort and assistance when your studies stress you.

So, foster your optimism to get the grades and reap the rewards.

What Would Dory Do? Life Lessons from a Forgetful Blue Tang

Carla Knipe



This past weekend, my family and I watched *Finding Dory*, the much-anticipated sequel to *Finding Nemo*. Many sequels, especially animated ones, often leave the viewer disappointed, but *Finding Dory* builds on the plot and characters that were introduced in *Finding Nemo*. The film is humorous and entertaining, but it leaves the audience with an uplifting message about overcoming adversity and the nature of learning.

I don't wish to give too much away regarding the plot, but if you've seen *Finding Nemo*, you'll know the basic premise: a forgetful yet endlessly chirpy

blue tang, called Dory, bumps into Marlin—a clown fish that doesn't possess much of a sense of humour—who is on a quest to find his lost son Nemo. *Finding Dory* builds on the relationship of this unlikely trio and develops its own uniqueness.

The audience gets to know Dory from the time she is a small fry. Like Nemo, who has a disability (in his case, a malformed fin), Dory has a learning disability, which the film generically labels as short-term memory loss. Dory's parents accept, love, and encourage her to work with the brain she's been given, but it's clear that Dory struggles. Her parents patiently teach her coping strategies, but they also secretly fear for her future in the big, wide ocean.

In a story that parallels *Finding Nemo*, Dory becomes forcibly separated from her parents—and, with that, all the familiarity and reliance on them for guidance that she depends on disappears. As in the first film, she encounters a variety of creatures to assist her on her journey. Through the situations they encounter, these creatures become part of her inner circle—to the point of being a stand-in for her own family of origin. However, as in Dory's case, those allies come in the form of what society might label unworthy; either their physical appearances are not the norm or others think they can't offer anything because they are grumpy, or come across as downright shifty, or they are struggling with their own unworthiness. But, as Dory learns, sometimes they turn out to be the ones to defy the labels and rise above them to do extraordinary things.

Marlin, though well-meaning, is the voice of caution in the film. In the same way that he wants the best for Nemo but also wants to protect his son from taking risks and coming to harm, he adopts the same protective attitude toward Dory. Marlin sometimes gets impatient with Dory and is unable to see the unique personality she is. But Dory is determined to press onward, ignoring Marlin and obeying the internal voice that prompts her to move forward, though she is not initially sure exactly what she is looking for.

Dory, in the initial separation from her parents, and then later through seeking to reunite with them, is thrust into an environment that she feels she is not ready for. She is scared, and she quickly realizes she is unable to cope as well as the others. She keeps reaching out to other fish for help, but most of those she reaches out to

brush her off without listening to her story. She is, literally, out of her depth—both physically and metaphorically. She constantly apologizes for the inconvenience that her disability might have on other people, and she doesn't realize her sense of self-worth.

Of course, Dory's overall attitude goes a long way to helping her face the adversity she encounters. Perhaps it's just a part of her personality and something she's always done out of a sense of naivety, but her indomitable perkiness gives her the determination to face whatever obstacles she encounters with plenty of aplomb.

The turning point, however, is when she allows the doubts to get the better of her. She is tired and feels that she is unable to continue toward reaching her goal. When she feels that she just can't handle any more difficulty, she can only see that her memory loss defines her and she feels that she is truly unworthy. But just when she thinks that there is no way out of her situation, she digs deep to find the resiliency to succeed.

This film has been applauded in various media reviews for its portrayal of learning disabilities and how society labels those who live with them. But the film goes deeper than that. It can offer those people like Athabasca University students who feel they don't fit the "norms" of the expectations of education or what learning is supposed to look like a lot of encouragement. We all know someone—maybe it's even us—who have had a variety of obstacles who have faced and overcome many obstacles in life, including overcoming a disability of some sort. But a moving lesson in the film is when straight-laced Marlin admits that he admires Dory and looks up to her for wisdom and confidence. Dory is surprised that she is a positive influence when her life has been built on something negative. She has had no idea that, through her journey, she has been valuable.

Finding Dory is an entertaining summer movie that the whole family will enjoy. But I think it is also one that will provide a strong message to anyone, including AU students, who just need a bit of a boost when times get tough. Profound life lessons can come to us from the most surprising sources—including animated films.

Carla admits that at times she uses housework as a procrastination technique. She may not have that essay done, but the grout in her bathroom is incredibly clean.

Student Sizzle AU's Hot Social Media Topics

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



AthaU Facebook Group

Mari looks for information on the human services degree with AU, and whether it might be better to go for Social Work instead. Meanwhile, Kristy is moving toward her master's degree but having to deal with applications only being accepted once per year.

Shannon has a problem in that a course needed for her program is not available, while Stephanie is wondering how long it takes for a withdrawal request to be processed.

Twitter

@AthabascaU tweets: "Take your exams online! Thanks to our collaboration with @ProctorU, this is now a reality: <http://goo.gl/BUUj5i>"

@AthabascaUSU (AUSU) tweets: "AUSU is hosting an IN PERSON Council Meeting in Edmonton this Sunday! All members welcome! <http://bit.ly/1XaP9Ct>"

Youtube

The Journal of Integrated Studies at AU has a video with advice as to how to handle peer reviews with Dr. Reinekke Lengelle



Council Connection

June 14, 2016

Alaa Salih

This week, the council meeting started off with a couple of audio complications. At the beginning of the meeting, some members (myself included) faced a lagging audio connection, but the Council once again handled it immediately.

Following an update on the action plan, the discussion proceeded to the upcoming June council retreat in Edmonton. The meeting will take place at the AUSU office in Edmonton on June 24th through 26th. Unfortunately, not all council members will be able to attend the in-person sessions, with a third of the councillors now indicating they will not be able to attend, but they were encouraged to review the agendas so to participate by teleconference. Also, the council is having a public AUSU council meeting in person in Edmonton on the 26th of June. Members are also able to join this public meeting via teleconference.

The first point of interest was an update on the civil suit against AUSU. For the purpose of confidentiality, the name of the individual who raised the law suit was not given. However, the individual has withdrawn the complaints against AUSU. President Wasylyshyn noted that the other council members should be aware of this particular individual as they would like to minimize putting AUSU at further risk.

The first motion on the agenda was the approval of a new committee member. All councillors voted on appointing Jody Waddle as the new member of the of the Member Engagement and Communications Committee (MEC). Jody's term begins immediately and ends in spring 2017, when committee appointments are reviewed. So, congratulations to Jody!

A new policy regarding reinstating members not in good standing has been implemented. Previously, there was no defined procedure to return members to good standing. However, the new policy states members who are not in good standing as a result of a motion of council may make a request to be reinstated as a member in good standing. Members not in good standing are required to fill out a Return to Good Standing Request Form and submit it to the AUSU office. Many councillors encouraged and were happy about this new policy. I think this policy is needed as it allows members to reevaluate themselves, and it is good to give people a second chance.

An addition was made to the policy regarding student services, and it suggests that students be paid for internships. The councillors discussed how paid co-op programs and internships are important tools for students to gain hands-on experience in their field of specialization and to cross over into full-time employment. I think that this is a great addition to the policy. Students need to gain experience, and most of the students are not financially stable; therefore, paying students for internships can significantly help them start their career.

All of the motions passed unanimously, and generally with little discussion beyond the explanation of the new policies and changes.

President Wasylyshyn stated that the students are concerned about the retro-active changes being applied to the post-LPN nursing program. AUSU has met with Dr. Margaret Edwards, Dean of the Faculty of Health Disciplines in person on May 17. They heard directly from her perspective, the reasons for the changes and the implementation of them. However, AUSU members conveyed to her that while they don't disagree that the changes were needed, they don't feel that applying them retroactively is necessary. Also, AUSU council confirmed that they would continue to advocate against any retroactive changes across the board.

During the council meeting, AUSU's Vice President, Kim Newsome, also voiced her concerns regarding the retroactive changes being applied to the post-LPN nursing program. She does not think it is fair for the students. These changes could drive students to give up on their program, or spend more money and time towards finishing the program.

In the AUSU council meeting it was noted that the post-LPN nursing program is very competitive, and students are already under so much pressure to finish. Many of these students are working, have a family, or they are busy travelling. They need to be able to focus on finishing their program without any further pressure and complications. The Voice Magazine is looking into gathering more information about the changes that could occur, and further coverage will be provided.

The Finance Committee has finally made it possible to access their financial information and activities on the AUSU website. In my opinion, this is a very convenient resource for students. I believe that posting monthly financial statements and annual budgets online will increase transparency to the memberships.

The Awards Committee report stated that this year AUSU has received around 250 applicants. This number of applicants is the highest AUSU has received over any previous year. The councillors are proud of all the hard work and dedication the students have put into their studies to be eligible to receive the awards.

Finally came the question and answer period. At first, no one was asking any questions, until the editor of The Voice Magazine inquired about the changes that are being implement to the post-LPN nursing program. Specifically, he was asking about the movement in GPA changes. The change requires that all practicum students receive a cumulative GPA of 3.0 in the courses taken through Athabasca University and university transfer courses. This was not required previously. However, these changes will most likely be in affect in 2017. Nonetheless, I think these changes could postpone the time of graduation for many students. As we receive more information, we will keep you posted about the retroactive changes that could be applied to faculty of Health Disciplines.

With that, at about 6pm, the meeting was officially adjourned. The councillors thanked one another and some even said "good work."

Women Of Interest

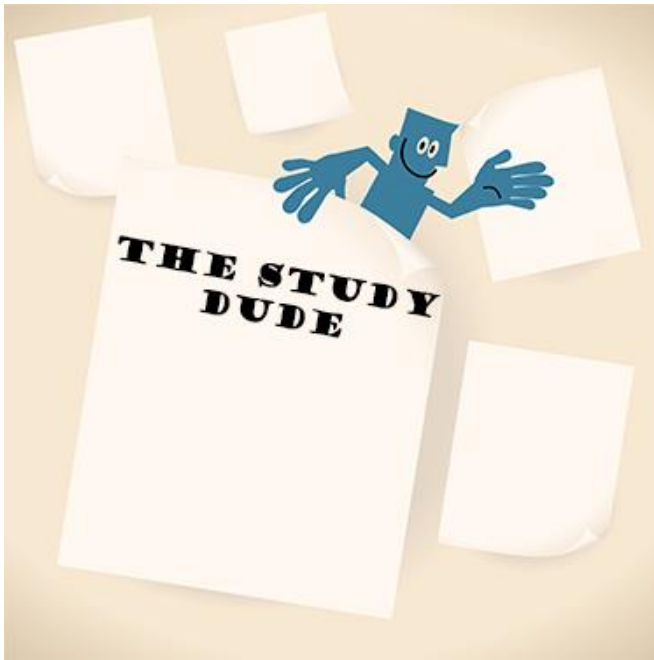
Severn Cullis-Suzuki, an environmentalist, was born November 30, 1979. Severn has followed in the footsteps of her well known father and environmental activist, David Suzuki. At the age of nine she founded (ECO) an Environmental Children's Organization where she strives to teach other children about environmental issues. Three years later, Cullis-Suzuki, along with her friends, raised enough money to attend the Earth Summit in Rio de Janeiro, where she presented a speech detailing our need to protect the Earth for the future of our loved ones. This speech continues to be viewed on You Tube. In 1993 her first book was published "Tell the World" which was written to educate families to be more environmentally conscious. Cullis-Suzuki graduated from Yale University with a B.S. in ecology and evolutionary biology. She continues to champion for environmental causes and has become the main character in a documentary film titled "Severn, the Voice of our Children" which was released in France on November 10, 2010.

Further information about this remarkable woman can be found at the following websites:

<http://newsactivist.com/en/articles/flacks-newsactivist-winter-2015-complementary-course/severn-cullis-suzuki-environmental>

https://en.wikipedia.org/wiki/Severn_Cullis-Suzuki

compiled by Barb Godin



Study Tips from a Semi-Anonymous Friend

A Theory Stuffer

There is nothing more that The Study Dude wants for you than to stuff your interview into a theory.

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 further explores *InterViews: Learning the Craft of Qualitative Research Interviewing* by Svend Brinkmann and Steinar Kvale. They examine a branch of philosophy called hermeneutics that deals with

interpretation. They also talk about three ways to analyze your interviewee's quotes: the nice way, the not-so-nice way, and the stuff-it way.

Hermeneutics Studies Interpretation

Hermeneutics provides a science for interpreting texts, such as the Bible or your interviews. It is a branch of philosophy that studies interpretation, kind of like how epistemology studies knowledge, ontology studies being, or aesthetics studies beauty.

When I first saw the definition of hermeneutics, my heart skipped. A philosophy of interpretation thrilled me—I might finally learn how these crazy academics come to their conclusions.

Although hermeneutics doesn't give step-by-step breakdowns on how to interpret documents, it does give a general sense of how to approach interpretation. And, according to Wikipedia, various hermeneutical traditions exists, including radical hermeneutics, Marxist hermeneutics, and even Romantic hermeneutics; Jewish, Hindu, and Buddhist hermeneutics also come into play (<https://en.wikipedia.org/wiki/Hermeneutics>).

Brinkmann and Kvale list the canons of hermeneutics to get you thinking interpretively:

- With hermeneutics you go from the whole to the parts to the whole and so on. Relate the parts to the whole to get a new big picture. And then take that big picture and relate it again to the parts for an even better view.
- Once you rid your data of all contradictions, you achieve what is referred to as a "good Gestalt," or, in other words, an endpoint of your interpretation.
- Make sure your interpretation fits with all of the data in your document and fits with all of the data within other writings by the same author. For instance, if you want to make an assertion about philosopher Foucault's views, make sure none of his books contradict your assertion.
- You will need to know a lot about the theme (or topic) of your interview document.
- You will be confined to a tradition of interpretation. That tradition will have certain kinds of questions you ask and will also limit what kinds of answers you can achieve. [I'm not yet sure if these traditions

involve different types of hermeneutical approaches, like radical hermeneutics, or of they involve different theoretical modes for analysis, such as Marxism or behaviorism.]

- Multiple interpretations each give new insights. These differences in interpretations give new meaning.

Know Thy Self, Thy Public's View of Thy Self, or Thy Critics View of Thy Self

When analyzing the interviewee's documents, say Brinkmann and Kvale, you can choose to examine if from three ways: (1) from the interviewee's intended meaning, (2) from a sometimes critical public's view of the interviewee's words, or (3) from the view of a theoretical framework like Marxism.

I prefer to stick with the interviewee's intended meaning. I like to treat interview guests with respect. And different people interpret meaning differently, so why not courteously portray the interviewee's intended meaning?

In graduate studies, my thesis supervisor forced a theoretical method onto me. She expected me to gather data and shovel it into preset categories—even if I didn't agree with the categories. If the data in each category made the subject look either villainous or sympathetic, then I succeeded.

While reading Brinkmann and Kvale, I discovered that a variety of theories can be used for analysis of interviews. People can use a range from Marxist theories to psychoanalytic theories—and more—for analyzing interviews. For instance, according to Brinkmann and Kvale, Marxists would view academic grades as a type of monetary-like exchange. As another example, behaviorists would view grades from the perspective of rewards and punishments. Yet another examples, Freudian analysts might view good grades as related to suppressed sexual tendencies toward the teacher. Freud seems to think psychoanalysts should have a kind of romantic relationship with their patients. (As an aside, can anyone answer why our universities give so much lip-service to Marxism when we're not communist?)

So, Brinkmann and Kvale provide detail on the three ways to assess the interviewee's data:

- With self-understanding (the nice way), you aim to have the interviewee validate the information. With self-understanding, you basically discuss the meaning of the interview as close to the subject's intended meaning as possible.
- With a critical common sense understanding (the not-so-nice way) you aim to have the audience (or public) validate the information. With critical common sense understanding, you might take a critical view of what the interviewee said, especially if general knowledge points to some flaw or shortcoming or contradiction in what the interviewee says. You can also make critical assumptions about the interviewee.
- With theoretical understanding (the stuff it way), you aim to have fellow researchers validate the information. Theories you can use include, but are not limited to, psychoanalytic theory or Marxist theory. (If you've used a theory to analyze your interview research, please email The Voice to let us know the details.)

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

References

Brinkman, Svend, & Kvale, Steinar. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. Los Angeles: Sage.

The Writer's Toolbox I, Internet

Christina M. Frey



A few months ago I got exciting news that I eagerly shared with one of my authors: "The AP is finally lowercasing *Internet*! Can I get rid of all those capital letters?"

Her response was equally enthusiastic—heck yes! She thought the convention was stupid anyway.

The AP's decision was announced at the American Copy Editors Society conference this past March, but it's only as of June 1, 2016, that AP style no longer requires *Internet* to be capitalized.

If this comes as surprising news to you—because you can't fathom why we're still capitalizing *Internet* in 2016—you're not alone. Digital native or not, I've long found the convention unnecessary, one of those distinctions preserved for its own sake rather than for its usefulness in helping us communicate. Yes, technically there is a difference between an internet and the Internet, but let's face it—the vast majority of us mean only one thing when we say the word. Lowercasing or capitalizing, there's little chance for confusion. With more and more

traditionally capitalized words being lowercased, it makes sense from a stylistic side too.

Still, it's a big deal in the editing world when a change like that comes through, and change is slow—very slow. So far, only the *AP Stylebook* has made an official decision on the matter. The *Chicago Manual of Style* editors haven't announced a similar change, though they already prefer lowercased *web*—another newly lowercased word in AP style as of June 1 (yes, AP style preferred it written as "Web" before—and many publications ignored that). *Canadian Press Stylebook* editor James McCarten wrote on Twitter on June 2 that the internet/Internet distinction was "under review," so Canadian journalists and editors may soon see something official coming their way.

Which means that at some point *The Voice* might address the issue. I'd like to see the Canadian Press decision first before I make a prediction, but given the fact that the *Voice* style guide already notes that the lowercased spelling of *Internet* is becoming more widely accepted, I suspect it'll be eventually be written as "internet" here too. In the meantime, how should you handle the word as a writer? Know your audience. If your professor swears by *Chicago*, stick to "Internet." If your company's preferences are ambiguous, it can't hurt to ask, though you might get reactions ranging from "Who cares?" to "You're the perfect person to update the style guide—here you go."

If you're working with fiction, you have a lot more leeway—there's no style guide specifically for fiction other than whatever your publisher gives you—so go with your preference.

Internet or *internet*? How do you feel about the AP decision?

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](#).



You're Welcome

It's probably time for a topic round up again. This is a corralling of diverse stories that got so much mainstream media attention that no back-story or context is required. If I talk about the Pulse nightclub massacre, you know exactly what I mean.

Two CBC TV items give me hope. The Sunday Talk panel debated the question of whether the non-stop naming of the shooter by the media feeds into the sick need some psychopaths have for star status, even if posthumous. The consensus emerged that we, the people, are fascinated by evil and the media is only providing us with information we crave. But should every available photo of the guy be shown repeatedly? Should this story and every minute detail of his life and his name fill hours of airtime? I'm choosing not to name him.

In the context of the inevitable gun control debate that follows these massacres and frankly, makes most Canadians shake their heads, came the second glimmer of hope. There is now a class action lawsuit in the discovery phase of the long legal process. Some survivors of the twenty children and six adults killed in the Sandy Hook Elementary School shooting nearly four years ago have brought the suit against the manufacturer of the AR-15 semi-automatic weapon used by that shooter. The hope is that, like in the landmark tobacco industry suits of the 1990s, there will be an internal information trail that proves the manufacturer knew their product was a danger to the community. Let's hope we're still alive when this thing eventually hits a courtroom.

On a more light-hearted note, have you seen the [YouTube video](#) of an eighth grader giving his school's graduation speech? He gets his message of summary and congratulations across using impersonations of President Obama and several of the candidates. He is surprisingly good in capturing the voices, mannerisms, and pet topics of the people who have monopolized the airwaves for the better part of a year. I especially loved his Bernie Sanders. I fully expect this kid to be on the late night show circuit any day now. Apparently he's said he either wants to be a comedian **or** the president whereas Trump is trying to be buffoon **and** president.

On the Canadian home front, the big story is the assisted-dying bill that has now made its way through the House of Commons and the Senate to become law. There will, no doubt, be a court challenge because those who are suffering unbearably but for whom death is not imminent have been excluded. Requiring two independent witnesses and medical opinions are meant as safeguards. Apparently the issue regarding people suffering from dementia and other degenerative diseases will be revisited within two years.

I know some people who consciously avoid the news. As flawed and superficial as coverage sometimes is, I can't imagine not knowing what's going on. So consider this a PSA (public service announcement) of three trending stories. You're welcome, from where I sit!

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



Dear
Barb

Barbara Godin

Distance Difficulties

Dear Barb:

I am in my early thirties and have been working at a low paying job for about 10 years. I thought about returning to school, but I couldn't afford to quit my job and go full time, so I decided to try distance learning. I applied to AU last year and I'm already on my third course. My marks are pretty good and I'm feeling accomplished, however I am having problems with motivation. Distance learning is a whole new thing for me and I feel very alone. I am competitive by nature and since I don't have any communication with other students, I am not able to see how I am doing in comparison to others. I have found a facebook page and have connected with a few students. I know I should research this on my own, but can you suggest other ways I can connect with students to share information? Thanks Dave.

Hi Dave:

Good for you, going back to school is always worth the effort. Distance education provides many benefits such as being able to continue working, saving money on transportation, plus being able to work at your own pace, just to name a few. [Here](#) is an AU site where you can discover some resources available for students.

Also through [this website](#) you can connect with other students by way of various social media sites

Thanks for writing in Dave and Good Luck.

Dear Barb:

My cousin is having a birthday party for her son and she sent me an invite through messenger. The invitation was worded kind of strange and I'm not sure what to think of it. She said she wanted me to know she is having a birthday party for her son, who was turning seven, and that I am invited, but she "knows I can't come." We live in different cities, so maybe that is why she said that, however I would be willing to drive the two hours to attend the party, if she really wanted me to come. I don't know how to interpret her invitation. Should I just attend, or should I ask her if she really wants me to come? Confused in Whitby!

Hey Confused!

My interpretation would be that she wants you to come, but she would understand if you weren't able to attend because of the distance involved. Often people have a difficult time saying what they really mean so their words come out sounding awkward. I think you should graciously accept the invitation and attend her son's birthday party, without giving it a second thought. Enjoy!

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.

AGITATIN' BUNNY

IN: Homophobia Picnic

HEY, CAPTAIN UNDERGROUND, YA GOTTA JOIN ME ON THIS ONE!

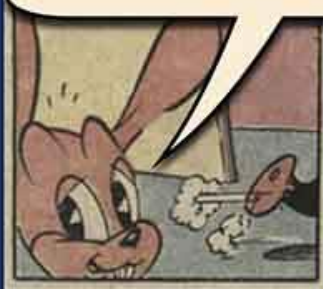


WE'RE ORGANISING THE FIRST ANNUAL HOMOPHOBIA PICNIC!

I'M BESIDE MYSELF.



DARE I ASK WHO ELSE IS INVITED?



ANYONE WITH TIES TO ISIS OR TO THE WESTBORO BAPTIST CHURCH! OH, AND THE FBI! HOLD ON, I NEED TO BORROW SOME OF YOUR SHEA BUTTER . . .

DON'T THINK ME RUDE, BUT THE IDEA OF HAVING A PICNIC WITH A BUNCH OF WINGNUTS DOESN'T STRIKE ME AS A DAY IN THE SHADE!



AND WHY WOULD YOU BRING THE TWO MOST DANGEROUSLY STUPID GROUPS TOGETHER IN A PUBLIC SPACE?



ISN'T IT OBVIOUS? HOMOPHOBIA IS THE ONLY THING THAT UNITES CHRISTIAN WINGNUTS AND MUSLIM WINGNUTS! IT'S OUR TICKET TO WORLD PEACE!

- END -

WRITTEN BY WANDA WATERMAN



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Submit an Abstract for the 2016 Graduate Research Conference!

Each year, the AU Graduate Students' Association and Faculty of Graduate Studies holds a [Research Conference](#) for graduate students to present their research projects.



This year, **UNDERGRADUATE STUDENTS** are also invited to submit their research for the [2016 Research Conference](#)!

Presentations can be virtual or in-person, and can be a poster or a paper. If you are interested in presenting your research project for the 2016 Research Conference, you must submit an abstract that outlines your proposed presentation. The abstract should be no more than 250 words in a Word document.

The deadline to submit an abstract is June 30.

The conference theme for 2016 is **"Research Without Borders"**.

Undergraduate applicants must be in their final year (last *30 credits) of their undergraduate degree at AU to qualify.



For complete details on submitting an abstract, visit the website [here](#).

Conference Details

The Research Conference will be in Edmonton in September.

When: September 16, 17 & 18, 2016

Where: Holiday Inn Conference Centre, Edmonton South
4485 Gateway Boulevard, Edmonton, AB T6H 5C3

IMPORTANT DATES

- **June 24:** Edmonton Meet & Greet (4-5pm)
- **June 26:** In-Person AUSU Council Meeting (Edmonton)
- **June 30:** July course extension deadline
- **July 8:** Deadline to register in a course starting Aug 1
- **July 15:** August degree requirements deadline
- **July 29:** August course extension deadline
- **Aug 10:** Deadline to register in a course starting Sep 1

Conference Funding

The funding listed on the conference website is for graduate students only.

However, AUSU does have a **"Travel Bursary"** that you can apply for to help pay your travel costs if attending the conference. If approved, AUSU would pay the travel costs directly, up to a maximum of \$1000. For more information or to apply for the AUSU Travel Bursary, visit our website [here](#).

Edmonton In-Person Council Meeting

AUSU Council is coming together from across Canada to meet up for an intensive, weekend long council session on **June 24-26**. The council will be hard at work with extensive strategic planning for the upcoming council term to ensure we are serving our members to the best of our ability. The council would also love to meet other AU students while in Edmonton!

While council is in Edmonton, AUSU will be holding an IN-PERSON Public Council meeting!

All members are welcome to attend the **June 26** public council meeting either **in-person** or by **teleconference**! The agenda & teleconference info are posted [here](#). Email admin@ausu.org for more info.

When: Sunday, June 26 @ 10:00 am MDT.

Where: Acacia Room, Coast Edmonton Plaza Hotel,
10155 105 Street, Edmonton



AUSU
In-Person
Council
Meeting

CLASSIFIEDS

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

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