



# THE VOICE

Vol 26 Issue 45 2018-11-23

## **An Interview with the Minister** November 21, 2018

## **Fly on the Wall** Consuming Power and Symbols

## **Mindful Bard** Greg Herriges' Holiday Album

*Plus:*  
*How to Write an Effective Paragraph*  
*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 [voicemagazine.org](http://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

### Thinking on Bias

Karl Low



I'm having to confront the issue of my personal bias more often in this position that I initially expected. As I've said in the past, I believe bias in an article is perfectly acceptable, perhaps even unavoidable, so long as the article remains accurate, truthful, and fair to the point of noting when there's significant doubt about a particular position. But that doesn't make it any easier to edit.

Sometimes writers submit things that I vehemently disagree with as a person, but I have to remember that just because something is my opinion doesn't mean it's the correct opinion. (Although odds are it is, if you ask me. Of course, that's kind of the problem, isn't it?) I also have to be careful with these types of articles because I have a tendency to want to let things through that I shouldn't—such as unproven blanket assertions, or statements about others' beliefs or motives—in fear that I might be judging the article too harshly because I disagree.

Sometimes it's the opposite: a writer is saying things that I fully agree with. That one's actually harder to do, because it requires that I keep aware of what's strictly on the page and don't rely on what I personally know, or worse, just believe. It also has the opposite problem, that

I tend to require higher levels of proof for assertions, of incontrovertibility, to ensure that I'm not being too soft on something.

But most recently, it was because *The Voice Magazine* received a chance to interview Advanced Education Minister, Marlin Schmidt, on the passage of Bill 19, a bill that will be putting tuition and post-secondary fee controls into law, as well as adding some other requirements that students' associations have generally been seeking for quite some time.

My bias, as you might expect if you've read some of these editorials, is toward the NDP, or more specifically, against their primary opposition today, the conservatives or United Conservative Party of Alberta. Some hardliners would claim that having that bias means I'm unqualified to properly interview the minister and that it explains why he'd be willing to have an interview with what they might call a "friendly" publication. I disagree, however. Simply having a bias doesn't mean you give in to it. And I think I successfully avoided doing so this time, because I did get some answers I wasn't particularly happy about.

But I always have self-doubt on these things. Perhaps I was too soft, perhaps there were some obvious, hard questions that I didn't even think of asking. That's where I look to you, the readership of *The Voice Magazine*. What questions would you have asked, had you the chance?

Of course, that's just the Feature Article this week, we also have our report on the latest AUSU Council meeting, a particularly hard to stomach Fly on the Wall (it's a bit of a pun, you'll get it when you get there), advice on everything from menopause to paragraphs, and of course other thoughtful articles, news, events, reviews, and more. Enjoy the read!

A handwritten signature in black ink, appearing to read 'Karl', with a stylized flourish at the end.

## An Interview with the Minister November 21, 2018

**Karl Low**



For those who aren't aware, some of the key points of Bill 19 – An Act to Improve the Affordability and Accessibility of Post-Secondary Education are that it puts language controlling tuition directly in the legislation, where it has to be subject to public debate if it's going to be adjusted, and ties tuition and mandatory fee increases to the Alberta CPI, barring exceptional circumstances, and even then, those exceptional circumstances have to be agreed on by the students who would be affected. It also requires that post-secondary institutions provide guarantees to international students about the full cost of their four-year degree; ensuring predictable tuition for them.

Recently, I was able to get a few minutes to speak to Advanced Education Minister Marlin Schmidt on the recent passing of Bill 19 through it's third reading. So, naturally, I started off asking about something completely different: the tuition freeze and post-secondary funding review.

*The Voice: The NDP government has been providing backfill funding to post-secondary institutions to compensate for increases in costs that they haven't been able to recoup during the tuition freeze. Is this backfill funding now considered part of the regular government contribution to Alberta's PSE for once the tuition freeze*

*ends in 2021?*

**Minister Schmidt:** Yes, it's rolled in.

*The Voice: There was a lot of talk about the government not only adjusting tuition policy, but also adjusting the entire funding framework. Is that still ongoing and, if so, will it be ready before the next election? This is the one that is of serious importance to AU.*

**Minister Schmidt:** No decisions have been made on that yet, while there's still some talk about adjusting the funding formula I'm going to have to point you to the next budget as the most likely place any changes in funding will be found.

*The Voice: I was going to ask what a domestic student really means, but my last look through the bill explained that to me: basically, any Canadian citizen or resident. With respect to that, though, typically the Alberta government has tried to provide funding at a level that supported about 2/3rds the full cost of tuition for Alberta students. Will that funding be adjusted, in line with the new bill, to 2/3rds the full cost of tuition for domestic students? Because that would be a significant boon for AU.*

**Minister Schmidt:** Operational funding for Post-secondary institutions is based primarily on the precedent of what went before, adjusted by the priorities of the government of the day, and while the 2/3rds ratio is generally true (with some significant variation for particular

institutions, as you know) it's not how the amounts are decided, so the definition of "domestic students" won't be a factor in this.

*The Voice: You've upgraded a lot of colleges to universities with this bill, and have made it easier to do so to other colleges in future. Universities tend to have higher costs and overhead than colleges, but I understand the NDP government wanted to do this to be sure education could be reached closer to people's homes. Yet with AU, you have an education that people can reach right in their homes. So why upgrade those colleges and have to spend more on overhead when you could have just given more to AU to expand their programs without significant additional overhead?*

**Minister Schmidt:** While AU is great for those who are able to do the work on their own and has lots of advantages, such as being able to work within your own schedule and where-ever you are, there are many different types of students and they have different learning styles. Some of those students simply do better in a classroom environment, and for students living in the central areas of the province or further north, the trip for those students to classes in Calgary or Edmonton makes it a much larger cost. We're making these changes and investments so that those students don't have to take on the additional expense, or worse, forego education altogether.

*The Voice: AU's Third party review was completed a year ago. AU has said they're taking steps to address the recommendations on their side, is there anything else coming from the government side on this?*

**Minister Schmidt:** We had a meeting not terribly long ago with the writer of the review and the board, kind of an update, and he expressed that he was quite happy with how the work was coming along. For our part, we've made significant increases in funding, as well as our announcement in June with the 4.9 million grant we provided for additional support for AU in accordance with the third-party review and AU's strategic plan.

*The Voice: About international students, the new legislation demands that post-secondary institutions guarantee the cost of their four-year degree when they sign up. However, with AU, many students sign up for single courses, and many students take far longer than four years to complete a degree.*

**Minister Schmidt:** Yes, we've been thinking about that and we may need to do some sort of ministerial action to address the specific issues of AU when it comes to this.

*The Voice: During the last stage of debate on this bill, the opposition noted numerous times how carbon taxes were raising the costs for post-secondary institutions and students alike, with demands that they be eliminated. How do you respond, and more importantly, how do you justify this to Albertans?*

**Minister Schmidt:** We're looking beyond just the short-term costs and noting all the improvements, both long and short term, that the carbon taxes have allowed us, such as improved public transit corridors, which benefits many students, and the investments we can make into diversifying our economy into technology and green energy projects. We also note that we've been making increasing investments into post-secondary each year. That's part of the case we're going to be taking to Albertans in the next election, and hope they agree that it's worthwhile.

And with that, the Minister had another interview to get to, so we thanked each other for the opportunity and that was that.

I should note that the Minister's comments are not verbatim here, as I've paraphrased most – we were both speaking quickly, and to some extent, informally, due to the time constraints. Also, in the spirit of full disclosure, I've been around for too many conservative governments and seen what they do to post-secondary education funding any time the price of oil drops or there's any



other revenue challenge to their budget, so I'm biased against them generally. I don't think I softened my questions to Minister Schmidt at all based on that, but if you disagree, let me know. And let me know what questions you would have asked that I missed. You never know, I might get a follow up opportunity.

That said, it sounds to me like the funding review has been placed on a far back burner, which, in my opinion, is not a good thing for AU. That significant variation minister Schmidt was talking about is one that is particularly hard on AU with our high concentration of out of province students, and I know many at AU were looking toward the funding review with a hope it would address that.

Also, personally, I was hoping that the new language in the PSLA of what a domestic student is might be the government figuring out a way to slide in improvements to AU's operating grants without triggering the politics of competing universities demanding similar improvements, but it seems I was wrong on that guess.

*Karl is a graduate of AU's English Program (with Great Distinction he likes to point out) and works as the managing editor of The Voice Magazine. It's not as glamorous as you might think.*



## Fly on the Wall

### Waiter, there's a Phallus in my Soup

Jason Sullivan



### Power and Prestige at the Level of Consumption

Comfort food: succulent hugs in morsel mouthfuls. It's soulful re-invigoration at a delightful and intangible level. Sinfully delicious or piously nutritious, our hard-studying taste buds deserve the best. We know what we like and we don't need to ask why. But what if your favourite Canadian dish threatened extinction for a species in the wild? *Uh oh, spaghetti-oh...*

Free-range pasta, pan-fried poutine, and deep-fried pickles are in no way

threatened, it's true. Yet, a quarter century ago, a moratorium on the Atlantic cod fishery hit another taste bud tickler: Fish and Chips. This signature English dish carries such cultural connotations that George Orwell, while conducting an interview for a housekeeper, famously asked if she was a good cook, and, when the answer was in the negative, he simply brushed it off and pronounced that that was just fine; they'd nightly eat takeout fish and chips (Orwell, online). That being said, here in the 21st Century there'd have to be a good justification to continue eating Atlantic cod if the species was in peril. In such cases it helps to ask where our heartfelt attachments originate.

We're probably all familiar with the pejorative notion that the treasured diploma or degree we labour towards is *just a worthless piece of paper*. After all, many students attain their degree only to go on to work in a seemingly unrelated field. Some disciplines (Hello art history and theoretical physics) are written off as though they might as well have been extras in a *Charmin* commercial. How can we quantify the priceless sense of worth and vitality imparted by completion of a degree that requires such rigorous self-discipline and time management skills? The value of our AU parchment is simultaneously immeasurable and beyond measure; it's worth depends on our values and these are deeply personal and linked to our evaluation of our chosen academic discipline(s).

As Victor Frankl, psychologist and holocaust survivor, stated, "Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." (Frankl, online).

Our pleasure and desire are not value-neutral. They are embedded within terrain we traverse using methods keyed to our social surroundings and academic disciplines: our favourite things did not get that way spontaneously.

Shark fin soup is a notorious example of a culturally valued dish that threatens species with extinction. The broth lacks nutritional benefits and its swamy, mucousy texture often contains toxic mercury (Telegraph, online). And, perhaps most damaging to foodies with precocious palettes: "the fins themselves are virtually tasteless" (Telegraph, online). Traditionalists nonetheless claim that this viscous potion will "improve everything from sexual potency to skin quality" as well as potentially "prevent heart disease, lower cholesterol and fight cancer" (Telegraph, online). Recipes date back to the Ming dynasty five hundred years ago and, with the upward mobility of an emerging middle class, shark fin soup has never been more in demand. With the scientific facts available, why do people from Singapore to Manchuria to Vancouver keep eating it? Well, before we hop on our high horse (horse meat is delightful on Venetian pizza, I must add) we might consider shark fin soup's social role and compare it to items in our own culture that function in similar ways. In Frankl's terms, our intuitive responses stay unexamined at our peril, not to mention our hypocrisy.

Cue the *Jaws* theme song. Symbolically, shark fin soup sort of speaks for itself. A shark fin, symbolic of all the stealth, power and efficacy of a ravaging and insatiable killer, is consumed at special events where it demonstrates social prestige and encourages physiological health. This noteworthy protuberance as a status symbol symbolizes power; in post-Freudian terminology it *functions as a phallus* whereby a phallic symbol represents power rather than literally representing the male organ. "Contrary to Freud, Jacques Lacan stressed that the 'meaning of the phallus' is linked to the fact that the penis is not the phallus" but rather, the phallus is any symbol that connotes the acquisition or maintenance of social power (Alphaville, online). In fact, there are phallic foods spanning countless cultures including such delicacies as Yak penis and Geoduck Clams (Cambell, online, Washington Dept, online). Each are supposed to enhance potency, ensure health, and increase social standing for those who consume them. Foods that represent phallic power come to symbolize the acquisition of knowledge and, as we know when people argue over facts and their possible fakeness, to possess effective knowledge is to effectively wield power. But you don't have to stick with edibles to see a trend emerging: our consumerist culture has got the phallus trick pegged with our own economic marks of adulthood, stability and virility: big ticket items like humungous pickup trucks.



Many men do not *need*, per se, a huge truck or the newest model every few years and yet they proceed to buy one anyway. Their truck functions as a status symbol. Perhaps even adorned with stainless steel testicles dangling off of the rear axle (Leonard, online). This *Fly on the Wall* can personally testify to seeing multiple examples of these while travelling on Alberta's Queen Elizabeth Highway.

Clearly there are bigger things going on than folks possessing a piece of modern engineering. So much so that a recent TV commercial for Ford felt the need to proclaim, with solemnity and a stiff upper lip, that "it's not a metaphor" (Capital Ford, online). As Lacan described, we live enmeshed within a "symbolic-real' imaginary" realm and, born into our culture's tropes of identity and codes of conduct, gain a sense of self within a realm more symbolic than objective (Alphaville). As children our gender, name, and location conflate to create a backdrop pastiche. The "image in the mirror is the image of coherence-of what makes the world and our place as complete subjects in it make sense. It becomes a process of identification of internal self with that external image. The mirror stage thus represents the infant's first encounter with subjectivity...with an external sense of coherence, and with a sense of "I" and "You" (ibid).

As our AU experience unfolds we add identifiers like academic scholar and university graduate to our matrix of self. Hopefully our diploma means something deeply to us, otherwise it's just another cultural signifier that might make us appear pretentious.

Sometimes we come to identify with an "icon"; that is, an image which is understood with no (or little) mediation. Here the big chichi truck rides into view once again, as could a pair of studious reading glasses or a classy business suit. These external identifiers do not appear coercive, so naturally are we interpolated into our social world with its narratives and symbolism, yet we find ourselves feeling at one with them without necessarily being aware of how this happened. *I've always liked trucks*, we might say or *I just dress how I feel*. These commonsensical answers enter our lexicon not because they are transcendently true (we were all born naked and truckless, after all) but because we swam amidst cultural symbolism from the moment of our birth and before we were self-conscious.

So with shark fin soup as restorer of, er, masculine function and a pickup truck as provider of masculine functionality (Honey-Do list trips to the town dump anyone?) both *function as phallic symbols because the phallus signifies not literally a penis but the possession of power itself*. Crucial to our identity, they resist rational critiques from discourses of extinction and climate change. After all, from our first consciousness we experience a need to make sense of ourselves and the world around us; objects which help direct us to culturally appropriate models of understanding function as phalluses; they literally point us in socially-sanctioned directions. As such, "the phallus is the signifier of this desire for understanding brought forward through language" (Mulvey, online). Even colours work this way; some are coded as feminine and others masculine. "In order to fill the gap created by this desire-signified by the phallus, the subject must find a way to *be the phallus* in order to draw the attention and recognition from the Other," (Mulvey). Whether eating a shark fin and thus absorbing it into our bodies or driving a truck, and thus becoming inseparable from its bigness and chichiness, the effect is the same: *a cultural icon functions as a form of self-definition that provides the user with a powerful and stable sense of self*. It's like wearing a shark-suit to a party: everyday is a masquerade when we realize the nature of our accoutrements, costumes, and pieces of flair. They're symbolically all phalluses.

But what good is everything being a symbolic phallus? Tune in next week, where we'll address theoretical lenses and their real consequences for how we see the world and our place within it.

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## The Best Laid Plans

**Deanna Roney**



I am a big believer in planning but leaving room within those plans for change and growth. I have learned through the years that even if I take the time to plot and plan, say, my courses, or degree path, that this will generally change. With my degree, I decided early that I would let it grow organically, but that didn't stop me from looking at the courses when I first enrolled and planning which I was going to take and when. I bet if I went back and looked to see how close my final (completed) plan was to that original one, there might be a few courses that stayed the same, though I guarantee no dates did.

I think it is important to plan, to set goals, and to work towards those. But it is equally important to not stick to those plans rigidly—because you never know what you will miss out on.

Most recently, my husband and I decided that we were going to take some time between dogs. When we met, I had two, who we still have and are going on ten years old, and he had one who we lost a few years ago. All three were large breed but thankfully they got along wonderfully and fell into their roles within the pack with ease, there were no disputes between

who was the alpha and who was not. Having three large dogs can be a challenge, even two large dogs can make certain things a challenge. So we were going to take some time.

And then we saw a puppy who is a nephew to the boy we lost. The family that was set to adopt him fell through. We were particularly intrigued by the bloodline because he, and all his siblings, had the best temperament. We looked before to try and get one within the same family, but the parents had passed and most of the siblings were not breeding.

When we saw the video of him and his sister playing we started to talk about it, do we really want a puppy, now? As mentioned, our plan was to take some time for us. To have more freedom, to worry less about how long we had been gone from home.

We debated what to do for days. I flipped from one extreme to the next –my husband did too.

And then I remembered, that even the best plan can change. Even if the plan sounded great it doesn't mean it needs to work out that way in reality.

We decided to go and meet the puppy and see what his temperament was like, see how he would get along with our older boys—because we needed to consider how they would feel about all this.

And we got the puppy.

And I am so glad that we allowed some flexibility in our plans; I am rarely disappointed when I let plans grow and change. It can be hard to remember that just because we set a plan, doesn't mean we need to stick to it.

Some of the greatest things have come from allowing plans to flex and change, whether our new puppy—who is growing on our older boys every day, or my career path that I didn't even know existed when I started my degree but one that I never would have accessed without it.

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



## Scholarship of the Week

### Digging up scholarship treasure for AU students.

**Scholarship name:** The FormSwift Scholarship Program

**Sponsored by:** FormSwift

**Deadline:** December 15, 2018

**Potential payout:** \$1000

**Eligibility restriction:** Must be enrolled at, or enrolling in, college or university at the undergrad (4-year) or grad level. See [full eligibility requirements](#).

**What's required:** An email with school and contact info, along with a business plan infographic for one of the specified industries.

**Tips:** Good practice for aspiring entrepreneurs!

**Where to get info:** [formswift.com/startup-scholarship](https://formswift.com/startup-scholarship)





## How to Write an Effective Paragraph

**Tara Panrucker**



You may be rolling your eyes in exasperation at this topic. Come on—we learned how to write paragraphs in high school; give me a break! Rest assured you did not learn how to write effective paragraphs in high school; certainly not university level paragraphs. Indeed, knowing how to write a polished paragraph will drive you all the way to the end of a winding term paper road with higher marks.

### **What are the main parts of a paragraph?**

1. Topic Sentence: the main idea of your paragraph.
2. Supporting Ideas and Details: evidence and arguments that support your topic.
3. Transitional Sentence: a sentence that guides the reader to the next paragraph.
4. Concluding Sentence: a sentence that unites your entire paragraph and reinforces or restates your topic.

### **What comprises a well-written, well-thought out paragraph?**

1. A topic that is clear to the reader.
2. 3-6 supporting ideas (depending on the length of the paper) are provided that support the topic sentence.
3. Reasons, examples, names, numbers, and so on which develop the supporting ideas, give details, and explain it more clearly.
4. A paragraph that is unified by all the sentences directly reinforcing the topic.
5. Coherent information that is well-organized, logically ordered, and easy to follow.
6. Parallel grammatical structure used throughout the work.
7. Sensible use of transitional words and phrases that carry the paragraphs from one to the next.
8. Repetition of key words and phrases from the topic sentence forward.

### **What questions should I ask myself before I begin writing a paragraph?**

1. Is my topic sentence responding to the question of what my paper is answering or is it going off topic?
2. Is my topic too vague?
3. Are my supporting details relevant to the topic or should irrelevant details be omitted?
4. Who is my audience (the reader)? How much prior knowledge do they have about my topic? How much explanation do they require to fully understand?
5. Do I know enough about my topic or does it require further research?

### **How do you Write a Paragraph?**

1. Start with composing a controlling idea (topic sentence) that will narrow the topic enough to support it appropriately in one paragraph.

2. Brainstorm supporting ideas and then choose ones that successfully support your topic sentence.
3. Rearrange sentences into paragraphs that make sense, in an order that makes your idea flow naturally from one paragraph to the next.
4. Edit your paragraph, adding transitional words where appropriate and taking out unnecessary words, phrases, and details that do not support the topic sentence.
5. Polish your final paragraph(s) for correct grammar and spelling.

### Remember 'The Four Fs' for Writing a Great Paragraph

1. **Focus:** your paragraph sentences do not go off-topic.
2. **Fine Points:** you've supported your topic with enough details/explanation.
3. **Flow:** your sentences and paragraphs flow logically from one topic to another.
4. **Finality:** you've united your paragraph with a strong concluding sentence.

While not the most exciting segment about writing an article or assignment, composing a well-crafted paragraph builds up to a well-crafted finished product. And that, my fellow students, is one of life's simple pleasures.

*Tara Panrucker lives on Vancouver Island and is seeking a General Arts Degree at AU.*



### Porkpie Lost and Found



### Darjeeling Jones

I think there are those of us, not few in number, who do not quite fit into the world. Our mothers send us out to the corner store for milk and cigarettes one morning, and we take a wrong turn, stumble through some quantum doorway into a new dimension. When we return home, it is not quite to the same house, the same kitchen, the same mother. Things have shifted, our edges not longer describe the shapes expected of us. We mean no offense to the inhabitants of this parallel universe, but things were just slightly better back home. The rain smelled sweeter, the snow fell more softly, the cream tasted fresher. Back there, there was more love and less anger, more poems and less propaganda. Our prospects happier, our friendships more profound.

Sometimes this losing of the way does not happen in childhood. I have heard stories of women and of men who have lived long, rich lives. For decades they have gone about their routines and their adventures, at once complex but reassuringly predictable. Then, one morning in November, let's say, they wake up to find the world they knew has tilted on its

Winnipeg Art Gallery, work by Carole Conde and Karl Beveridge, part of a series titled 'Standing Up'

axle. Strangely, such transformations are rarely positive. There are burning cars on the boulevard where magnolias once grew. There are tornados and smoke in the skies where wild swans once flew. There are ghosts in their partners' eyes, hate or fear in their neighbours'.

For a long time, such lost souls may wander about this off-kilter world, searching for that elusive doorway home. Sometimes, if they are lucky or watchful, they catch glimpses of other travelers who are also lost. Sometimes they hear the voices of these kindred spirits singing to them on the radio, see their images of the beautiful and mysterious lost lands hanging on gallery walls, or read their coded messages on the pages of books. Many times, with a shock, they will realize these other travellers are long dead, and they will wonder if they ever found their way.

From time to time their paths cross at cocktail parties or cemeteries, seances or shopping malls. Their eyes will meet, just for a moment. Is it safe to speak? Sometimes they find themselves standing side by side on a hillside or city street, watching the skies changing colour, or passing comets, or the lights coming on in distant office buildings. Some shock of understanding and recognition will pass between them, and they will know that they are, both of them, travellers of time and space.

Perhaps they will speak in a common tongue, their hearts will connect in a common cause. They will share their legends, share their maps. They will make a fateful decision: to continue searching, or to stop and build something from the blueprints scratched into their hearts and minds. They may run, or they may grab hammers, nails, shovels. They may pull their collars up about their ears and wander off into the storms of this weird world, or they may break ground for a new shelter. Perhaps, every now and then, they may discover that the world they thought they had lost has been the world they have lived in all along. They just needed to see it with new eyes.

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

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

#### AthaU Facebook Group

Jeffi asks about AU's mailing strategy during Canada Post work disruptions; responses indicate some parcels are being sent by Loomis courier. In the wake of repeated posts searching for "easy" courses, Dougal looks forward to a post looking for courses that are "interesting, informative, challenging, and useful. Amen to that, Dougal!

Other posts include a chance for a free AU course, citing artwork, ProctorU fees, and courses ACCT 460 and PSYC 345.

#### reddit

A desperate poster (possibly a pirate) begs for pointers for the MATH 215 midterm and final exams

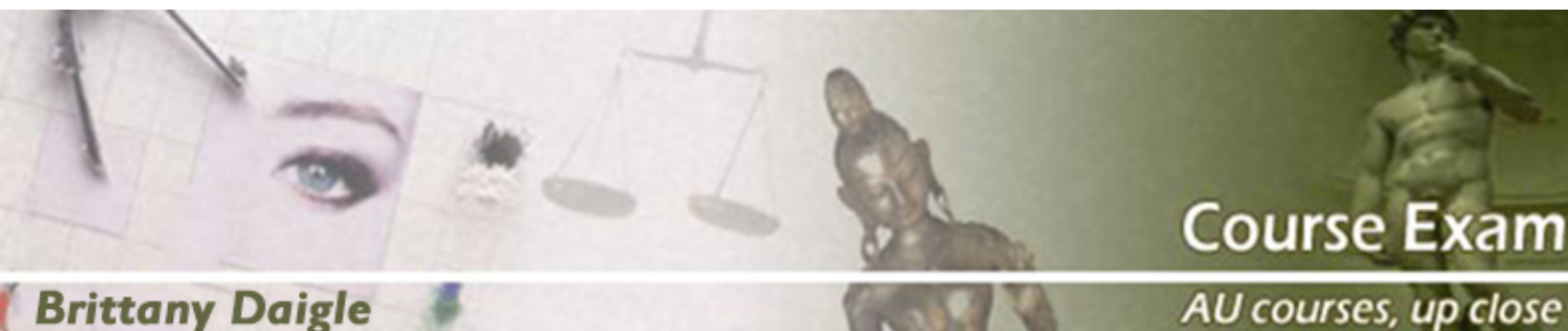
#### Twitter

@AthabascaU tweets: "You bring yourself and a guest. We'll bring a cocktail and some appys. Toronto, Edmonton, Calgary and Vancouver. We're bringing the Seasonal Cheer: <https://bit.ly/2A7mJlV> #yeg #yvr #yyz #yyc."

@austudentsunion tweets: "Get involved with your AU Students' Union and help #represent your fellow @AthabascaU students! Apply to sit on the new AUSU Student Advisory Committee! <https://bit.ly/2zXYXZC>."







**Brittany Daigle**

**Course Exam  
COMP 390 (Computer Graphics)**

**Course Exam**

*AU courses, up close*

**Brittany Daigle**

COMP 390 (Computer Graphics) is a three-credit senior-level computer science course that introduces the concepts and implementation of computer graphics. As one of the important subject areas of the study of computer science and information systems, this course focuses on the theoretical aspects and implementation of computer graphics using OpenGL

Students should note that COMP 206, COMP 306, or professor approval is required to register into this course. Also, COMP 390 cannot be taken for credit if credit has already been obtained for COMP 392. This course is not available for challenge.

Computer Graphics is made up of twelve units, four assignments weighing ten percent each, one programming project worth thirty percent, and a final examination worth thirty percent. The twelve units within this course cover topics including 2D graphics, lighting, surface rendering, the transformation and viewing of 3D graphics, object modeling and visible surface detection of 3D graphics, and color systems and shading. To receive credit for COMP 390 students must achieve an average grade of at least fifty percent on the assignments, at least fifty percent on the project, and a grade of at least fifty percent on the final examination.

Note that the final exam for this course must be taken online with an AU-approved exam invigilator at an approved invigilation center. It is your responsibility to ensure your chosen invigilation center can accommodate online exams. For a list of invigilators who can accommodate online exams, visit the [Exam Invigilation Network](#).

Basit Bada started studying at Athabasca University in the summer of 2017. He states, "I am not a full-time AU student, I just take courses from AU and transfer them to my university. I take AU courses because, though it could be a lot more work, it is more flexible and it allows me to easily combine school with work and get good grades. AU also grants me the opportunity to take elective course that are related to computer science and allows me to take some necessary courses that are unavailable in some semesters in my physical school."

He continues, "I started COMP 390 in May of 2018 but I completed my first Tutor Mark Exercise (TMA) in June because it took me time to download and install the necessary OpenGL software required for the course. It also took me a while to grasp the concept of OpenGL graphics. Furthermore, after downloading the necessary 'Visual Basic 2013' software, the license expired after one month, so I had to download another one which also expired after one month. I think I fixed this by downloading the 'not-recommended' 2017 version, which did not have any programming issues or of signing in with my school email. I completed my project and wrote my exam in September because I was on vacation in August."

He explains the course, stating “The course is about how to create computer graphics using OpenGL which is a cross-platform application programming interface used for creating 2D & 3D graphics. The course requires that you download some OpenGL libraries that work with C++. At first, you will just need to use basic C++ programming language and the OpenGL libraries to create shapes by plotting lines from one coordinate to another, as if you were plotting lines on graph. Later on, in the course, it becomes complex when you have to do your own calculations in TME4 and depend less on the OpenGL libraries.”

When I asked him to provide some insight to the structure of the course, Basit Bada explains, “All the Tutor Marked Assignments (TMA’s) are Programming exercises. TMA1 and TMA2 were relatively easy and interesting after grasping the concept of OpenGL graphics; meanwhile, TME3 was more challenging and confusing. However, I still did well in TME3. TME4 was long, difficult, and frustrating but I was able to complete it too. TME1 is based on Anti-aliasing and 2D Graphics Transformation. TME2 is based on Object Modeling and Transformation & Projection. TME 3 is based on Lighting Elements & Surface Materials, Calculating Specular Contribution, and loading a textured background. TME4 is based on Recursive Reflection and Shadows. TME4 was the most difficult. You will need to use a difficult technique called Ray Tracing and it requires a lot of calculations. You would have to be a patient person and a good debugger to get a good mark on TMA4.”

He continues, “Basically, you have to follow the study guide, which was specifically designed to aid students with the course. Even if you have prior knowledge of OpenGL, you cannot take the study guide for granted and pass the course. The instructor posts a lot of example code in the study guide that would be important for the assignment. Some of the example codes even have to be copied and pasted. The project was much more flexible; it requires you to use the techniques you have learnt throughout the course to complete one of three exercises. You have to try to be unique with the project; create something unique that looks very different from your TMA’s, or else you might be engaging in self-plagiarism.”

As for the final exam, Basit says it was easy, explaining “You just need to follow the study guide (that is what everyone says and that is all I can say too). The final exam was a three (3) hour, closed book exam with five parts. Part one of the final exam is worth ten percent and has ten true/false questions. Part two is worth ten percent and has five multiple-choice questions. Part three is worth sixty-four percent and has eight short answer questions. Part four is worth ten percent and is a question related to your project. Part five is worth six percent and consists of argumentative questions. No calculators allowed or needed as there are no calculations. There are also no programming questions on the examination; part 1 to part 3 is based on the concepts in the course.”

When I asked him who he would recommend this course to, he stated “I do not recommend this course for anyone who has not taken a C++ course. In fact, COMP 206 or COMP 306 is the required prerequisite to COMP 309. I would recommend the course for anyone who is experienced in C++ programming and especially with OpenGL.”

I asked whether he enjoyed taking the course or not and he stated “Once I understood the basics of OpenGL graphics, I started to enjoy the course. I enjoyed following the instructor’s questions and directions and producing the desired graphics results in Visual basic. Though, the course does get harder and less interesting as the topics progress.”

Basit Bada provided some useful tips for students, stating “You can use OpenGL, google search, and any OpenGL YouTube Topics as an assistance resource for the TMAs and for understanding the concepts of OpenGL topics for your exam.”

Whether COMP 390 is a required course for your degree or program, or if the topics above are of interest to you, this course will introduce you to concepts and implementation of computer graphics!

*Brittany Daigle is 22 years old and completing her BSc in Computing Science & Information Systems with AU from Toronto, Ontario.*



## The Fit Student Nature's Cure for Midlife

Marie Well



Certain woes mother nature clearly intended. To treat these woes, go natural, not medicinal.

To illustrate, mother nature willed menopause onto all women. That's half the world's population. So, I argue it's best to treat menopause naturally—but long *before* it hits. Especially before the hot flashes.

So, why naturally, not medicinally?

For one, hot flashes may be healthy. We know that most young women don't sweat. That is, until menopause hits. Then

they drip from hot flashes. Followed by chills. But I love sweating. Long ago, I wore a rubber suit while training in the sun. Just for the sweat. And sweat releases toxins. Healthy, right? Even now, science doesn't know what causes hot flashes. So, I bet more benefits abound that science has yet to discover.

For another, hormone therapy may cause harm. Consider steroids: hormone pills. Muscle-heads take steroids. But steroids kill you young. They overload your organs. Plus, they give you side effects such as aggression and man boobs. Why would hormone therapy be much better? Stick with mother nature.

For another, pills can worsen symptoms. Yes, worsen. So, avoid taking antianxiety medication during menopause. I took antianxiety meds long ago. Did it cure the anxiety? No, it made it worse. I stumbled like a drunkard but still suffered stress. But later, I cured myself through journaling, cognitive behavioral therapy, caffeine-free living, exercise, and whole foods. Yes, the ways of mother nature.



And stay clear of antidepressants to treat—not depression—but hot flashes. Antidepressants balloon your belly and stir up a host of side effects. If you want to feel blue, then muzzle hot flashes with antidepressants. Author Tara Allman, MD, questions whether antidepressants even work for menopausal moodiness, never-mind hot flashes.

Tara Allman, MD argues in favor of hormone therapy, but praises exercise and nutrition, in her book *Menopause Confidential: A Doctor Reveals the Secrets to Thriving through Midlife*:

How do you diagnose menopause? “Menopause is when you have not had a menstrual cycle for twelve months in a row” (p. 11 of 248, 9%).

Most women get hot flashes: “Over 80 percent of women in the United States experience hot flashes” (p. 17 of 248, 11%).

Hot flashes can last a generation: “The average woman will experience hot flashes for at least seven years, and some will suffer for longer than twenty” (p. 18 of 248, 12%).

But little is known about hot flashes: “We still have no clue what causes a hot flash” (p. 20 of 248, 12%).

So, combat hot flashes naturally—through exercise and diet. And do it before menopause strikes: “If you are experiencing perimenopausal or menopausal symptoms, you are less likely to have the energy and stamina necessary to exercise daily and eat healthily” P. 153 of 248, 56%).

Exercise and nutrition prevent menopausal-related Alzheimer’s: “Exercise regularly, eat a healthy diet, maintain a normal weight, reduce stress, engage in social activities, challenge your brain, wear your seatbelt and bike helmet ...” (p. 36 of 248, 18%).

Exercise and diet also combat menopausal-related sleep issues: “So what solutions are available for midlife women’s sleep issues? ... healthy diet, daily exercise, weight maintenance, and not smoking” (p. 47 of 248, 21%).

Fitness and diet also prevent osteoporosis, “Eat a calcium-rich diet, be physically active, don’t smoke, don’t drink too much alcohol, maintain weight above 127 pounds, beware of medication side effects” (p. 139 of 248, 50%).

But some women benefit from hormone therapy: “Mood symptoms and sleep issues improve significantly with the use of hormone therapy, especially when there are also complaints of hot flashes and night sweats” (p. 30 of 248, 16%).

But hormone therapy can trigger tragedies: “Estrogen therapy ... promotes clotting and inflammation inside blood vessels, which can lead to heart attacks, stroke, deep venous thrombosis, and pulmonary embolism” (p. 158 of 248, 59%). Other “risks of ... estrogen therapy: ... uterine cancer, increased breast density, breast cancer” (p. 173 of 248, 64%).

To me, mother nature makes more sense than hormone therapy.

But what if hot flashes slap you hard? Well, exercise and eat unprocessed foods. Savor whole fruits and fresh vegetables. Not the pickles and ketchup on the Big Mac. No, *real* vegetables—picked from trees or pulled from the ground. And hit the gym five days a week. Lift weights on two of those days for bone health.

But start young. And natural.



## The Not-So Starving Student

### What I Learned from a Pie Eating Competition

**Xin Xu**



A week ago I had the honor to participate in a pie eating competition hosted in Edmonton by the University of Alberta. Being an amateur in the food challenge scene meant I had a large learning curve. The pie was exactly 12 inches wide and 1.85 kg in weight. I had no idea how I could overcome this enormous opponent in under 10 minutes (the allowed time for this competition). Despite not being crowned the title of pumpkin pie eating champion, I was thoroughly glad to be part of the experience. Here is what I learned from the ten minutes of this challenge:

**If it's your job to eat two frogs, it's best to eat the biggest one first.**

This statement applies to any food challenge. First conquer the toughest opponent. For me, the pie crust seemed delicious as the flaky pastry almost melted in my mouth. However, the pie itself was comprised of thick, dense, gelatinous

filling that seemed almost inedible after the first few bites. Hence, eating the filling would have been the optimal strategy. For other food challenges, this might mean gobbling down an entire mountain of pho or ice cream, always start with the hardest thing to eat.

**The actual food item always looks bigger with every minute of the competition.**

While I was scooping massive cupfuls of pumpkin pie into my mouth, I felt the pie growing with every gulp. After five minutes, it appears as if I had barely made a dent.



**Never look at your opponents.**

Staring at your opponents may be the worst way to start a competition. Competitors may use many different strategies. For example, this might look like using hands as eating utensils or drowning down the food with water. Whatever may be the case, staring at your opponents not only overwhelms you but also distracts you from your personal strategy. For example, my personal strategy was to use the plastic cup provided to scoop the contents of the pie into my mouth, but many others used their forks and others used their hands. Always go with what your strategy is, and don't compare with others.



**Eating competitions are very public.**

If you're planning on partaking in an eating challenge, you must brace yourself for the public comments and perhaps social media involvement that ensues.

**Bring some antacids for heartburn.**

One mistake I made during this challenge was not bringing some health aids such as TUMs or Milk of Magnesia. After the challenge, I sat in class for an additional three hours which was taxing on my stomach and also created some major sugar rush.

**At the end of the day it's not about winning, so much as enjoyment.**

I had the chance to sit alongside some friends and share some laughs. I had great stories to tell my family and friends and bring home a "nearly" unfinished pie for dessert.

*Xin Xu is a post-graduate health-science AU student, aspiring clinician, globe-trotter, parrot-breeder and tea-connoisseur.*



## The Study Dude Study Like a Biology Olympian

## Marie Well



Why study for an International Biology Olympiad? After all, it's a high school competition and if we're at AU we're well beyond that, aren't we? But studying for mastery gears us for goals. The skills that we'd learn practicing for something as intense as an Olympiad would surely translate into better habits for all our courses.

I never took high school biology. But I took an anatomy course at a campus-based university. I had no idea what livers or gonads did.

So, after less than a week of skull-scratching, I dropped for a refund.

But the biology bug bit me. Now that I read about nutrition, I yearn to learn about the digestive tract, and I've started watching TedMed—Ted Talks from doctors. I even picked up biology books, toying with the idea of challenging the diploma exam. No classrooms. No deadlines. And



maybe no expense. Perfect. But that's basic biology. High school. It's another ballpark to consider competing in an International Biology Olympiad.

To win an Olympiad, author Martyna Petrulyte says study for 60-minutes like you're in a race and then take a five-minute break. And repeat. During the undergrad, I'd study math slowly—painfully—like a race horse on tranquilizers. But I had a relaxed mindset. To my credit, that relaxation transferred over exam time. I'd feel calmer writing exams than soaking in bubble baths. And I scored top grades.

But am I ready to prep for a Biology Olympiad? Are you? International Biology Olympiad winner, Martyna Petrulyte, shows us how in her book *How to Prepare For the Biology Olympiad and Science Competitions*:

- But first, what is the International Biology Olympiad? “Basically, the IBO is a competition aimed at secondary school students .... The examination is comprised of theory and practical parts, each lasting for 6 hours” (p. 5-6).
- How do you score in a biology Olympiad or achieve any other goal? First, “if you’ve got a goal, that means you need to reduce the time spent on other activities” (p. 15).
- So, study hard for mastery: “On weekdays, I studied for three to four hours. On weekends, I increased the time to around eight hours a day” (p. 21). “Just set a study time, whether it’s from 5pm to 8pm or 6pm to 9pm. You’ve got it!” (p. 16).
- Study an hour straight topped with a five-minute break: “When you’re reading a textbook or doing some biology worksheets, set a timer for a specific period of time, say 60 minutes .... When the time is up, give yourself a short break (3-5 minutes) and move on to another round of the race” (p. 16).
- Break wisely: “While you’re on your break, go for a short walk or run, meditate, or call a friend or do any other mind clearing exercise that helps you recharge” (p. 19).
- To form good study habits, repeat: “You see, habits don’t need willpower, only repetition” (p. 16).
- Save the easy homework for later: “Start with the most mentally demanding task .... At the end of the day, when you feel tired but still want to study, do something that requires less effort. For instance, watch biology lectures and tutorials or listen to the audio records” (p. 23). “To put it simply, the longer you study, the less efficient you become” (p. 23).
- To score big, get fit and eat healthy: “You think you’ll last long if you just focus on studying? Ignoring physical exercise? Eating junk food? Isolating yourself from friends? No, my dear .... For maximum performance, eat well ...” (p. 20).
- And exercise the morning of exams: “This will boost circulation to your brain, wake you up, and equip you with tremendous focus and attention to detail during the test” (p. 26).
- Dogging it drags out study time: “Study time = procrastination / Learning quality and efficiency. So, what’s it all about? The more you procrastinate (i.e. the bigger the numerator), the more time you’ll spend studying” (p. 33).

If you score top grades in biology, go to med school. Not to become just a doctor, but to become a holistic medicine doctor. Holistic medicine doesn’t just pop a pill, but addresses diet, exercise, lifestyle, relationships, spirituality, and more. What better reason to win an International Biology Olympiad?



## Council Connection

### November 8, 2018 Meeting

Carla Knipe



**Athabasca University**  
**Students' Union**

November's AUSU Council meeting proved that an agenda that appeared straightforward on paper could turn into a meeting with a lot of discussion. A new addition to the proceedings was an acknowledgement of the land, which states that "Athabasca University Students' Union respectfully acknowledges that we are on and work on the traditional lands of the Indigenous Peoples (Inuit, First Nations, Métis) of Canada. We honour the ancestry, heritage and gifts of the Indigenous Peoples and give thanks to them." The acknowledgement statement was included after consultation with Athabasca University by AUSU and will be read at all future monthly meetings.

After the adoption of the last month's meeting minutes and this month's agenda, Council began to discuss the current action items.

The first item was the cancellation of the current proposal for the AU student bookstore that had been in the works for the past several years. AUSU had been working closely with the staff and administration of AU and was a major contributor to formulating the policy that would give AU students more choice in how they would purchase their course texts and in what format, something that AU students have been anticipating for a long time. AUSU President Brandon Simmons related the news that the original way that AU was looking to create the bookstore was not going to work, according to AU, so the student bookstore plan has been shelved until another viable solution can be reached. President Simmons said that a meeting with AU's Provost was scheduled for the Friday following the meeting, and both Council and AU's working group will be continuing to work hard to find a workable plan to implement a student bookstore.

The next items were the second reading of the bylaw revisions as well as the fiscal policy revisions that AUSU has been undertaking during the past several months. Past Council meetings have enabled people to share their views, so no further thoughts or issues with the current state of the bylaw revisions were brought forward at this meeting. Natasha Donohue, the VP of Finance and Administration, gave an overview of the improved financial policy and President Simmons highlighted one particular point of the policy, regarding what restricted funds are and how they are used. He said that reserves are not defined only as investment accounts, but instead refer to any funds not expected to be needed for normal operations over the year.

The bulk of AUSU's excess funds are in investment accounts but they are also held in restricted funds, and some also function as operating accounts. Reserve funds exist to make sure the funds go to where they are needed, such as to The Voice, but also maximise the use of funds. If loss of revenue or changes from AU should occur, then these funds serve as a cushion. Spreadsheets will keep track of these funds and where they are designated to. It is up to council to keep these spreadsheets up to date. All councillors were in favour of the fiscal policy, and both revisions were adopted with no objections.

The next section of the meeting led to the bulk of the meeting's discussion time. AUSU council sought to approve the removal of all position policies from the AUSU website and also approves the development of an internal position policies document. VP Donohue provided some

background to this action item, noting that Council have been in discussions about this matter since last summer. The alternative to public position policies are press releases, which are used by other schools to, in part, eliminate having to maintain position policies. Position policies would still exist but would be only internal, which would give perspective to council, as well as inform advocacy and hold the research on background information.

AUSU researched other position policies as well as CASA policies. Council's ultimate goal is to create an actual, formalized policy manual. Voice Editor Karl Low brought up a point at the beginning of the meeting, during the new open question period that Council has added for students and other members who want to bring up their thoughts about items on the agenda before the actual meeting takes place, that public documents can provide bargaining leverage.

Councillor Julian Teterenko noted that he felt the policies should not be removed from website until there is something to replace it, as the initial motion suggested removing it while the new policy manual was developed and agreed that students also need to be able to see the positions of AUSU.

Councillor Alice Namu gave her view that she does not support the move in the interest of transparency and access to information, and pointed out that because of AU's distance learning format, it has enough barriers already when it comes to the access to information compared to other institutions, especially when thinking of AU's student demographic. However, Executive Director Jodi Campbell noted that they had heard in their investigations on this issue that position policies can be misinterpreted and can put a student union at risk when it is questioned about what a position really means. Another point he noted is that "Part of the concept of best practice is also mitigating risk. We don't want to have a differing policy from CASA as it can cause issues too with that conflict." He went on to say that best practice, and what AUSU strives to do, is also responding to situations in the moment as they arise. He summed up his position by saying, "The decision that AUSU is taking is based on industry best practice and with lots of consultation as to what is happening across industry."

## AU-thentic Events

### Upcoming AU Related Events

#### **AU Grey Cup Campus Party!**

Fri, Nov 23, 6:00 to 11:59 pm MST  
Fionn MacCool's, 3rd Floor City Centre Mall,  
10200 102A Ave Northwest, Edmonton AB  
In person  
Hosted by AU and the CFLPA  
[news.athabascau.ca/events/athabasca-university-campus-party/](https://news.athabascau.ca/events/athabasca-university-campus-party/)  
Register online at above link

#### **Undergrad Program Orientation for New Students**

Tues, Nov 27, 5:00 to 6:00 pm MST  
Online  
Hosted by AU Faculty of Business  
[business.athabascau.ca/event-details/business-undergraduate-new-students-information-session-nov27-2018/](https://business.athabascau.ca/event-details/business-undergraduate-new-students-information-session-nov27-2018/)  
Register online at above link

#### **Seasonal Cheer - Calgary**

Tues, Nov 27, 5:30 to 8:30 pm MST  
Bank & Baron P.U.B., 125 8 Avenue SW,  
Calgary AB  
In person  
Hosted by AU  
[news.athabascau.ca/events/seasonal-cheer-calgary/](https://news.athabascau.ca/events/seasonal-cheer-calgary/)  
Register online at above link

#### **Business Undergrad Info Session**

Wed, Nov 28, 12:00 to 1:00 pm MST  
Online  
Hosted by AU Faculty of Business  
[business.athabascau.ca/event-details/business-undergraduate-information-session-9/](https://business.athabascau.ca/event-details/business-undergraduate-information-session-9/)  
Register online at above link

#### **BMgmt/CPHR Info Session**

Wed, Nov 28, 5:00 to 6:00 pm MST  
Online  
Hosted by AU Faculty of Business  
[business.athabascau.ca/event-details/bmgmt-cphr-information-session/](https://business.athabascau.ca/event-details/bmgmt-cphr-information-session/)  
Register online at above link

*All events are free unless otherwise specified*



VP Student and External Affairs Melinda Goertz assured the rest of Council that Governance and Advocacy Coordinator Emmanuel Barker, working with the AUSU Executive, has done due diligence in researching the stance that Council is attempting to take, and reiterated that most student organizations are not publicly posting these documents, which are designed to be internal. The question was again asked whether it's necessary to open up any council to possible external scrutiny. However, many other Councillors were not satisfied with this approach.

The discussion between Councillors continued for some time and debated the merits of position policies versus any replacements such as press releases or other public disclosures. Some of the points raised were that press releases on their own can lead to confusion, and whether CASA policy itself can be misinterpreted. Another point said that removing the policy from the website could lead to accusations of non-transparency.

Despite the conversation around this issue appearing to not make any headway among Councillors, this was not the case. Executive Director Jodi Campbell said that he was pleased to see so much engagement and discussion, and that this issue reflects the larger one of community engagement and the necessity for any organization to build robust policy. On the whole, Council executive was hopeful that a suitable solution will be found. One solution that was put forward, that seemed to meet the agreement of most Councillors, was to develop the fuller policy manual, with the research and reasoning included as suggested, but to limit what was placed on the website to final action point of the policy, the "Be It Resolved That" section, as this would address the points of mitigation of risk, availability to students, transparency, and others. The current motion, which had to be voted on as it was written on the agenda, was unanimously voted against, and Council agreed to revisit it in future.

November's executive reports also resulted in discussion and many points raised, in part because the timing of the meeting meant that reports had to be in before the last few days of the month, and a significant amount of work happened in those few days. The President's report highlighted the Alberta Government's recent announcement of Bill 19,

## More AU-Thentic Events

### Networking 101 Webinar

Wed, Nov 28, 5:00 to 6:00 pm MST  
Online

Hosted by CPA Alberta

[business.athabascau.ca/event-details/networking-101-hosted-by-cpa-alberta/](https://business.athabascau.ca/event-details/networking-101-hosted-by-cpa-alberta/)

Register online at above link

### Seasonal Cheer - Vancouver

Thurs, Nov 29, 5:30 to 8:30 pm PST  
Heritage Asian Eatery, 1108 West Pender St, Vancouver BC

In person

Hosted by AU

[news.athabascau.ca/events/seasonal-cheer-vancouver/](https://news.athabascau.ca/events/seasonal-cheer-vancouver/)

Register online at above link

### Bannock and a Movie "Honour Your Word"

Fri, Nov 30, 12:00 to 1:00 pm MST  
Athabasca University, Peace Hills Trust Tower, 12th floor, Room 1222, 10011 - 109 Street, Edmonton AB

In-person; limited seating

Hosted by Nuksahtowin, AU Centre for

World Indigenous Knowledge and Research  
[indigenous.athabascau.ca/documentation/HonourYourWord.pdf](https://indigenous.athabascau.ca/documentation/HonourYourWord.pdf)

Register by phone (780)428-2064 or e-mail [ivyl@athabascau.ca](mailto:ivyl@athabascau.ca)

### Collaborative Research Forum Seminar

Fri, Nov 30, 1:30 to 2:30 pm MST  
AU Faculty of Business, Boardroom #202, 201 13220 St Albert Trail, Edmonton AB

In person and online

Hosted by AU Research Centre

[news.athabascau.ca/events/collaborative-research-forum-seminar/](https://news.athabascau.ca/events/collaborative-research-forum-seminar/)

No pre-registration required

### Ottawa Meet & Greet

Fri, Nov 30, 5:30 to 7:30 pm EST  
Bier Mrkt, 156 Sparks St, Ottawa ON

In person

AUSU

[www.ausu.org/event/ottawa-meet-greet-3/](https://www.ausu.org/event/ottawa-meet-greet-3/)  
RVSP to [services@ausu.org](mailto:services@ausu.org)

*All events are free unless otherwise specified*

where President Simmons was able to attend. Advanced Education Minister Marlin Schmidt recently announced that there was going to be another year of academic tuition freeze, where tuition for domestic students cannot be raised higher than the consumer price index (CPI). This will be put into legislation. Another piece in the government's legislation is that international students will receive the quote for their fees up front. The government has not typically applied the terminology of "domestic students" to mean non-Albertan students. He noted also that what happens to Alberta tuition helps to set the standard for what happens for out of province students in other regions as well, meaning that this legislation was of significant importance.

In addition, President Simmons highlighted the work in getting a replacement for Student Lifeline, especially with Mental Health support. A lot of work was done to try to ensure that AU was ready for the release and was able to get all that in place and do a Facebook live event to go over everything happening with the new program.

Vice President Finance and Student Affairs Melinda Goertz attended the Alberta Student Executive Council (ASEC) conference as a visitor, ASEC is primarily colleges and polytechnic institutes rather than full universities. Two priorities emerged from the conference: an increase of funding for open education resources, and, transparency of government funding and spending. She noted that she had a few concerns with the operational functionality of ASEC, but she needed to gather more information so couldn't make an official recommendation yet.

VPFA Natasha Donohue highlighted the need for Indigenous student support at AU. She was working with the transition to AU's mental health program from AUSU's and provided input to their student guide and marketing materials, and noted that it hasn't been the smoothest initiative. She also was involved with a project to make a video for the Association of Alberta Sexual Assault Services about dealing with sexual violence. She was able to share thoughts on questions the association was talking about as a representative for AUSU. She was glad that AU got to contribute. The #IBelieveYou campaign is funded by the government of Alberta, and in 2018 AU was the last organization to join in as the others did the year before. She also noted that this was an initiative pushed first by Councillor Lisa Oracheski, and it was great to have been able to carry it to AU so that they can be directly involved in the coming years.

The report of the Member Engagement Community noted that AU has approached AUSU with some questions about possibly collaborating on the formation of new student clubs, as AU is trying to move forward on the Third Party Report to create meaningful engagement and a student community beyond courses.

The Executive Director's report noted that AUSU had received 199 applications for awards and the decisions had been made.

At the question period at the end, more detail was asked about student clubs, and President Brandon Simmons noted that during the Learning Framework meeting, he was approached by Alain May, the Associate Vice President of Student and Academic Services who said, "we're toying with the crazy idea of doing student clubs." And they are currently trying to figure out the logistically what can happen, and may be setting up a working group to include AUSU's perspective.

There is currently no scheduled meeting for December, and it is expected there won't be one unless something urgent arises, so the next meeting is currently scheduled for **Thursday, January 10<sup>th</sup>, 2019, 6:30pm MST**. All students are invited and can go to <https://www.ausu.org/event/january-2019-council-meeting/> or contact [ausu@ausu.org](mailto:ausu@ausu.org) for more information.



## The Mindful Bard What the World Needs Now is Greg Herriges's Holiday Album

Wanda Waterman



**Album:** *Revel & Ritual: Holiday Music for the World*

**Artists:** Greg Herriges and StellaRoma

Alright, so I got this last year, too late to tell you about it for Christmas 2017, but better late than never. Besides, right now is the perfect time to listen, stream, order, gift, or what-have-you the best world music holiday album ever, which I can recommend the more heartily for having listened to it for almost a whole year now.

Because it's not strictly a Christmas album (although Christmas songs are included) but rather celebrates a number of feast-worthy events both spiritual and historical, you can easily listen to it the year round without being unpleasantly reminded of the stress and strain of December shopping.

### Whose tradition?

When it comes to Christmas music, I'm a bit of a traditionalist. The carols that make me melt are the ones I grew up with in a small country church in Nova Scotia, sung loudly and a little off-key, and accompanied by piano (out of tune), organ, guitar, and perhaps a small wind ensemble.

But that little church of my childhood has since admitted djembes, thumb pianos, and African carols. I've also changed since then, exploring and embracing a multitude of ethnicities in my continual quest for new sounds. I'm still in love with tradition, but it's no longer just my tradition that draws me in.

### Finding true smiles

I've been stalking Herriges for years, ever since first hearing *Telluric Currents*, and he's been kind enough to stay in touch. His is no namby-pamby about inclusiveness; in an interview I did with him back in 2009 he shared the following:

*The song "True Smile" is about finding true human connections between cultures, and that was something that I always kind of struggled with. For most of my life I've been kind of an isolated person, very solitary, and the true human connection that I finally started finding came from immigrants and people from other places . . . This tune came to me during a trip home from Buenos Aires where I had attended a guitar seminar. I found there was such a difference in the smiles between the people I had met down there and the people in the northwestern hemisphere. The smiles of the people down there were much more sincere.*

### The movements and meetings of rare minds

Greg Herriges grasps better than most how the world has become more aware of our global interconnectedness than it was 50 years ago. He sees the movements and convergences of telluric



currents (the random electrical waves circulating around the earth ) as a real source of creative inspiration as well as a metaphor for what happens when music develops in response to contact with different genres and creative talents.

Herriges taught himself guitar, but passion and curiosity brought him to the ethnomusicology department at the University of Minnesota, where he began playing with musicians from all over. Many performances, collaborations, and awards later he brings us *Revel & Ritual*, performed by the masterful trio StellaRoma: Herriges himself on guitar, bouzouki, and vocals, Rundio Sinclair on electronics and Chapman stick (most simply described as an electric guitar with a neck and extra strings but no body), and Michael Bissonette on a variety of percussion instruments.

The songs have been culled from as far away as India, Japan, and the Basque Country, and celebrate a treasury of events including Hanukkah, the Hindu Holi Festival of Colours, the Japanese Spring Cherry Blossom Festival, the Muslim holy day of Ashura, the Winter Solstice, and the Chinese New Year, as well as the birth of the Christ Child.

The whole album is so delightful I'm hard-pressed to pick my favourites, but for now the songs I'm particularly enjoying are the Basque annunciation carol "Birjina Gaztetto Bat Zegoen," "Ashura," the song commemorating, among other events in the Abrahamic tradition, the cruel slaying of the Prophet Mohamed's grandson in battle, and the Ukrainian "Schedryk" (in which you may recognise sounds from the Americanised "Carol of the Bells").

In a deep affirmation of the blessedness of international traditions Herriges gladly opens his arms to all the love the world of music has to offer, and it shows. An oasis in the west's growing xenophobia, this album is one you'll want to rest in for a long time.

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



## Women of Interest

### Rebecca Lee Crumpler

**Barb Godin**



Rebecca Lee Crumpler was born Rebecca Davies on February 8, 1831 in Christiana, Delaware and died March 9, 1895 in Hyde Park Boston, Massachusetts. Crumpler was raised by her aunt, who cared for many of the sick in her neighbourhood.

Following her graduation from school, Crumpler worked as a nurse for eight years until 1860 when she was accepted into the New England Female Medical College. Although it was almost unheard of that a woman would attend medical school at that time, because of Crumpler's outstanding ability, a physician who was mentoring her while she was working as a nurse recommended her. She graduated from Medical School in 1864 and was the only African-American woman to graduate from the New England Female Medical College, before it closed in 1873.

Crumpler practiced medicine in Richmond Virginia, where she became interested in the diseases of women and children. She also worked for an agency that provided medical treatments to freed slaves who were denied treatment by white physicians. Following the civil war, black physicians

suffered intense racism while working in the South. Many pharmacists did not even want to fill Crumpler's prescriptions. Some people maintained that the M.D. behind her name simply stood for Mule Driver. Despite her treatment, Crumpler carried on throughout her life helping the downtrodden, with no regard for payment.

Rebecca Lee Crumpler married Wyatt Lee a former slave in 1852. Two years after Lee's death from Tuberculosis in 1863, Crumpler married Arthur Crumpler, a former fugitive slave. They had one daughter. Arthur died in 1910 and Rebecca in 1895. Following her death, the Rebecca Lee Society, which was one of the first medical societies for African-American women, was named in her honor.

When Rebecca Lee Crumpler became a physician in 1864 she was the first African-American woman to become a doctor in the United States. Her main focus was always the diseases of women and children, plus providing medical care to freed slaves. Crumpler was so passionate about helping that she brought children into her home for treatment, even if they were not able to pay. She was also the only female physician who authored a book during the 19th century, publishing "A Book of Medical Discourses" in 1883. Not a lot is known about her life, and most information comes from the introduction of her own book, such as this excerpt:

It may be well to state here that, having been reared by a kind aunt in Pennsylvania, whose usefulness with the sick was continually sought, I early conceived a liking for, and sought every opportunity to relieve the sufferings of others. Later in life I devoted my time, when best I could, to nursing as a business, serving under different doctors for a period of eight years (from 1852 to 1860); most of the time at my adopted home in Charlestown, Middlesex County, Massachusetts. From these doctors I received letters commending me to the faculty of the New England Female Medical College, whence, four years afterward, I received the degree of Doctress of Medicine.

Additional information on Rebecca Lee Crumpler is available at the following websites:

[https://cfmedicine.nlm.nih.gov/physicians/biography\\_73.html](https://cfmedicine.nlm.nih.gov/physicians/biography_73.html)

[https://en.wikipedia.org/wiki/Rebecca\\_Lee\\_Crumpler](https://en.wikipedia.org/wiki/Rebecca_Lee_Crumpler)



## Unearthing classic articles from previous issues of *The Voice Magazine*.

Friday, November 23, 2018 may be "Black Friday" in certain countries, but a Canadian-based movement has also declared it "Buy Nothing Day." Your choice.

**Going over to the Dark Side.** Former Voice editor Christina M. Frey contemplates the absurdity of her Black Friday experience. "The year I went Black Friday shopping, I was embarrassed to be a member of the human race." Editorial: Shop—Til You Drop, November 26, 2010.

**Do we really need all this shit?** Writer Mandy Gardner examines the burgeoning "buy nothing" movement, designed to counter mindless consumer spending. "Organisers for the event say that while the best way to participate is to stay at home and give your wallet a rest, Buy Nothing Day also aims to let people know that family fun is possible without money being spent." International News Desk—Buy Nothing Day, November 11, 2005.





Dear  
Barb

Barbara Godin

## College Conundrum

Dear Barb:

*I am in my second year of university and really hating the courses I'm in. My marks have been good, and my parents are happy that I'm doing so well. Every time I see them they talk about how proud they are of me and what a great future I will have. I just put on a happy face and agree with them, but I don't know how much longer I can continue this. I want to switch to a college level program, but I know they will freak! They don't believe a college education is equivalent to a university degree. I don't agree with them. I know quite a few people who have graduated from college and are happy and successful in their careers. When I try to discuss it with them they shrug me off and change the subject. They are paying for my education, so I feel obligated to do what they want, rather than what I want. I just don't know what to do. If I tell them I want to go to college they probably won't pay my tuition. I really need some advice! Thanks, Brody.*

Hi Brody:

Great question! I am going to include some information on both university and college and my suggestion is to show this information to your parents as a way of opening up a conversation with them. Whether you choose to go to college or university has to be your decision. It's your life and you have to live your life doing something you want to do, not

something that will make your parents happy. You don't mention if your parents are university graduates, if so they may be biased and believe a university degree is the way to go, which isn't always the case. As you will see from the info below earning a college degree, with hands on teaching is very valuable.

**Colleges of applied arts and technology** have full-time and part-time diploma and certificate programs. Many also offer Bachelor degrees in applied areas of study. Colleges tend to be more directly **career-oriented** than universities. This means they offer practical or hands-on training. Generally, a certificate program is 1 year or less, and a diploma program is 2 or 3 years. Colleges also have pre-trades and apprenticeship training, language training and skills upgrading.

**Universities** are institutions that can grant degrees. All universities have undergraduate (bachelor's) degrees, and many have graduate (Master's and doctoral) programs. Universities in Ontario are independent. Although they receive funding from the Ministry of Advanced Education and Skills Development, each institution is self-governing and regulates its own programs, admissions and faculty.

According to Study Magazine there are three persistent myths that have been debunked with regard to college vs. university:

- Myth #1: People only go to college because they can't get into university
- Myth #2: I'll get a better job and make more money if I go to university
- Myth #3: The quality of education at a university is better than college

My suggestion would be to check out the above website and print the three myths and discuss them with your parents. Most parents want their children to be happy and ultimately will support their decision. Good Luck Brody.

Follow Barb on twitter @BarbGod

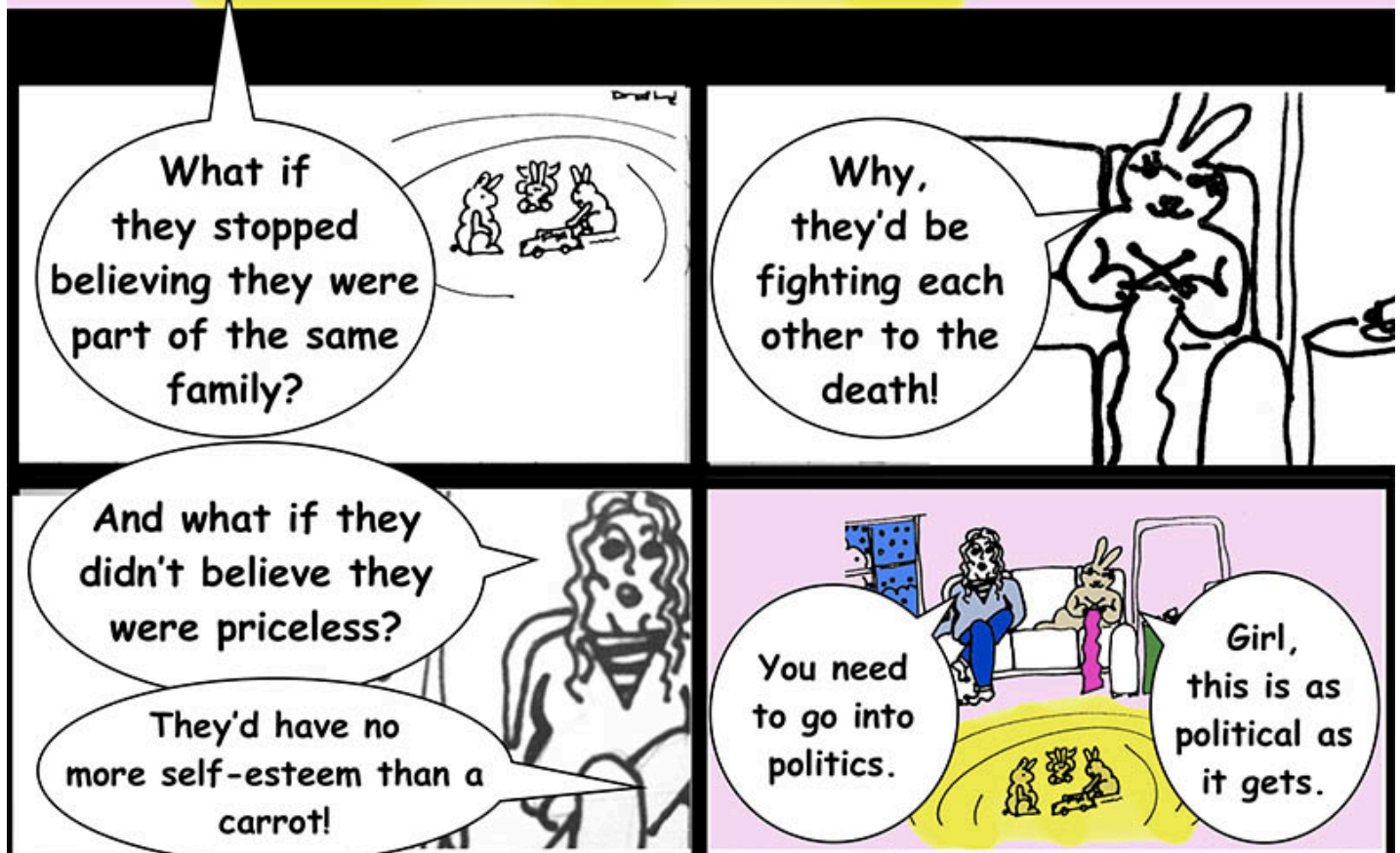
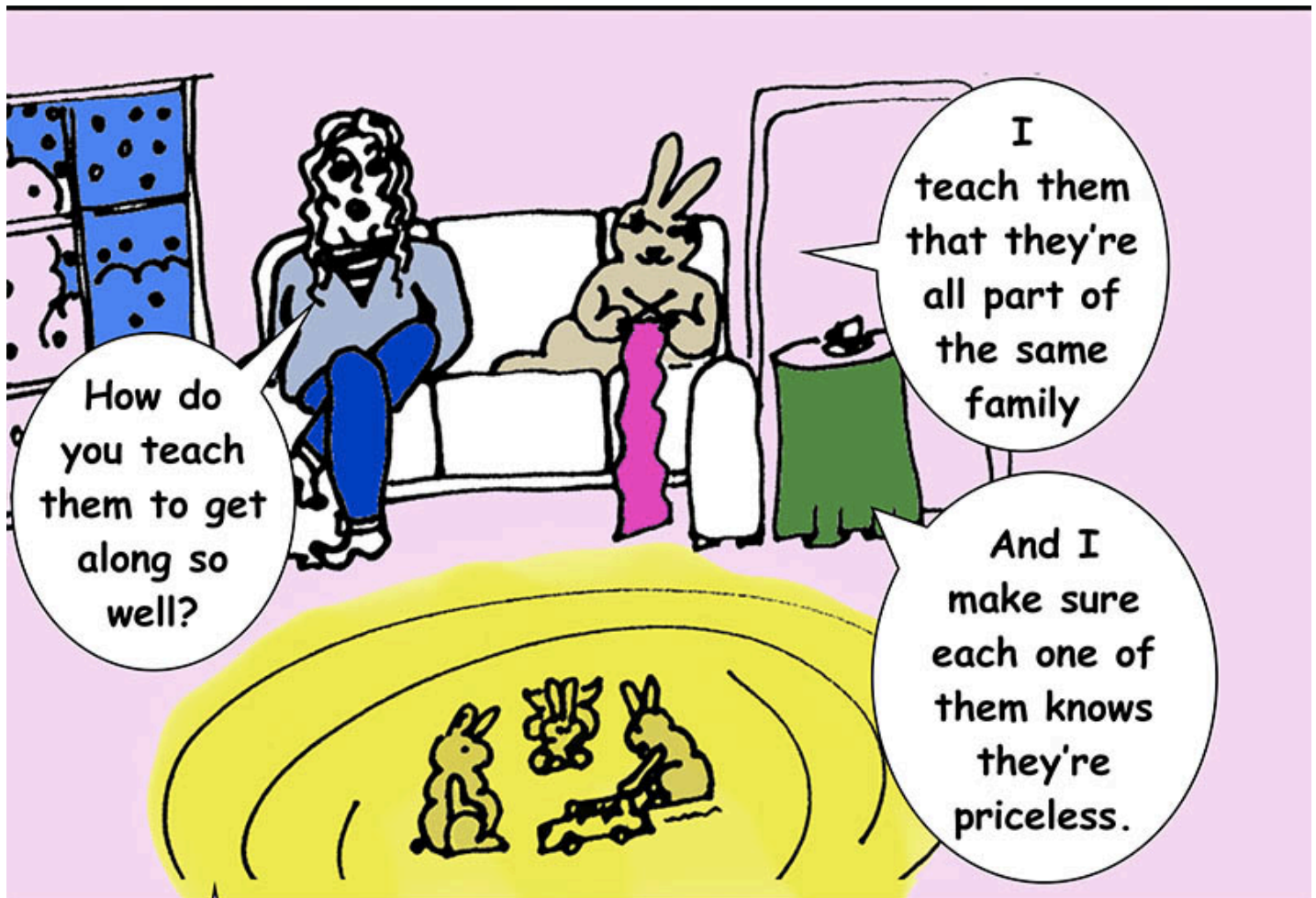
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Poet Maeve  
Oneness and Individuality

Wanda Waterman





**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

- Nov 30: [Ottawa Meet & Greet](#)
- Nov 30: [Deadline to apply for course extension for Jan](#)
- Dec 10: [Deadline to register in a course starting Jan 1](#)
- Dec 14: [December Council Meeting \(tentative\)](#)
- Dec 15: [Jan degree requirements deadline](#)
- Dec 24 – Jan 2: [AUSU office closure](#)
- Jan 10: [Deadline to register in a course starting Feb 1](#)

## Apply to sit on an AUSU Committee!

*Want to get more involved with your AU students' union?*

*Would you like to provide invaluable feedback for both AU and AUSU priorities and gain some great experience?*

AUSU is now accepting applications for a new [Student Advisory Committee](#). The primary role of the committee will be to provide the leadership of AUSU and its stakeholders with feedback on varying student topics as required throughout the year. Such topics may include:

- AU services and standards
- AUSU advocacy priorities
- Bylaw and policy revision feedback
- New initiatives feedback

**You can sit on this committee no matter where you live, and whether you are in an AU program or not.** The committee work is done entirely by email and teleconference. There are 10 seats available to AUSU members, which will include at least one program student from each AU undergraduate faculty.

Visit our website [here](#) for more information.

**To apply, fill out the [application form](#) and submit it to [ausu@ausu.org](mailto:ausu@ausu.org) by November 30.**

## Ottawa Meet & Greet

AUSU is hosting an AU student meet & greet in Ottawa on November 30th! This is a great chance to meet some fellow AU students and take home some AUSU swag.

Also, all three AUSU executive councillors will be in Ottawa for Advocacy Week, so it will be a great opportunity to get to know them and find out more about what is going on at AUSU!

**When:** November 30, 2018 from 5:30 - 7:30pm EST

**Where:** [Bier Mrkt](#), 156 Sparks Street, Ottawa, Ontario

**Please RSVP to AUSU at [ausu@ausu.org](mailto:ausu@ausu.org) or on our [Facebook Event](#) if you plan to attend.**



## AU Website Quick Links

Having trouble navigating the AU website?

Check out AUSU's [Quick Links](#) page for help!



**Athabasca University**  
**Quick Links**

*Courtesy of AUSU*



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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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