

# THE VOICE

MAGAZINE  
Vol 25 Issue 39 2017-10-06

## **AU's 8th President**

The Second Session, Finale

## **Minds We Meet**

Interviewing Students Like You!

## **Enjoying the Fruit of My Labour**

The Feeling of Thanksgiving Preserved

*Plus:*

*What Will You be Reading in 2114?*

*A Literary Thanksgiving*

*and much more!*



# CONTENTS

*The Voice's* interactive Table of Contents allows you to click a story title to jump to an article. Clicking the bottom right corner of any page returns you here. Some ads and graphics are also links.

## Features

Minds We Meet: *Lionel Pinkhard, Make Mistakes* ..... 4  
 Interviewing AU's 8<sup>th</sup> President: *The Second Session, Finale* ..... 6

## Articles

Editorial: *To be Thankful*..... 3  
 What Will You be Reading in 2114? ..... 10  
 All the Music be Happenin' Now: *The New Romanticism* ..... 13  
 The What, Why, and How of CASA..... 18  
 Enjoying the Fruit of my Labour ..... 20  
 A Literary Thanksgiving..... 22

## Columns

The Fit Student: *A Case for Cherry Picking* ..... 12  
 The Creative Spark: *Know They Foe* ..... 15  
 The Not-So-Starving Student: *Ethnic Snacks* ..... 16  
 From Where I Sit: *It ain't Over til it's Over* ..... 23  
 Dear Barb: *Regretting Residence*..... 24

## News and Events

Women of Interest ..... 5  
 AU-Thentic Events ..... 8,9  
 Scholarship of the Week..... 11  
 Student Sizzle..... 19  
 FHSS Research Talk..... 26  
 AUSU Update..... 27

## Graphic

Politically Bereft: *If you Really Love us* ..... 25

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# LETTERS TO THE EDITOR



**We love to hear from you! Send your questions and comments to [voice@voicemagazine.org](mailto: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

### To be Thankful

Karl Low



Thanksgiving is upon us already. I don't know about you but I somehow thought there was still another week left. It seems kind of incongruous when coupled with the recent events in Las Vegas. At least four Canadian families will be having a hard time feeling terribly thankful this weekend, and sometimes it seems like the way the world is working out, a lot of us have to look hard to find things to be grateful for.

But that doesn't mean those things don't exist. Carla Knipe reminds us that sometimes even very simple things can give us a reason to be thankful. As well, Deanna Roney points out one of the things she's thankful for every year at around the time, and it's not one of the usual suspects.

Who knows, you might also be thankful for our feature articles this week (that's right, I've made it another double feature!) We start with an interview with a student taking AU courses from half way around the world (to most of us, to him it's just home, I guess) in South Africa. That's followed up with the final piece of Scott Jacobsen's second session interview with AU President, Dr. Neil Fassina. This week, we'll find out the AU student story that he feels is one of the best he's heard, as well as his ideas of how AU fits into the world at large and how access to AU might even be further improved.

Also in the interview, Dr. Fassina talks about AU's path forward with indigenous learners, something that seems appropriate given the time of year. Many suggest that Thanksgiving, at least in North America, should be in large part about giving thanks to those indigenous people that helped so many of our ancestors survive the harsh conditions of this nation. Finding ways to help those peoples' descendants reach their full potential is an obligation that we must fulfill, in my opinion.

Another thing you might be thankful for is that AUSU Council has people on it like Robin Bleach, who will be receiving AU's Future Alumni Award in part for her work to create safer spaces for Ontario's schools. Something that seems particularly relevant considering the shooting in Las Vegas once again. But having people who care like that working to help all AU students is certainly something we can consider being thankful for.

Also this week, we have a look at a library being built for books written today that few of us will ever be alive to read. If it sounds a bit strange you'll need to check out Barbara Lehtiniemi's article "What Will you be Reading in 2114?" When I say, "Enjoy the read," it's stories like this that give me confidence you will.

And that's not to ignore the rest of this issue, with our regular columns providing you with articles to make you think about things from different perspectives, whether that's in music, rural living, or if you need advice on creativity and dealing with difficult situations. Plus the news you need if you're looking for scholarships, or upcoming events (and speaking of, be sure to check out the FHSS event, advertised just before the AUSU Update!)

Enjoy the read!

# MINDS WE MEET



*Lionel Pinkhard is 32 years old and an AU international student from Cape Town, South Africa completing a Bachelor of Science. He has been an AU student for just over a year, majoring in Computing & Information Systems, with a minor in Game Programming. Growing up in the natural beauty of the Mediterranean climate, Lionel believes Cape Town's beautiful beaches, friendly people, nightlife and entertainment amidst the centuries of history and culture of the city should make it a travel destination for many.*

#### **Why did you choose AU to study at?**

AU offers me the best balance between flexibility and quality of education, particularly in subjects that interest me. I can study when I want to and in subjects that interest me, while still obtaining a high quality of education. I have also found that the BSc program at AU offers me greater flexibility in course selection than similar programs at other universities.

#### **What parts do you like about online learning through AU?**

The ability to learn in any place, at any time, and on my terms. AU's online learning allows me to continue my life as usual,

while still improving my education.

#### **What do you dislike about online learning through AU?**

Invigilated, non-online exams. The Online Exam Project is progressing slowly, and while I can do online exams with ProctorU, it's difficult to find invigilators in my area as the local institutions don't like offering their invigilation services to outside students.

#### **What inspired you to minor in Game Programming?**

I enjoy computer games and AU's game programming courses, so I was already planning to take the required courses. When the Faculty of Science & Technology announced the minor, I realized that I could complete the minor without any additional effort, so I changed my program.

#### **What is your favorite video/online game?**

World of Warcraft, as it contains all of the aspects that I enjoy in a computer game. I like role-playing games, especially high fantasy, and World of Warcraft allows role-playing in a highly social environment with enjoyable game mechanics.

**What course would you recommend to other AU students?**

ASTR 205 (Universe—The Ultimate Frontier). This course is an excellent balance of mathematics, physics, and astronomy, without being excessively complicated. Moreover, the TMAs helped me practice my writing and research skills in a fun way. My tutor, Dr. David Lyder, made the experience more enjoyable by providing excellent feedback along the way.

**How do you motivate yourself when it comes to studying?**

I reward myself. When I reach a short-term goal, such as finishing a chapter, I allow myself to play a game, watch a movie, or read a book. For bigger achievements, such as completing a course, I usually reward myself with a short break and something entertaining, such as going away for the weekend.

**What is the number one travel place on your bucket list?**

At the moment, it's Rovaniemi in Finland. Since I live in a relatively warm area, I tend to enjoy colder places, so the Arctic Circle becomes an attractive destination. Rovaniemi offers natural beauty and numerous activities, along with fascinating wildlife.

**Who is your favorite musician or band?**

I enjoy Pink Floyd's music, particularly "The Dark Side of the Moon." The song has a nice rhythm and profound, philosophical lyrics.

**If you could choose your age forever, what age would you choose?**

Thirty, because it's a nice balance between youth and maturity. I would be able to enjoy the benefits of youth, but still be mature enough to make good decisions and be respected.

**If you could have dinner with any historical figure, who would it be and why?**

Socrates. I enjoy his philosophical debates, and it would be interesting to have a conversation with him.

**If you were to create a slogan for your life, what would it be?**

Make mistakes. That's how people learn. The alternative is procrastinating and achieving nothing.

*Laura Nelson is a marketing analyst by day and a bibliophile by night. She is in her final stages of completing her BA with a major in English through AU*

## Women of Interest

**Sarah E. Goode** was born into slavery in Toledo, Ohio, in 1855 and died April 8, 1905. She was the first African-American woman to receive a patent for her invention of the folding bed, which she received in 1885. At that time African-Americans were seen as property and, as a result, their inventions belonged to the slave owners. Sarah Goode opened the door for other African-Americans to be able to obtain patents for their inventions. Sarah's invention was a result of necessity at the time, as most people lived in tiny houses with a minimum amount of space, thus the folding bed which turned into a desk, allowed more useful living space during the day.

[https://en.wikipedia.org/wiki/Sarah\\_E.\\_Goode](https://en.wikipedia.org/wiki/Sarah_E._Goode)

<https://www.biography.com/people/sarah-e-goode-21054639>

<http://americacomesalive.com/2012/02/08/sarah-e-goode-ca-1850-1909-inventor/>

## An Interview with AU's 8<sup>th</sup> President The Second Session, Part III

Scott Jacobsen



*Note: This interview has been edited for clarity and readability. It was conducted after the installation of Dr. Fassina as the President of AU.*

*Dr. Neil Fassina is the 8<sup>th</sup> President of Athabasca University (AU). He earned a BSc in Psychology from the University of Calgary and PhD in Management from the Rotman School of Business at the University of Toronto. He is an active researcher in the areas around applied decision-making. He was installed in mid-January, 2017.*

*His first interview with the The Voice Magazine was conducted in late 2016, before he was officially president. [Part 1](#) and [part 2](#) of that interview are both available in our archives. This second session was conducted in late May, 2017 as the 8<sup>th</sup> president of AU. This time, Scott Jacobsen questions him about his views on how AU fits into the larger scheme of post-secondary education in Canada, how it can continue to improve access, and about the best story he's heard about AU students.*

**Moving from the institution to the nation, Canada has a small population that is very highly educated. How can we leverage our highly educated population to improve the economy while preserving the richness and diversity of our civil culture.**

I can't speak on behalf of an entire nation. But rather, I can speak on how universities, like Athabasca University, can help enable that. We're somewhere in the mid-30s in terms of millions of individuals in population, but then you compare that to nations with much higher numbers. I suggest that we need to do a couple of things. The first one is let's focus on the learners and the learning population first.

I believe that, as a system, we can come together to enable and strengthen the concept of lifelong learning. It is what Stanford refers to as "Loop Learning." You never stop being a learner. You may at some point in your learning journey earn a credential. You never stop learning. The idea that our population always has the most up to date state of knowledge that they can enable and put into practice will help accelerate the use of knowledge that people have. It is making it accessible to those individuals.

Another element, and this is where Athabasca University comes in and truly shines, is recognizing that not all learners want or can attend a traditional university, or institution, in which they have to leave the pressures of their life or job, or their community or culture. Or frankly, they don't have the academic history to be able to enter what one might call a traditional university that is face-to-face.

So, if I look at the population of Canada, while there might be over 1 million people at any given time within the higher education system within the country, that means that there are many millions more that don't currently have access to it. So, how do we as Athabasca University open the door to the population that has a passion to learn, but otherwise doesn't have the opportunity to learn at a university?

Our job is to figure out how to create the sustainable and scalable learning platform to enable it so that we have a higher proportion of, not only access, but of completion in higher education, which feeds into the lifelong learning concept that I mentioned first.

The next element is enabling and facilitating a lot of the research we have going on in Canada through the innovation cycle into new opportunities or new diverse economic drivers. Arguably, Canada is an incredible leader in the pure research side of things. We've got some of the most incredible scientists across the country. How do we then as a system enable that pure research to be converted into new ventures, or into new diversities, within the economic sectors? How do we enable people to take that knowledge that we're creating as a country and help create new opportunities? That is, to me, one of the focal points we as a nation and a country need to come together, as I have spoke on before.

The universities are part of the system. We are not the system. We are part of it. We are integral to the pure research or with respect to the applied research. In turn, we are integral to the element of the diversification initiatives because, in many cases, it is our learners that are seizing the knowledge that is coming out of the university to create those new economic drivers. So, how do we become part of that entire value chain from pure research to new economies?

**AU's already very accessible, for instance with 12 points of intake during the year instead of the typical three, but what else could we do to make education through AU even more accessible to students?**

So, *great* question, I would say a couple of things. For nearly 50 years, we have been systematically breaking down a lot of barriers that learners face when it comes to higher education. So, the example you gave around 12 intakes. We can take those barriers that we've already broken down and continue to build in the accessibility of that. So, we could go from 12 intakes to instant intakes. Your starting point is only limited by the point at which you say, "Yes."

The other way that we can do it, and this is the second focal point of creating higher levels of access and, frankly, participation, is to identify the barriers learners potentially face when trying to get a university education, and trying to find ways to break down new and additional barriers. So, what we're doing is that we're strengthening the ones we've already undertaken and doing ones to complement openness and accessibility.

Let's take, for an example, persons with a disability. We have sought ways to break down barriers associated with certain disabilities. As the world comes to understand the intricate elements of some disabilities that are just now becoming focal points of research, how do we work with that new knowledge to break down further barriers?

**So like a student with a physical disability that would need to travel to a specific bricks-and-mortar institution, where now if they're attending AU they can attend from home?**

Absolutely! That is an example that I think right now we're accomplishing. We still have room to strengthen it, but we are accomplishing it. Let's say an individual has a mobility restriction, and so it's not just a function of it being difficult to travel to a bricks-and-mortar university for their entire learning experience, bur even for an exam environment or an assessment environment. How can we utilize technologies to have that person never have to leave the comfort of their own home study space using biometric indicators to know that they are the individual completing the assessment, and supporting them in doing it?

So, they have no need to travel, even to complete an assessment for us. I am trying to think of another example. So, with the increased knowledge that society is gaining around something like Post-Traumatic Stress Disorder (PTSD), how can we create not only a learning environment but an assessment environment that reduces the pressures that a learner may experience in relation to a PTSD experience? I am not looking to a specific instance of how we would use that. But how can we reduce any constraints that may be impacted by PTSD?

**One of the most stressful areas of a students' life comes from finals or exams in general. I want to tackle this topic from two angles. For the first one, what are some things that AU could do to make access and accomplishment in test-taking? For the second part, how can AU provide modernized services to students that are undergoing test anxiety?**

I am going to come at this, as you've put it in two forms, from two perspectives as well. The first is enabling the learning in parallel to the content or the learning outcomes of the courses and programs that they are taking. By that, I mean, how do we put the wraparound services as a university through digital mechanisms to support a learner in their studying? How do we help the actual learning occur? Because the more that we can help the actual learning to occur, then a reasonable outcome would be that a learners' experience would be less stress because they are more confident in the learning that they have undertaken.

That is, how do we continue to build on the advances in educational research, in cognitive research, in educational technology research, to not only enhance the learning experience, but to enhance the wraparound services that support the learning experience? As you know, learning online is different than learning in a classroom. It is, "How do we help people learn how to learn online?" The flip side is, "How do we make it so the assessment space or experience is focused on assessing the learning itself – as compared to that really stressful one episode experience?"

That, to me, is consistent with our mission of reducing barriers. So, how do we make it so the learner is able to focus only on the assessment while they're there? It is partly making sure our technology is always reliable, consistent, and on the front edge. It is making sure we are putting in place things so a learner doesn't have to worry about it. As an example, if someone is doing an exam at home, how do we validate it is the learner doing that assessment?

How do we make that validation process easy, seamless, and transparent, so the learner is, again focusing on the assessment of

## AU-thentic Events

### Upcoming AU Related Events

#### **Leadership and Management Development (LMD) Info Session**

Tues, October 10, 10:00 to 11:00 am MDT  
Online

Hosted by AU Faculty of Business

[business.athabasca.ca/event-details/athabasca-university-leadership-management-development-lmd-information-session-4-2-copy-copy/](https://business.athabasca.ca/event-details/athabasca-university-leadership-management-development-lmd-information-session-4-2-copy-copy/)

register online at above link

#### **Manufacturing Management (MMC) Info Session**

Tues, October 10, 5:00 to 6:00 pm MDT  
Online

Hosted by AU Faculty of Business

[business.athabasca.ca/event-details/athabasca-university-manufacturing-management-mmc-information-session-4-2-copy/](https://business.athabasca.ca/event-details/athabasca-university-manufacturing-management-mmc-information-session-4-2-copy/)

register online at above link

#### **Online MBA Info Session**

Wed, October 11, 10:00 to 11:00 am MDT  
Online

Hosted by AU Faculty of Business

[business.athabasca.ca/event-details/online-mba-executives-information-session-10am-mst-september-13-1000-1100-online-copy/](https://business.athabasca.ca/event-details/online-mba-executives-information-session-10am-mst-september-13-1000-1100-online-copy/)

register online at above link

#### **MBA Info Session - Winnipeg**

Thurs, October 12, 12:00 to 1:30 pm CDT  
Inn at the Forks, 75 Forks Market Rd,  
Winnipeg MB

In-person

Hosted by AU Faculty of Business

[business.athabasca.ca/event-details/athabasca-university-executive-mba-information-session-copy-copy/](https://business.athabasca.ca/event-details/athabasca-university-executive-mba-information-session-copy-copy/)

register online at above link

their learning rather than if the system will recognize them as the learner? How do we pull stressors out of the environment and allow them to focus on the things they are being assessed on? To me, that is, how do we further enable our technology support systems?

**If you look at Indigenous students in Canada, the gap of university attendance and success is significant: sometimes, 2-to-1 (or more) between non-Indigenous and Indigenous students. What are some ways Athabasca University could reach out to Indigenous students specifically?**

I think where Athabasca University can come together on this is not only in elements such as financial barriers. Those things are more tangible in nature. I think where Athabasca can shine is by working with Indigenous communities, Indigenous colleges, as a joint journey together to figure out how Athabasca University can help support Indigenous learners – enabling them to retain a presence in traditional ways of learning, in traditional ways.

How can Athabasca University bring Western learning in the direction of traditional learning? To me, it is then, how can we then partner to enable those Indigenous learners to find a pathway from traditional ways of learning into potentially Western ways of learning? But also, how can we shift the way we deliver our learning to be much more consistent with traditional ways of learning? That, to me, is something only accomplishable by working in partnership and walking that journey together with Indigenous communities and institutions.

**What has been one of the more emotionally moving stories you've heard about a student that has attended AU during your time as president so far?**

Wow – that is a fantastic question. I am going to give you a very recent example because, frankly, I think it is a very, very cool story. The number of people that have a personal story around how AU could help them, and the accommodation that we've provided for them to enable their learning, they are immense. They are most frequent in terms of our stories. My favourite, most recent one is someone who was at convocation, graduating at 93, having studied with us for 30 years.

That is someone who has said to themselves, "My personal learning goal is to complete the degree." You know what? Life gets in the way. It has taken her 30 years to pick away at it. Nevertheless, she has shown unbelievable determination and persistence, and commitment. At the same time, it makes me incredibly proud to be the president of a university who is willing to be a partner in her

## More AU-thentic Events

### **Ignorance is no excuse: Don't be an accidental plagiarist**

Thurs, October 12, 2:00 to 3:00 pm MDT  
Online

Hosted by AU Faculty of Graduate Studies  
[fgs.athabasca.ca/news/presentations/](https://fgs.athabasca.ca/news/presentations/)  
e-mail [fgs@athabasca.ca](mailto:fgs@athabasca.ca) with your student number to register

### **Alumni and Student Mixer - Edmonton**

Thurs, October 12, 5:00 to 7:30 pm MDT  
Central Social Hall, 10909 Jasper Ave,  
Edmonton AB

In-person

Hosted by AU Faculty of Business  
[business.athabasca.ca/event-details/au-faculty-of-business-alumni-and-student-mixer-edmonton/](https://business.athabasca.ca/event-details/au-faculty-of-business-alumni-and-student-mixer-edmonton/)  
register online at above link by Oct 10

### **AUSU Council Meeting**

Thurs, October 12, 5:30 to 7:30 pm MDT  
Online

Hosted by AUSU

[www.ausu.org/event/october-council-meeting-2-2/](https://www.ausu.org/event/october-council-meeting-2-2/)

No pre-registration required; e-mail  
[admin@ausu.org](mailto:admin@ausu.org) for meeting package

### **Earth Love & Destruction - FHSS Talks**

Fri, October 13, 2:00 to 4:00 pm MDT  
Edmonton (AUE 1112) and Calgary (BVC  
S6024)

In-person and online

<https://www.ausu.org/wp-content/uploads/2017/10/FHSS-Research-Talks.pdf>

Hosted by AU Faculty of Humanities and  
Social Sciences

no pre-registration required; Adobe  
Connect link for live-streaming TBA.

*Looking ahead...*

### **AU Meet & Greet - Toronto**

Wed, October 18, 5:00 to 7:00 pm EDT  
3 Brewers Adelaide, 120 Adelaide St W,  
#100, Toronto ON

In-person

Hosted by AU Alumni Relations  
[www.eventbrite.ca/e/athabasca-university-toronto-meet-and-greet-tickets-38090259993?aff=eac2](https://www.eventbrite.ca/e/athabasca-university-toronto-meet-and-greet-tickets-38090259993?aff=eac2)

RSVP by October 11 at above link

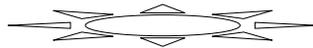
learning journey for 30 years, and have an equal amount of persistence and commitment, and passion, to seeing her receive her credential.

Stories like that just land an immense smile on your face. You can't help but think that that is an amazing learning journey.

**I have one last question. What is your message to students who have entered courses for the summer at AU?** Oooh! I think the straightforward is, "Thank you for making AU part of your learning experience, know that, we will undertake everything that we can do to make your learning experience as positive as it can be now and into the future."

**Jacobsen: Thank you for your time, again, *President Fassina*.**  
Glad I can! I am impressed you used literally every minute of it.

*Scott Douglas Jacobsen is the AUSU VPFA. He works with various organizations, and runs In-Sight: Independent Interview-Based Journal, and In-Sight Publishing.*



## What Will You be Reading in 2114?

**Barabara Lehtiniemi**



Why did Margaret Atwood write a book that no one will read until long after she is dead?

It sounds like a bad riddle, but it's true. In 2014, Canadian author Margaret Atwood completed a story called *Scribbler Moon*. The story has been sealed in a vault in Norway and will remain unpublished and unread until the year 2114. Since Atwood was born in 1939, she'd have to make it to the age of 175 to go to *Scribbler Moon's* book launch.

Atwood is the first author to be invited to contribute to Future Library, a project that will be 100 years in the making. Atwood's story will join 99 other literary works to be published in the future. One author will be selected each year until the project is completed in 2114.

Future Library is the inspired idea of artist Katie Paterson ([katiepaterson.org](http://katiepaterson.org)). Paterson herself planted 1000 Norwegian spruce trees in May 2014 in a managed forest near Oslo, Norway. These trees will grow for 100 years, after which they will become the paper on which the texts of Future Library will be printed.

Since Paterson won't be around in 2114 either, she set up the Future Library Trust to oversee the project through its 100-year timeline. Each year, the trust will select and invite an author to contribute to the project. According to Future Project's website, "authors are being selected for their outstanding contributions to literature and poetry and for their works' ability to capture the imagination of this and future generations."

In an essay written for Future Library, Atwood describes how daunting it was to write for an audience not even born yet. "What will they be able to understand of my world?" writes Atwood. Atwood likens her contribution to time travel, "sending a manuscript into time. Will any human beings be waiting there to receive it?"

The 2015 contributor to Future Library was British novelist David Mitchell, who wrote a work entitled *From Me Flows What You Call Time*. Mitchell views the project, which he terms "an Ark of Literature", as "a vote of confidence in the future." In his essay, Mitchell points out that "its fruition is predicated upon the ongoing existence of Northern Europe, of libraries, of Norwegian spruces, of books, and of readers." Mitchell was followed in 2016 by the Icelandic poet Sjón; 2017's author will be announced later this year.

Future Library is a mind-stretching initiative. None of us alive now will be alive when the 100 works are published in 2114. Some of the future contributing authors haven't even been born yet. Others have been born, but do not yet know they will become writers.

The whole Future Library project is operating on faith—faith in the future and in our future selves. Faith that a tree planted today will mature—not for us to enjoy, but for future generations.

For more information on the Future Library project, visit [www.futurelibrary.no](http://www.futurelibrary.no).

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

## Scholarship of the Week

**Digging up scholarship treasure for AU students.**

**Scholarship name:** JCCF 2017 Essay Contest

**Sponsored by:** Justice Centre for Constitutional Freedoms

**Deadline:** October 15, 2017

**Potential payout:** up to \$1500

**Eligibility restriction:** Applicants must be enrolled in a Canadian college or university.

**What's required:** An online application, along with a maximum 2500-word essay on "*Should federal and provincial governments restrict public funding from universities that censor free expression? Why or why not?*"

**Tips:** Read the instructions for more information on the essay topic.

**Where to get info:** [www.jccf.ca/essaycontest/](http://www.jccf.ca/essaycontest/)



## The Fit Student

### A Case for Cherry Picking

Marie Well



Look As an undergrad, I wrote a semester-long paper. In that paper, I cited many graduate-level books. I put citations on cue cards, heaped inside a box. When my professor saw my cue cards, she grinned, pleased, and said, "You cherry pick." Cherries taste sweet, so I smiled back. But she sugar-coated her rotten cherries.

She said I didn't capture the author's meaning in my cherry chomp-down. I merely picked quotes that sweetened my view. But students' views rarely matter. We parrot the scholars instead, afraid to speak our minds—afraid to get F's from the academic thought police. So, can we ever craft original papers?

Tools like metaphors, analogies, and humor fuel original research, says Roberta B. Ness, author of *Innovation Generation: How to Produce Creative and Useful Scientific Ideas*. Use these tools to shape your views. Let your life stories inspire you, too. Yes, stir the pot: cherry pick quotes while capturing intended meanings. Smash those meanings; blend them up; pit them against your own. Build your P.O.V. out of the sweet stuff.

Yes, your life—and your views—matter. You didn't read *Critical Theory in Linguistics* to say your first "Goo-goo." You didn't skim *Mechanical Principles in Higher Education* to use the toilet. Instead, you learned from life. So, cherry pick from scholars, while absorbing their gist. Whip-up cherry treats only French chefs dare to bake.

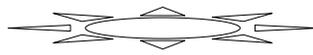
Jokes, metaphors, and analogies mesh well with originality—and with making friends. Edie Lush and Charlotte McDougall show how to befriend HR managers through metaphors and more in *How to Speak with Confidence in Public: Concise Introductions to the Topics that Matter*:

- When telling dull tales, liven them up with metaphors, analogies, and similes.
- When talking about yourself, avoid jargon. Instead, paint visuals through stories. Create pictures with few words.
- And don't lay out three dry points. Instead, personalize your stories. Personalized stories skyrocket "your status" (p. 63).
- Also, use "I" not "we" when talking about yourself. If you use "we," list the names behind the "we."
- Often, when we use "we," it sounds like we're hiding something—like we're afraid to own the action. So use "I" instead of "we" wherever it makes sense.
- And craft a story for each point you make about yourself. Only you can tell your story. So, let your stories reveal your personality.

- Good stories can come from painful life events. "Embrace the suck," say the Navy Seals. And then tell the tale.
- When you use dry facts, add emotions to them. As an example, say something like, "The proposed increase in small business taxes sparked fear in me and my family of entrepreneurs." Fear, surprise, anger—such emotional words make the dry delightful.
- When tempted to babble, stay quiet. Or make your point quickly. "Less is more" (p. 57).

So, cherry pick and pick apart authors' views that flavor your own. Just let the reader know you got the authors' gist. (But, beware: the fruit of personal tales has yet to ripen in higher ed. Ask your prof if you can support your breakthroughs with spatters of life-stories.)

Now, mash those cherries. Make something new—like a case for my cherry-picking coup.



## All the Music be Happenin' Now The New Romanticism

Wanda Waterman



*"Tristan and Isolde," 1902, by Edmund Leighton*

"The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;—  
Little we see in Nature that is ours;  
We have given our hearts away, a sordid boon!"

- William Wordsworth, "The World is Too Much With Us"

Wordsworth might well have been describing the malady of the present age, in which our human ills are even more present to us than they were in 1802, when this sonnet was written.

The musical response to the griefs of the late eighteenth to the late nineteenth centuries was romanticism. Operas, concertos, symphonies, and songs displayed a preoccupation with nature, death, love, feelings, imagination, social injustice,

and myth. Romanticism in music may best have been manifested in the music of Beethoven—rich, passionate, ingenious, inspired by folk tunes, myths, and political ideals.

The musical response to the horrors of the early twentieth century was often to pulverise the ear with harsh sounds. The first and second world wars, the Great Depression, labour struggles, civil rights abuses, Vietnam, and the Cold War all seemed to inspire experimentations in discord, silence, minor keys, and violent instrumentation. Even accessible and harmonious composers like Ravel, Satie, and Debussy weren't exactly

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producing happy little ditties. This wasn't music that wanted to be your friend; it was serious, and wanted to be taken seriously.

The task of cheering people up, distracting them from their sorrows, and healing their traumas thus fell to popular music, then mostly American. Many point to the popular musical genres of America's early twentieth century as one of the happiest in western musical history, forgetting that such music, masking as it did some atrocious social conditions, was a valiant attempt to prevent rampant despair.

Jump ahead to the early 21st century and things are quite different. Because the little-known Kellogg-Briand pact of 1928 essentially made military conquest for its own sake illegal, the motivations behind power struggles have changed, the impetus ideological but no less violent.

The difference between our experience and that of our forebears is that we can't get away from it. We can't simply live our lives independent of the horrors taking place the world over. We have to know everything while it's happening, despite the fact that we can't usually do anything to stop it, and our systems haven't evolved to the point where we can remain untraumatized by such knowledge.

Add to this the current epidemic of underserved mental health issues—which may or may not correlate with the traumatic nature of life in the 21st century—and you have a culture that reaches out to music not for intellectual stimulation, but for pain relief. Why? Because it works. And because music can't be kept separate from human concern.

The serious composers I reviewed and interviewed were often quite open about music as a carrier of values I would consider romanticist, and about as far from the ivory tower as you can get.

Composers like Stefano Scodanibbio, David Lang, Luciano Berio, and Missy Mazzoli inject ample dissonance into their pieces, but their themes are nearly always romantic, and the compositions of Ludovico Einaudi, Dinuk Wijeratne, Ólafur Arnalds, Suzie LeBlanc, Christos Hatzis, and Jeff Reilly are practically swimming in beautiful consonance while remaining playfully and pleasingly experimental. In our interviews, many of them weighed in on the essential connections between music and life.

**Dinuk Wijeratne**: "Daniel Barenboim is my favourite musical philosopher and his big credo is that music is a metaphor for life. I believe absolutely in that; music is the perfect tool for understanding yourself and the world, not in terms of specific events but in terms of how human beings function in society and in themselves. It's escapism and also a window to understanding. People can reach this understanding even if they don't play an instrument."

**Christos Hatzis**: "I think that our most profound creativity springs from the need to balance an imbalanced environment. At least this is how it was in the beginning. Later, when spirituality became an important ingredient of who I am and what kind of music I write, my music became a kind of 'prayer in sound,' so it is now only possible to compose in a prayerful state of mind."

**Jeff Reilly**: "People often forget that music is actually like a sophisticated game plan. There are no winners or losers, but you're really playing a game; and the better you play the game, the more fun you have, the kind of fun that provides a deep, heartfelt, complex human satisfaction."

My own obsession with music was driven, in part, by curiosity and by an urge to heal my own chronic depression the way I always had—by letting music heal it for me. This healing role of music had not been an explicit goal of composers of the romantic era, although there are hints about it here and there, but it's very explicit in today's serious music.

Seeing music as a way to meet biological and psychological needs was an idea that climbed on board when music came around full circle, in the 21st century, and probably wouldn't have done so had postmodernism not given it a knee up.

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



## The Creative Spark! Know Thy Foe

Marie Well



I dread analyzing classics. Where do I begin? One of our own Voice writers gave clues: notice the writing tricks that tickle you and the transitions that flow. So, I had a starting point.

Yet I stubbornly wanted to study the classics from the scriptwriting point-of-view: scenes, characters, and, if not starring Adam Sandler, themes. In trying to grasp the classics, I focused on character traits: strengths and flaws.

The complexity of characters blindsided me. Consider a stranger's vendetta against an entire family's loved ones. What kind of a person feels vile toward his enemy's grandma's friend's pet rabbit? Vindictive people, so I discovered.

According to *The Negative Trait Thesaurus*, vindictive people have bloated egos—even personality disorders.

Their rage flares with tiny insults. They seek vengeance not only on their enemy, but on their enemy's loved ones—even pets. And by spreading rumors, they convince bystanders to help assail the foe.

Vindictive souls might write kids' books, too. A vindictive author covers his conscience with tales of carnage wielded by cute kittens. Or rape done by harmless raccoons. Yet, the vindictive person's "actions, instead of vindicating, actually lump him in with his aggressors" (Angela Ackerman and Becca Puglisi, p. 237 or 252).

Character flaws amaze me—real or fictional. Identify a character flaw, and you'll recognize friends, enemies, family—even yourself. As flawed humans, we seek to self-improve. So, know thyself to grow thyself. I discovered myself when reading *The Negative Traits Thesaurus* by Angela Ackerman and Becca Puglisi. I'm oversensitive and insecure. As for my oversensitive side, I cry when teased, and I dwell on the past. But I show deep compassion, kindness, and loyalty to loved ones.

As for my insecure side, I shy away from undressing in locker rooms. I stopped attending family gatherings for feelings of inadequacy. Plus, I squabble with pushy people, which explains my lifelong feud with a loved one.

I used to think people would change. They don't. We can only change ourselves. But how do we overcome our flaws? Through accepting—but not getting dragged into—our flaw's trappings.

According to the *Negative Trait Thesaurus*, to overcome oversensitivity, I could meditate, use positive self-talk, and role-play healthy responses. To overcome insecurity, I could lower expectations of myself, set realistic goals, and accept flaws as "part and parcel of who [I am] and what makes [me] unique" (p. 129 of 252). Yes, our flaws help define us. But you likely have flaws very different from mine.

Most everyone wishes for the perfectionist or workaholic flaws. But sometimes we're cursed with the worst. As a teen, I once schooled with a female flawed with "evil." She despised my friend, a beautiful Christian athlete. So, this evil-doer stalked and assaulted her, invaded her home. The evil-doer's purpose seemed to be to terrorize her, to make her scream. It was like she wanted to feel aroused by my friend's blood, to possibly kill her. Bloody noses shut-up the students; slashed winter-tires covered the staff.

During that time, I lifted weights in the school gym each morning. My Christian friend joined me, but the evil-doer and her gang found us out and assaulted us. Later, when I mustered the courage to return, the gym doors were locked.

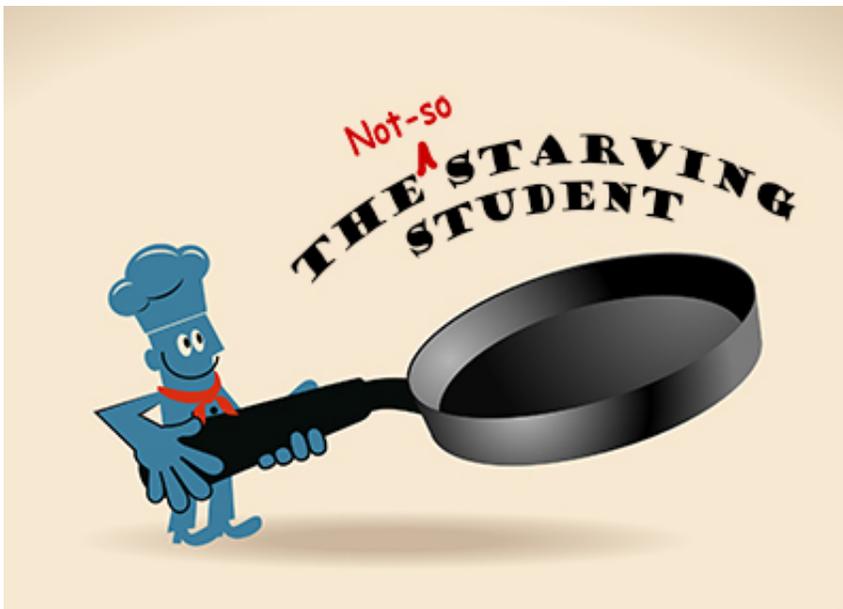
People flawed with evil "seek out good wherever it exists and destroy it" (p. 82 of 252). So, know thy foe to protect your soul—and to write the classics.



## The Not-So Starving Student

Xin Xu

Ethnic Snacks - Why you Need Them in Your Life (At Least Once)



Despite In my adventures sampling cuisines from around the world, I found a lot of the exotic is closer to home than we think. Particularly in supermarkets, it has become common to have one or perhaps a few aisles dedicated to international foods. You might occasionally browse the aisles and spot your favorite foreign spices or grab a pack of jasmine rice. However, one area of the shelves AU students might be missing out on is the foreign snacks. These gems range from the strange, the surprising and the delectable. While you might not fall in love with all of these, some have become a hit. Though I can't decipher the hieroglyphs on the packaging or the exact ingredients, they

have always been a key ingredient in the sampling process. Here are my top picks and the ones I've tried in the past year. Most of these are found at local supermarkets like Walmart, Superstore, and Safeway.



### Wasabi peas

Rating: 2 stars

You may have had dry roasted peas, but in terms of flavor, wasabi peas knock your taste buds out of the ball park. While I'm not personally a fan of wasabi, the peas themselves give a distinct spicy kick that can hard to put into words. I gave it a lower rating because they're a snack for special occasions rather than an everyday treat. Whether it's entertaining your guests after dinner or for yourself when your sinuses clog after a flu, wasabi peas will never disappoint.

### Sukha Puri snack

Rating: 3 Stars

Unlike the others on the list, this snack requires some post-purchase processing before they're ready to eat. The Sukha puri appear to be empty shell-like puffs that have little seasoning when eaten alone. However, this snack is easily customizable to include coriander, mint chutney, mashed curry potatoes and more! The versatile nature of this snack makes it both fun and simple to create. With help from spice packs and herbs, the snack makes for a delicious treat.



### Savory rice crackers

Rating: 3 stars

My childhood memory is incomplete without these rice crackers found everywhere in supermarkets in Shanghai. I personally adore the crispy rice crackers with seasoning that overloaded my taste buds. For AU students, these are a top choice for study snacks as the chewing helps work your facial muscles, which helps you stay focused for longer.

### Indian trail mix

Rating: 4 stars

I was skeptical when I tried these for the first time. Not only did I not understand the packaging labels, it looked like a mashup of noodles, rice crispies, and raisins; a combination I was reluctant to sample. However, I was pleasantly surprised by complex flavors in this snack featuring a mix of sweet, spicy, and savory that blends perfectly.



### Mango creme cookies

Rating: 2 stars

When I saw mango and cookies in the same phrase, I knew I needed these snacks after a long day at the library. The cookies itself were light, non-greasy. Sandwiched between two cookies sat a rich mango creme that provided a mildly sweet filling to the otherwise bland cookies. While I was a fan of the concept, the creme tasted rather artificial. However, I found the experience much more enjoyable than eating a pack of boring Ritz sandwich crackers.

## The What, Why, and How of CASA

Scott Jacobsen and Linsay Brianne



**CASA | ACAE**

Canadian Alliance of Student Associations  
Alliance canadienne des associations étudiantes

Canada from the 21 schools represented by CASA's member student associations.

### What is CASA?

CASA, or the Canadian Alliance of Student Associations, was established in 1995. It was a response to post-secondary institutions recognizing the need for an organization to defend and promote student priorities at the federal level. It is a non-partisan, not-for-profit voice for Canadian students at polytechnic, undergraduate and graduate institutions. Its goals are accomplished through policy development and lobbying.

Each year, the CASA membership votes on the issues important to them in terms of advocacy including meetings with Members of Parliament. CASA represents about 250,000 students across

Canada from the 21 schools represented by CASA's member student associations. Agreeing to a partnership with the UEQ (Union des Etudiants du Quebec) recently, CASA will engage with UEQ in federal advocacy. UEQ is like CASA and represents many schools and students throughout Quebec.

The Ontario Graduate Student Alliance (OGSA) has talked with CASA to create a partnership to increase visibility of Ontario graduate students. Throughout the past 20 years, CASA has been successful in a number of different educational initiatives developed by student leaders.

### Why is CASA Important?

The Canadian Alliance of Student Associations serves several important functions. It first creates an environment where student executives from post-secondary institutions can dialogue and narrow issues important to their constituents.

These dialogues with other student leaders help representatives understand the challenges of other post-secondary students. As well, by allowing a variety of student leaders to collaborate on the development and implementation of policies and advocacy asks, CASA helps to ensure that a consistent message about student needs is delivered to the federal government.

CASA also trains student executives each year, from how to answer media questions, to mock meetings with a Member of Parliament, to presentations from various stakeholders. CASA provides learning opportunities to prepare each student executive for various advocacy roles.

Finally, the different committees of CASA members ensure old policies are reviewed, new policy positions are developed, and that the organization and staff are functioning at their full capacity.

## How Does CASA Relate to Me?

CASA work sometimes entails wearing two hats. With the first, as a member of CASA, student executives can chair committees, attend conferences, have a plenary vote, make decisions around board composition, and vote on the issues that should be focused on for the year.

With the second hat, student executives are regular student members, as with the other 250,000 members. As a student member, especially as, for example, a distance or graduate student, a student executive or member may see their role as ensuring their concerns are represented in discussions and decisions.

It is important to bear in mind, though: distance and graduate students comprise a small percentage of the delegates at CASA. So it is a priority to give the perspective of these students, as Athabasca University often attracts learners who may not fit the typical student profile.

As a student member, Lindsay, for instance, sees CASA as an opportunity to know what the Athabasca University Graduate Students' Association (AUGSA) is doing with the fees it receives from each student. Scott, if wearing the AUSU hat, would see this as an opportunity for the Athabasca University Students Union.

Ultimately, CASA is a tool allowing student executives to collaborate and find ways to represent and advocate for the student members at post-secondary institutions.

*Scott Douglas Jacobsen is the AUSU VPFA. He works with various organizations, and runs In-Sight: Independent Interview-Based Journal, and In-Sight Publishing.*

## Student Sizzle — AU's Hot Social Media Topics

### Following What's Hot around AU's Social Media Sites.

#### AthaU Facebook Group

Chris posts about a Toronto AU meet and greet Oct 18 which other students hadn't heard of but track down online. Nicole asks about accessing online exams through Lotus Notes; it turns out they are accessed through a direct link and not myAU. Sam wonders how to arrange a telephone quiz with his course tutor.

Other posts include AU's Future Alumni award recipient, new AU student e-mails, and Office 365 being made available for students.

#### reddit

New student Mike posts his concerns about the future of AU and existing students respond with their views and assurances. A separate thread discusses the value of using Khan academy videos instead of the course materials for MATH 265.

#### Twitter

@AthabascaU tweets: "The MyAU portal for students is getting a facelift! Check out the sneak peek and see for yourself the changes coming <http://ow.ly/7mYH30fC1Wl>."

@AthabascaUSU (AUSU) tweets: "Great news - all @AthabascaU student will be receiving an #AthaU email address and free Office 365! <http://bit.ly/2xV83a0>."



## Enjoying the Fruit of My Labour

Carla Knipe



Thanks to a bumper year for fruit, I was given lots of free crab-apples from neighbours who couldn't use their entire bounty. My frugal instinct wouldn't bear to see them go to waste. So, even though I knew taking them would mean a bunch of work for me to do something with them, I accepted the gift.

Crab-apples are nature's "meh" fruit. People plant the trees in their yards, and then seem to have no idea what to do with what the trees produce. The small and fiddly crab-apples aren't really fit for a purpose, except as offensive weapons for kids to throw at each other. But these ones from my neighbours' tree were large, plump, ruby-red, and pleasantly tart. They'd be useful.

My deep freeze didn't have enough room to hold bags of frozen apples, so my only choice was to can them. The trouble was, I've never canned anything on my own in my life! Canning is one of the most "science-y" processes of cooking. It seems like a relatively simple thing to do; To enable the food to be kept for a long time, you place food in sterilized jars, place lids on the jars, and then create a vacuum seal on the jars by boiling them to eliminate the microbes that spoil food. But it can be tricky to get right. The method is precise and

there are no shortcuts. At the end of it, either the jars seal, or they don't. Either food is protected from pathogens, or it isn't.

Home canning seems to be obsolete, and it isn't something that is taught in schools anymore. After all, if you want a jar of jam or a can of vegetables, just go to grocery store and choose what you need at a pretty small cost. Home canning, on the other hand, requires the investment of the necessary equipment as well as the ingredients. It also takes the investment of time—something that is a premium commodity these days.

So why did I feel the urge go to all the expense and effort? I guess I wanted to prove to myself that I could do it, that, as a cook, I had the skill. But it went beyond that. I wanted to feel a connection to where my food comes from and an appreciation of what goes into making food, beyond a supermarket transaction. But more importantly, I felt a yearning feel a connection to a tradition that lay deep within the branches of my family tree.

Both my grandmothers canned their homegrown produce to feed their large families, and no doubt their mothers and grandmothers did the same. Row on row of jars would be lined up on their pantry and cellar shelves out of necessity: modern supermarkets didn't exist, and purchasing large amounts of food was an extravagance they couldn't afford. My mom didn't need to feed a large family, but my parents kept a large garden and my childhood chores involved watering and weeding. I was also required to help my mom preserve the bounty, and that mostly meant putting it into jars. But this was a tedious chore that I hated. All the blanching

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and peeling and chopping—the tomatoes and peaches were the worst, turning my arms sticky from their juice. The steam from the canning kettle would turn the kitchen, already stifling from the summer heat, into a sauna. My back and feet ached, and I would count down the time until I could escape and join my friends outside. I protested at the indignity, wondering why we were going to such trouble when we could just go to the store. I swore that I would never, ever do all this work to make jam and put fruit into jars. But I admit that it was worth it in the middle of winter, when prying the lid off a mason jar of fragrant peaches was like releasing a bit of summer. Store-bought fruit just didn't compare.

So now, out of necessity in dealing with the windfall I was given, as well as wanting to recapture a bit of nostalgia, I found myself compelled to learn the domestic science skill of canning. My mom passed away two years ago and is no longer here to give me her advice and knowledge of food preservation. But it turns out that this skill, even in our modern era of convenience, is far from dead. The abundance of web pages and food blogs provided the resources and recipes I needed. Canning might not be the done thing nowadays, but the art of preserving is still alive and well—and might even be a little bit trendy among foodies. So I purchased a canning kettle, jars, and other necessary tools (they weren't as expensive as I thought) and decided to turn my free fruit into jars of spicy chutney and apple butter.

My twelve-year old son was curious about all of this and wanted to help, so I got him to practice his knife skills and gave him the task of quartering the crab-apples, which he then passed to me to de-seed. Thank goodness I didn't need to peel them too—that would've taken forever. We put on some upbeat music and chatted while we worked. He said that he was having fun, even though it took a lot of fruit to get enough for the recipes. I measured the sugar and spices and simmered the mixture on the stove while he watched. The cinnamon and cloves mixed with the tangy apple and gave the house a divine smell. It made it easy for me to ignore the splatters on the stove, and the wall, and the scraps of fruit on the floor. I washed the jars and got the large canning kettle boiling on the stove. I meticulously read the directions and filled the hot jars with the hot fruit. I wiped the rims, secured the lids...and prayed that I was doing this right.

I timed the boiling time exactly, and when I carefully removed the jars onto the towel-covered counter, I felt physical butterflies in my stomach. I prayed again that I'd hear the lids pop—the sure sign that they were sealed and the process worked. I was overjoyed when one after another, I heard the soft pings. I actually did it! This most science-y of kitchen knowhow was actually a bit magical!

I wish that my mom was around to see—and approve—of my efforts. I kept staring at the dozen jars of apple rich brown apple butter and the ten jars of speckled brown chutney as they cooled, not quite believing that I had made something that was so much work but also so satisfying. I kept pressing on the lids, not believing that they really were sealed and ready to be carefully stored on shelves. The kitchen was in a horrible state and it would take me a while to clean it. But that didn't matter; I felt like I'd earned my merit badge as a domestic goddess. I planned what I could possibly make next; perhaps some homemade jam or lemon curd to give away to appreciative friends. Or maybe a batch of peaches or tomatoes would arrive via a farmer's market or produce discounter, and I could take advantage of the cheap prices and can them so they could become a delicacy to be savoured in the middle of winter in the same way I enjoyed them when I was young. My small family doesn't require my house to have a huge cellar filled with rows of jars, but at least I know that I am able to do something to help provide for my family in a tangible way. And for that, I feel thankful. Seems about right for Thanksgiving.

*Carla is an AU student who lives and writes in Calgary, Alberta. Say "hi" to her on Twitter @LunchBuster.*

## A Literary Thanksgiving

Deanna Roney



Thanksgiving is just around the corner. It means gathering family, consuming too much food, and starting fall baking. It is a time of reflection—a time to be thankful for the things you have achieved and to those who have supported you.

There are the big things to be thankful for, like the roof over your head and the family at your table. But there are also the small things, the dogs who hang out in the office all day. The dishes that are done, the soup that is made and in the freezer needing only to thaw out.

I think it is important to remember the big things, to not take them for granted, but also, the little things. The day to day things that are too easy to overlook. The sun on the deck where I can go read, for example. The plethora of books for me to choose from.

Thanksgiving also signals the beginning of the literary award season. Well, it starts a bit before Thanksgiving, but for me, it always reminds me that the season is upon us. I am always excited to see what books are making it from the long list to the short list. I started my morning by watching the live feed of the Scotiabank Giller prize announce their short list (*I am a Truck* by Michelle Winters; *Transit* by Rachel Cusk; *Minds of Winter* by Ed O'Loughlin; *Bellevue Square* by Michael Redhill; *Son of a Trickster* by Eden Robinson). A great thing about The Scotiabank Giller Prize is that, come November 20, the finalist will be announced on CBC television.

It is a wonderful thing to be able to watch this event live, to be able to celebrate with the authors who are anxiously awaiting to hear the announcement. To see literature celebrated in such a way that is generally reserved for sports, or other such inductions. It shows that wherever you may live there is a vibrant literary community out there, and one that you can be apart of if only through watching the celebrations. I look forward to these events, to see the authors, publishers, editors, agents, all being recognized for their work in a world that is so important to me. And I am thankful for the ability to participate in this way.

Fall, Thanksgiving, is the start of a new year in the world of publishing. There are events, lists, and awards; there are new books being acquired after a slow summer, and writers are nervously sending out manuscripts after polishing them all summer hoping for that first yes. It is an exciting time. A time to take pause and be grateful that these things are happening—and that, in a way, we are all able to participate, if we choose, by following along with the longlists, the shortlists, attending events virtually, and holding our breath while the announcement is made.

*Deanna is an AU graduate who loves adventure in life and literature. Follow her path on the writing journey at <https://deannaroney.wordpress.com/>*



*From  
Where  
I Sit*

*Hazel Anaka*

## It Ain't Over Til It's Over

The delayed start to harvest has afforded a couple of unexpected benefits. I've often coveted the promise implicit in those idyllic images of stylish families walking down lanes covered with gorgeous fallen leaves. Of course, the people are sporting worn jeans, cozy burgundy knits, plaids in some iteration, and smiles of contentment. They are walking in parks, in the river valley, in corn mazes. They're shopping for the perfect Thanksgiving gourd while sipping on a caramel pumpkin spiced latte. The kids are laughing, engaged, curious little sponges asking 'what's this?' and 'why?' questions. Dad is present, both physically and mentally.

They surely are not worried about dewy mornings, grain moisture tests, the long-range forecast, or watching the year's earnings hang in the balance. So, while I couldn't become one of *them*, I could take some time for a leisurely walk around our own property. I absorbed the colours and inhaled that distinctly earthy smell of wooded areas. I felt the sun on my face and the wind at my back. And I did it without plaid or coffee. The farmer in me noted it was perfect harvest weather and recognized we had nothing ready to be combined. I tried to tamp down my impatience and panic that this harvest would be harvest 2016 redux. I whispered a prayer of thanks for the gorgeous day, checked my Fitbit, and headed back to the house.

The other benefit of this found time (between the end of the festival I coordinate and the start of harvest) is the chance to attend an out-of-province wedding (relatively) guilt-free. Because Roy can't attend, Hilary is going with me. We've added a couple of days before and after the Gatineau wedding to see some of Ottawa's sights. I've contacted my MP's office to see if a visit to the sitting House of Commons or a behind-the-scenes tour is possible. We'll spent a couple nights with a university friend of Hilary's and chill at one of their favourite spas. Other than that, we have nothing definite planned though I hope to see the Terry Fox memorial and revisit the National Gallery of Canada.

I've also taken time to (re)start some stalled or forgotten projects. I made some necklaces. There's truly nothing like meditative work with beautiful beads to transport one to another place. I've also read, and had Kade for a sleepover.

I've also worked on a manuscript that's been simmering for a few years now. By systemically working through the exercises in a how-to book I'm laying a strong foundation. Whether I choose to focus my annual October timeshare retreat on this project or bear down for the 30 days of insanity of NaNoWriMo (National Novel Writing Month) or both is still unclear. But, it's truly lovely to have the choice.

So, while I'm happy I've seized these moments rather than tear out my hair, I do want to get on with it, damn it. Because, with harvest it ain't over til it's over, 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

## Regretting Residence

**Dear Barb:**

*I am in my first year of university and moved into residence a few weeks ago. My roommate is also a first-year student. I am having a lot of problems with her already! She's going a bit wild. I swear she's been drunk every night since the beginning of school. This is our first time away from home, I get that, but if this goes on all year I don't know what I'm going to do. I spoke to my parents about getting a single room, but they said that is not an option; they do not have the money, as I also have an older brother that is attending university. Also my roommate talks nonstop and I am a quiet person. We just seem to be opposites. Our room is extremely small; it actually was a single that was turned into a double, so you can imagine the tight accommodations. I do like her as a person, it's just I need some peace and quiet. I don't know how to approach this with her. I know there is a Residence Facilitator (RF) that students can discuss these types of things with, but I don't want to cause problems between us. I'm not good at confrontation, but I really need to be able to have a place to study and do my homework. Do you have any suggestions besides confronting my roommate? Help, Hannah!*

Hi Hannah:

Welcome to living in student residence! It's almost an impossibility to find a roommate who is a perfect fit. It's also pretty normal for first year students to party a bit too much at the beginning. Most students will settle down once they really get into their studies and realize the partying lifestyle will not let them achieve good marks. You sound very mature for a first-year student. Residence Counsellors or Residence Advisors are there to assist students with the everyday rules of living in residence. They are usually students who are now in their final years of university and this is a paying job for them. If they can't resolve your issues they can direct you to the right person or department, which could include conflict resolution. Usually you can email your concern and get a quick response, that way you can remain somewhat anonymous. However, before you try any of these approaches I would suggest you talk to your roommate. There really are no options other than being direct. Tell your roommate exactly what is bothering you. You said you like her so that will work in both your favor. There is a good possibility that she will respect your feelings and the two of you can work out these creases. Give it time, but if things don't change then you will have to get someone else involved and ultimately if nothing is resolved, you may have find somewhere else to study, like the library, or move to another room. My advice is to give it time, residence life provides a lot of freedom for the first time, so it may take a bit of time to find the right balance, which obviously you have already done. Good luck in your studies, Hannah.

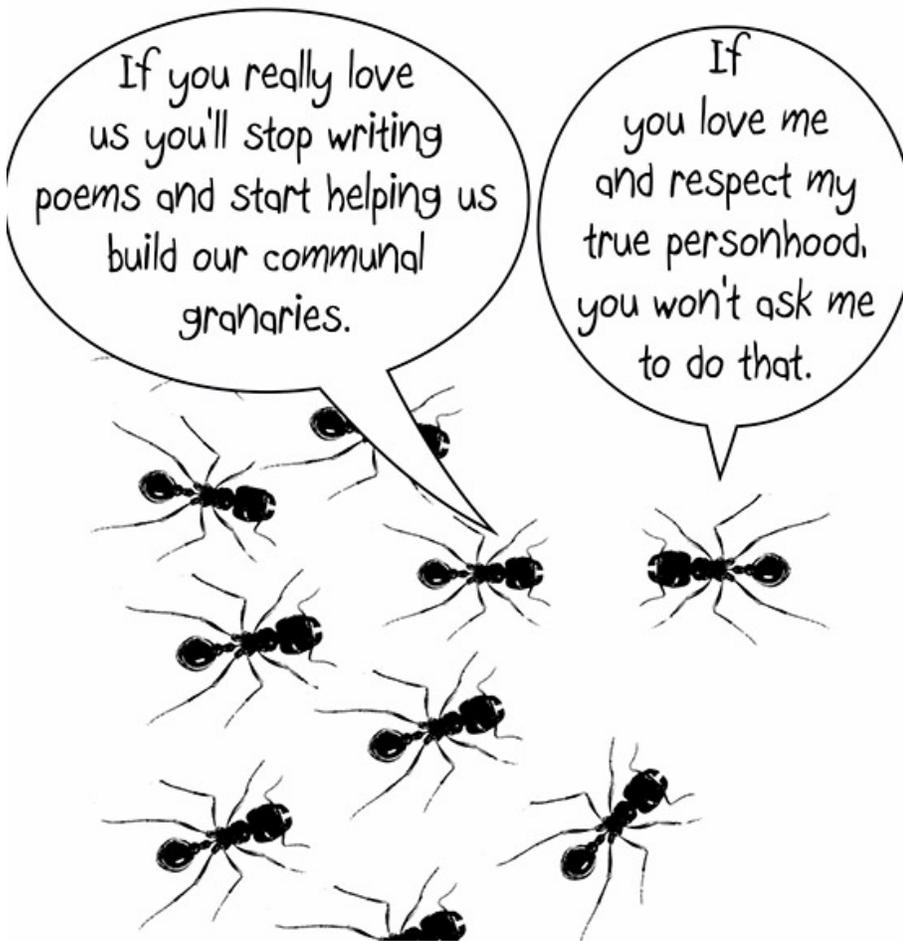
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Email your questions to [voice@voicemagazine.org](mailto:voice@voicemagazine.org). Some submissions may be edited for length or to protect confidentiality; your real name and location will never be printed. This column is for entertainment only. The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

## Politically Bereft If You Really Love Us

Wanda Waterman

### The Collective Versus the Individual



Values, morals, and social expectations differ between communal cultures and individualist cultures, each camp believing it has solid justifications for being what it is.

But this doesn't stop loners from longing to join communities, or disgruntled collectivists from seeing the distant individualist culture as a utopia where all dreams come true.

But there's always that rude awakening.

The enthusiasm of the newcomer to communal life begins to fade when she notices all the little ways in which she's asked to abandon herself.

The newcomer to an individualist society will soon realise that not even personal success will reduce her loneliness and vulnerability.

Those who've experienced both worlds can imagine an alternative paradigm, one that's always existed in parts of the world in the form of *communities of individualists*. In these groups basic

needs are provided communally in order to free, nurture, and encourage group members to do their own thing. Sometimes these kinds of communities are consciously constructed, and sometimes they just happen.

Such communities see no need to enforce communal values with propaganda, legislation, or social pressure; the individuals within them have already accepted that their lives can be better—i.e. freer and more productive—if they share responsibilities and resources while respecting each other's special gifts.

If we can't find a community like this to join, we can fake it 'til we make it—i.e. live as if we're in one right now. By seeking ways to help others and share goods we balance personal interests with the social good, constructing environments in which every person can thrive and self-actualise.

The path of the communal individualist is a win-win. Try it and see.

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

# Earth Love & Destruction

Friday, October 13, 2017  
**2:00pm to 4:00pm**

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## FEATURED SPEAKERS:

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*Paul Kellogg*

Addicted to War – The corporate foundation of U.S. militarism

*Ronnie Joy Leah*

Sacred Ecology, Eco-Justice and Social Action:  
Towards an Ecofeminist Paradigm of “Earth Love”

*Alexa DeGagne*

Apologies, Sting Operations and Public Sex:  
LGBTQ and Police Relations in Neoliberal Times

- + Rooms have been reserved in Edmonton (AUE 1112) and Calgary (BVC S6024).
- + Refreshments will be served.
- + The talks will be live-streamed on Adobe Connect.



**AUSU**  
ATHABASCA UNIVERSITY  
STUDENTS' UNION

This space is provided by AUSU. The Voice does not create this content. Contact [services@ausu.org](mailto:services@ausu.org) with any questions.

## IMPORTANT DATES

- **Oct 10:** [Deadline to register in a course starting Nov 1](#)
- **Oct 12:** [AUSU Council Meeting](#)
- **Oct 13:** [November degree requirements deadline](#)
- **Oct 23:** [Edmonton Student Meet & Greet](#)
- **Oct 31:** [Deadline to apply for course extension for Dec](#)
- **Nov 10:** [Deadline to register in a course starting Dec 1](#)
- **Nov 14:** [AUSU Council Meeting](#)

## AUSU is Hiring!

AUSU is now accepting applications for our new full-time [Governance and Advocacy Coordinator](#) Position.

Under the direction of the Executive Director, the Governance and Advocacy Coordinator is responsible for overseeing all aspects of the Athabasca University Students' Union (AUSU) governance and advocacy initiatives and strategies in order to enhance the overall experience of undergraduate students at Athabasca University. The Governance and Advocacy Coordinator will support the AUSU council in the development and maintenance of our bylaws, policies, and procedures, in order to ensure a solid governance structure to which the organization will adhere to.

Find out more about the position and how to apply on our website [here](#).

**Deadline to apply: Monday, October 16, 2017**



## AU Student Emails

Great news! AU students will all be receiving Athabasca University email addresses and will receive Office 365 for free!

Check out the full announcement online [here](#).

## Virtual Group Therapy

AUSU's Student Lifeline program is launching two new virtual group therapy programs to help students who could use some support! **Free** for AUSU members.

### Stress-Less

Feeling stressed out, and overwhelmed? Unable to manage competing priorities? Learn to manage your stress in this three-session virtual group program facilitated by a qualified Student LifeLine counsellor. Find out more online [here](#).

**Session Dates:** October 12, 19, and 26, 2017 at 5pm MT

### Students Navigating Change

As a student, you're dealing with constant change and new challenges. But you're never alone. Join a group of other students who are navigating the challenges of change with a qualified Student Lifeline counsellor. Find out more online [here](#).

**Session Dates:** Seven consecutive Wednesdays at 2pm MT starting Wednesday, October 18, 2017. Join for one session or for all 7!

**To register for either of the virtual group counselling programs, call Student Lifeline at 1.877.418.1537**



Introducing virtual group counselling from Student Lifeline

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# CLASSIFIEDS

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Classifieds are free for AU students! Contact [voice@voicemagazine.org](mailto:voice@voicemagazine.org) for more information.

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## THE VOICE

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