



THE VOICE

Vol 27 Issue 47 2019-12-06

Minds We Meet

Interviewing Students Like You!

Free Speech or Abusing the Position? The Line Between Free and Hate

Underground Heart Things Left Unsaid

*Plus:
DIY Lamb w/ Pesto Sauce
Who are You At AU?
and much more!*



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www.voicemagazine.org
301 Energy Square
10109 – 106 ST NW
Edmonton AB
T5J 3L7

Email

voice@voicemagazine.org

Publisher

AU Students' Union

Editor-In-Chief

Jodi Campbell

Managing Editor

Karl Low

Regular Contributors

Francesca Carone, Barb
Godin, Barbara Lehtiniemi,
Angela Pappas, Jason
Sullivan, Wanda Waterman,
Xin Xu, and others

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presented here are those
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LETTERS TO THE EDITOR



We love to hear from you!
Send your questions and comments to 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 Doubling Down

Karl Low



Certain big credit agencies get a lot of attention for the credit ratings they give to various companies, organizations, even provinces or nations. Moody's is one such.

Very recently, they announced a downgrade of Alberta's credit, based on their opinion of "structural weakness in the provincial economy that remains concentrated and dependant on non-renewable resources – primarily oil – which causes volatility in financial performance, and remains pressured by a lack of pipeline capacity ..."

They also point out, however, that's what keeping it at Aa2 (still one of the best ratings possible) is "very strong liquidity, significant fiscal capacity and a very strong institutional framework"

Or in other words, we've got the room we need to improve, we just are refusing to use it.

The response from our government was immediate. This is obviously the fault of the NDP for not magically forcing the supreme courts to allow our pipelines to be built over other provinces, regardless of their opinions, while they were in power.

And in fact, despite the agency pointing out absolutely directly that part of the problem is how our province remains concentrated and dependant on non-renewable resources, our Alberta Finance Minister, Travis Toews, recently stated that diversification is something for the government to worry about in the long term, not now.

We see that evidenced in the budget, with the U of A president recently releasing a blog where he notes that the advice currently is that Campus Alberta will see a 5% cut across the board, and that this is coupled with their base grant cut of 6.9% for a total cut of over 10% of their budget. It's currently not known (or at least not yet publicized) how much of a cut Athabasca University will be forced to take in their base grant, but we can probably assume it will be something similar, possibly more since AU has more difficulty with student retention and the MacKinnon report was all about prioritizing institutions that have better numbers to start with. Obviously if any diversification is going to happen, it's not going to be in the near future, as truly diversifying requires an educated populace. Which means when Minister Toews says it's a long term goal, he means a very long term. Perhaps even beyond his own lifetime, if he or Mr. Kenney has the final say.

But why should we expect anything different? This is exactly what they promised us when they were campaigning. That they would be all about helping Alberta's oil industry for the future. No matter what the cost. If we double down on oil, then obviously the federal government will have to help us when the demand for it dries up, and that'll end our problems with constantly paying more to equalization than we receive, something else the UCP campaigned on.

I mean, okay, it's not the way I would have liked to see it done, but I guess they are doing what they said. Enjoy the read!

MINDS WE MEET



Jalesa Briault, born and raised in Alberta, is currently enrolled in the Bachelor of Commerce Accounting Major program at Athabasca University. Once finished her program she hopes to complete the chartered professional accountant (CPA) certification and do tax returns or bookkeeping. This is her story.

Could you give us a little bit of background information about yourself? Who are you? Where do you live, where do you come from?

My name is Jalesa and I have lived in Alberta my entire life. I grew up in Red Deer and moved to Calgary around 2002. From there, I moved to Cochrane (about 4 years ago).

What program are you in? Do you like your program?

I am currently enrolled in the Bachelor of Commerce program with an Accounting Major and overall, I am really liking the courses and the structure of the program.

Could you describe the path that led you to AU? What was it that made you realize you wanted to go back to school, and what pushed you into the Bachelor of Commerce program?

My mother-in-law is an accountant, and I began working with her and realized how much I enjoyed it. At the time I did not like the jobs I had had in the past and wanted to be able to work my own hours from home and as my own boss. Going to back to school has been tough, but being able to do it at my own pace has been a big driving force. It makes it easy to do classes when you have spare time.

What do you do like to do when you are not studying? Any hobbies?

When I am not studying, I like to bake and hang out with friends and family. I also like to watch movies and different tv series' that pique my interest!

What are your plans for this education once you finish?

Once I finish my program through Athabasca University, I will go on to complete my chartered professional accountant (CPA) certification. From there I want to either work for my mother-in-law or work for myself.

What type of work do you see yourself doing?

Most likely I would like to do tax returns and bookkeeping!

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

My mother always told me I could do or be anything I wanted. While I was young, I doubted that and thought I would have to settle for a job or career path that I hated. As I got older, I learned

that it did not need to be that way and that I could go back to school regardless of my age to make my life better.

Describe your experience with online learning so far.

So far online learning has been good, though it has been really tough to stay motivated to continue with studies. However, it is amazing that I can work on my courses at any time. I am a night owl so sometimes I don't start working on my courses until 10 pm and I won't finish until 3 or 4 am.

Have you ever wavered about continuing your schooling? What caused it and what got you through it?

I really struggled through my first semester, of course. I wasn't getting the marks in classes that I thought I should be, and it frustrated me. I also thought it would be a lot easier to do all of my courses online and continue to work. I underestimated how much work really needed to be put into these courses. I just chose to lessen my work hours and focused on working harder.

What is your favorite AU course that you have taken so far, and why?

So far, my favourite course has been my Criminal Justice (CRJS) 352 - Victims of Crime. I have always enjoyed the legal system and understanding the rights people have or the actions that will be taken against wrongdoers.

Would you recommend CRJS 352 to other students?

I would definitely recommend this course to others. There is definitely a lot of information in the course, but it is all pretty straight forward and interesting!

Have you given anything up to attend AU? Was it worth it?

There is not a lot that I have given up going to AU, but I have definitely had to move some things in life around to be able to better balance my life. I was working full-time as well as taking courses, but it became too much and my school ended up taking priority.

How do you find communications with your course tutors?

I do find talking with course tutors to be pretty easy. They usually respond rather quickly, sometimes within hours of contacting them. There are some tutors I did not understand or agree with what they were telling me and that made it rather frustrating but that is bound to happen with distance learning.

AU-thentic Events

You Can't Get a Degree from "Google University" - Critically Evaluating Internet Sources

Tues, Dec 10, 2:00 to 4:00 pm MST
Online, Hosted by AU Library
www.eventbrite.ca/e/you-cant-get-a-degree-from-google-university-critically-evaluating-internet-sources-tickets-80504189197

Register at above link

Seasonal Cheer - Kelowna

Tues, Dec 10, 5:00 to 7:30 pm PST
Kelowna Yacht Club, Spinnaker Room,
1370 Water St, Kelowna BC

In person, Hosted by AU
news.athabascau.ca/events/seasonal-cheer-kelowna

RSVP online at above link

AUSU Member Consultation #1 for Bylaw Revisions

Tues, Dec 10, 5:30 to 6:30 pm MST
Online, Hosted by AUSU

www.ausu.org/event/member-consultation-1-for-2019-bylaw-revisions/
No pre-registration required; access info at above link

AUSU December Council Meeting

Tues, Dec 10, 5:30 to 6:30 pm MST
Online, Hosted by AUSU

www.ausu.org/event/december-council-meeting-5/

No pre-registration required; e-mail governance@ausu.org for meeting package

Seasonal Cheer - Winnipeg

Wed, Dec 11, 5:00 to 7:30 pm CST
The Mitchell Block, Wet & Dry Dept, 173
McDermot Ave, Winnipeg MB

In person, Hosted by AU
news.athabascau.ca/events/seasonal-cheer-winnipeg

RSVP online at above link

All events are free unless otherwise noted

What is your biggest pet peeve, if you have one?

My pet peeve is people chewing with their mouths open. It drives me absolutely insane!

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

I would love to have lunch with Gordon Ramsey.

Why Gordon Ramsey?

I have watched nearly all of his shows as well as follow him on social media, and I am always amazed by his skill and knowledge. I would love to hear about his journey and be able to cook or bake the way he does!

Could you describe one of the proudest moment in your life?

The proudest moment in my life was the day I watched my stepdaughters dance performance. She is very timid, and it was amazing watching her come out of her shell and excel while doing something she loved.

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

I have learned that people view the world in very different ways. Things that seem reasonable to one person are outrageous to another and it results in a lot of tension or fighting.

Have you traveled? What has been your most memorable trip?

I traveled to Australia right after I graduated high school. It was, and still is, my absolute favorite place in the world. If I could live there permanently, as well as be able to bring everyone I loved, I would be in all my glory.

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

I currently do not have time for reading outside of my AU books. If anything, I read books with my stepdaughter and they take about 10 minutes!

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

Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: Mayor Andrée P. Boucher Memorial Scholarship

Sponsored by: Federation of Canadian Municipalities

Deadline: January 10, 2020

Potential payout: \$4500

Eligibility restriction: Applicants must be female, Canadian citizens, and currently enrolled in undergraduate or graduate study at a Canadian university or college.

What's required: A completed online application form, along with two letters of reference, a cover letter, and a maximum 1500-word research paper on an issue related to women in politics.

Tips: Read the Submissions section carefully for details about the cover letter and research paper.

Where to get info: fcm.ca/en/about-fcm/awards/mayor-andree-p-boucher-memorial-scholarship



Porkpie Hat Undercover Hearts

Darjeeling Jones



The Magnificent Seven. None of us knew what we wanted to do after high school. We were the bad kids, the misfits, the guttersnipes and vagabonds. We made some money from working the line at the Waffle House and the Tomahawk Grill, and a little bit extra from selling belt buckles and lighters and weed to the tourists on the Granville Mall. Mostly we played pinball and foosball in the billiard halls on West Broadway. Getting high in the alleys behind the Capitol 6 and the Orpheum, then bowling underground. Driving about in a rusted-out Parisienne whenever one of us had enough money for gas, but mostly still taking the buses. Living on mexi fries and frosted donuts. Playing hide-and-seek in an abandoned building. That summer right after grad, one of us hanged herself, and another disappeared somewhere in northern Manitoba, never to be heard from again; so then we were five.

Some days were ghost stories and some days were carnivals. We were forever breaking promises and leases and wine glasses and bones. We were esoteric and undefined, or so we thought. Pretending to read Nietzsche and Dante, but understanding so very little. Always hitting the shopping malls, the free gallery hours and the record stores. Mingus and Miles, Django Reinhardt, Boy George, Remain in Light, Back in Black. Our patron saint was David

Bowie. A couple of us took guitar lessons, one of us found God, one of us began dressing in drag, and looked pretty cute in fishnets and black lipstick.

Could it be that connections that had seemed so visceral and permanent could actually be tentative, ephemeral? One-by-one, we drifted away, like children laughing and running into the darkness, still playing hide-and-seek in that empty building, our flashlights throwing crazy shadows. We were four, and then three, and then two, and then one. But, of course, that's only seeing things from a certain solitary perspective. For every tribe that falls apart, a new tribe shall surely form. I'm pretty sure none of us knew where we were going, or how to get there if we did, or even how to read a road map. But I choose to believe that all of us, one way or another, found some place to belong, and some good people to belong to.

Years later, you realize. The human heart is a funny, covert thing, like a double agent under deep cover in Beirut or Berlin. Sending out coded messages in the form of mixtapes and punches on the arm. There were some things that we - that I - should have said. I keep those unsaid words in a hidden chamber of my heart. How long had we known each other? How many years? Three or four. Not very significant, relative to a lifetime. Still, significant enough. Years of change, and doubt, and fear, and unspoken love. We were keeping bad company sometimes, foolish and wild, but we were mostly keeping each other from harm, or at least trying. I don't know that many of us can aspire to very much more.



Free Speech or Abusing a Position?

Francesca Carone



Being able to freely say whatever you want is a right that people in North America value a lot. You can have any opinion or belief, no matter whom it goes against and it may offend others. But it is our right to be allowed to say, or at least believe those things.

Alberta university students want an instructor fired for his beliefs about the Holodomor, a deliberate mass starvation of Ukrainians during the Ukrainian Famine in 1932 and 1933. Dougal MacDonald, a sessional instructor called the Holodomor “a lie perpetuated with fake photographs and news stories spread by former Nazi collaborators” (Lawrence, online). To me, this is just some person posting his beliefs on Facebook. However, at the university he teaches at, some students, such as members of the university's Ukrainian student society, would like him fired for his beliefs. He claims he has the right to freedom of speech. In his Facebook post he writes that Trudeau is attempting to rewrite history by acknowledging it, yet the Holodomor

has been recognized by the government since 2008. (Lawrence, online). Many feel that his comments are a form of hate speech, and there were protests that the university had not done anything about them yet. Around 60 people attended the protest at the university's campus. One of them was Leo Korownyk, a survivor of the Holodomor, who says “He's working with the KGB. How can we let this man teach in our university and teach the wrong facts?” (Labine, online).

Hate speech is defined in Canada in Section 319(1), which makes it an offence to “communicate statements in a public place which incite hatred against an identifiable group, where it is likely to lead to a breach of the peace”. Facebook is commonly thought of as a public place. To me, it seems like this professor, while wrong in his facts, was not inciting anyone to hate Ukrainians or inciting any violence against them, he was merely explaining why he believed it is a fraud. Can we force people to believe a certain way?

According to the Canadian Legal Information Institute (canlii) and previous court decisions, the determination of hate speech, which is pinned up against freedom of speech, should be applied “objectively to determine whether a reasonable person, aware of the context and circumstances, would view the expression as likely to expose a person or persons to detestation and vilification on the basis of a prohibited ground of discrimination” (canlii, online). I do not believe this professor was intending to vilify anyone (except maybe Trudeau, but I think that is allowed). One judge even claims that hate speech legislation is not a success because it needs to be interpreted fairly and because there is a clash of human rights.

But, what about his position as a professor, should he be making statements against what Canada recognizes? Because he is in a position of power, it may seem like an abuse of power. However, when other issues were not recognized or were illegal in Canada such as marijuana, I am pretty

sure professors talked about their beliefs on the issue (going against what Canada recognized at the time), and as far as I know there were no problems.

When it comes to free speech, there is a thin line. If the speech involves hatred or incitement of violence to a particular group of people then most believe the right to freedom of speech should be removed as per the newer hate speech legislation. However, I don't know if that is the case for this professor. I do not agree with this professor's thoughts nor his rants on Facebook, but I don't think it would be fair to punish him for his thoughts. The man was not saying this in a lecture at the university, because that may be different. As of the time of writing this, the university has not fired him. They did release a statement and part of it said "As a private citizen, MacDonald has the right to express his opinion, and others have the right to critique or debate that opinion. It is our understanding that he has not expressed these views in the context of his employment relationship with the university." (Labine, online).

Where does freedom of speech go to far? We cannot judge it too quickly, and careful thought by the Supreme court will ultimately decide because they have been entrusted to do so. However, I believe freedom of speech should be guarded, no matter how ugly we believe the speech is, as long as it follows the parameters. If we don't guard freedom of speech, then what kind of democracy can we actually have?

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Francesca Carone is a full-time mother and student completing her BPA in Criminal Justice. Most of her time is spent outdoors with her children and dog.



Brittany Daigle

Course Exam

Course Exam

AU courses, up close

Brittany Daigle

WGST 333 (Goddess Mythology, Women's Spirituality, and Ecofeminism) is a three-credit intermediate-level women's and gender studies course that examines the evolution, fragmentation, and re-creation of spiritual traditions, myths, and stories associated with Goddess. The course explores the symbolic significance of female divinity and the impact of its loss on all aspects of Western culture. This course is a humanities course that has no prerequisites; however,

students may find WGST 266 (Thinking from Women's Lives – An Introduction to Women's Studies) helpful. There is also a challenge for credit option available if students are interested.

Students should note that WGST 333 is a precluded course, meaning that it cannot be taken for credit if credit was already obtained for WMST 333.

Goddess Mythology, Women's Spirituality, and Ecofeminism is made up of nine units, a telephone review weighing fifteen percent, an essay on goddesses worth thirty percent, a research proposal on ecofeminism for the final essay worth twenty percent, and that final essay on ecofeminism for the remaining thirty-five percent. There are no mid-term or final examinations for this course. Throughout this course students will learn about goddesses in Greek mythology, Egyptian goddess mythology, ecofeminist views of women, goddess mythology in the Judaeo-Christian tradition, indigenous and global goddess traditions, and upper Palaeolithic and Neolithic goddess mythology. To receive credit for WGST 333, students must obtain at least a "D", or fifty percent, on the telephone review and each of the three written assignments.

My name is Brittany Daigle and I am currently enrolled in the Bachelor of Arts double major in Psychology and Sociology program at Athabasca University. I enrolled at AU in November of 2016 and I am about halfway done. For work, I am the Vice President Finance and Administration for Athabasca University's Students' Union and I hold a spot on each of AUSU's three committees, chairing two of them.

I am currently taking WGST 333 to fill a humanities slot in my program and I am finding it to be an interesting course so far. The course comes with a physical textbook, which I appreciate, however, the content within the textbook is in black and white and due to its size, can be hard to lay flat on a table when trying to study, so I almost wish that it was an e-textbook. I also find the content within the textbook to be quite dry at times.

As for the four assignments; assignment one is a telephone review that must be completed by telephone unless there are extenuating circumstances that make it difficult for you to call your tutor. This assignment gives you and your tutor the opportunity to get to know each other and for you to ask questions about the course and upcoming assignments. To prepare for the review, students are assigned to read the assigned chapters and articles for units one and two and prepare answers to three review questions. The review will take approximately thirty minutes and the conversation is supposed to be relaxed and easygoing, so do not stress about it. You are given the opportunity to ask questions and clarify anything prior to offering your answers and you will also have the chance to discuss the answers and to clarify any misunderstandings. It is recommended that you make detailed notes of the points that you want to cover in your three answers, including your own views and some quotes (make sure you include page numbers) from the textbook. Responses should be a minimum of one page (250 words) in length for each of the three questions.

Then assignment two is an essay on a goddess of your choice and is required to be 2000-2500 words (8-10 pages double spaced) in length. Students are required to write a research paper on a specific goddess and her significance for women in her original historical / cultural context and for women today.

Assignment three is a research proposal for the final essay on ecofeminism. The assignment details provide students with topic areas for the final essay and poses some questions to help narrow down a topic in preparation to start writing the essay. This assignment should be between 1000-1250 words (4-5 pages double spaced) in length.

Last, assignment four is the final essay on ecofeminism, which is required to be between 2500-3000 words (10-12 pages) in length. Students will use the research question that they developed in the research proposal assignment and interpret a contemporary issue within the context of ecofeminism and goddess mythology. It is also required that students include a minimum of three scholarly resources additional to course readings, and it may include some creative expression, such as images or creative writing. Your paper could also include a report on a “hands-on” project related to the topic that you chose.

WGST 333 is a heavy writing course. Students could benefit from taking ENGL 255 (Introductory Composition) first as that course focuses on essay writing at the university level and it will give you a good idea of what quality of writing is expected. I also recommend not waiting too long to do the telephone review, as intimidating as it may sound, as it must be completed prior to submitting any other assignments. Last thing I would suggest is to make sure that you know how to properly use the APA formatting style with page numbers as you will need to use it to reference your sources and/or images.

Whether WGST 333 is a degree or program requirement of yours or the topics discussed above are of interest to you, this course will have you learning a lot of interesting content surrounding the topic of goddess mythology, women's spirituality, and ecofeminism.

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



The Fit Student

Finding the Joy in Alzheimer's

Marie Well



We all have issues. Those issues make life beautiful. They offer learning grounds, chances to grow, opportunities to see the positive in the direst of situations. They challenge us to keep our hearts filled with hope and love. And everyone loves a hero, right? The person with cancer who runs with an artificial leg across Canada (yes, you Terry Fox). The man with no arms and no legs who captivates during his motivational speeches. The young girl deemed a “vegetable” who goes on to accept her college degree. We can turn any negative into a positive with just one upward stroke.

And Alzheimer's is no different

As a teen, I volunteered at the Alzheimer's Society. On my first day, I got a shocker. The people with Alzheimer's didn't look at all confused. They looked happy. I painted their nails. We listened to their favorite songs. We chitchatted over tea and later went on fun outings. Not one soul showed signs of the nightmares of Alzheimer's.

“Alzheimer’s isn’t so bad,” I told my dear friend. I felt proud to have discovered this. But decades later, I lost grasp of that insight.

Not long ago, Grandma got Alzheimer’s. Recently, I saw a picture of Grandma. She was beaming in her photo, happier than I ever remembered her. Mom, saddened, said, “Grandma’s in her happy place, but no longer knows me.”

I couldn’t stop thinking about that comment. Was Grandma truly happy, I wondered?

And then I read this book: *Finding Joy in Alzheimer’s: New Hope for Caregivers* by Marie Marley, PhD and Daniel C. Potts, MD, FAAN. The book reminded me that we’re meant to find joy in everything—even in our tragedies.

The book states that “The question to be asked is not ‘Why do bad things happen to good people?’ but ‘How do we and the ones we care for make the most of the present situation, grow in the process, and live as joyfully, peacefully, and lovingly as possible?’” (24%).

So, how can we live as joyfully, peacefully, and lovingly as possible—in the face of our direst days? Authors Marie Marley and Daniel C. Potts (2015) outline ways to do so for your loved one with Alzheimer’s. But these tips apply to anyone, in any circumstance.

Here is a sampling of those tips to help the person with Alzheimer’s—or anyone, for that matter—find joy:

First, “Don’t even bring up topics that may upset them. This may lead to a nasty argument, so if you don’t generally agree about politics or religion, just don’t bring them up” (28%). Paul Friedman says we only think or say one word at a time. Make the most of that one word. Let it bring the harmony you deserve.

Second, “Don’t even think about arguing with a person who has Alzheimer’s. You can’t win. Again, the issue you’re tempted to argue about probably isn’t important” (27%).

“Do not correct the person: This may embarrass him or lead to an argument. For example, if he says it’s Christmas time when it isn’t, just let it go. It isn’t really important that he knows what season it is. Don’t try to drag the person into your reality. Meet him in his” (27%).

“If the person starts getting agitated, stop what you’re talking about. If you quickly change the subject, he will probably forget all about the previous, upsetting topic” (27%). A good way to prevent agitation is to make every thought and comment upbeat. That way, no-one feels bad. Watching your thoughts takes constant effort but leads to joy.

“Turn negatives into positives. For example, say, ‘Let’s laugh’ instead of ‘Don’t be so serious.’ Or ‘Let’s do this’ instead of ‘Don’t do that’” (26%). Reframe thoughts about yourself into positives, too. It’ll help you take life less seriously when troubled.

“Validate feelings. Don’t try to convince people with Alzheimer’s that they shouldn’t be feeling a certain way, especially if they are sad or upset After that, say something reassuring. Then change the subject to something pleasant” (27%). You have something more amazing: your soul. Your soul is unconditional love (or God). And you feel unconditional love most intensely when you give it, not when you receive it. And anyone can give love—to God, to a friend, to a flower, to a carrot. So, when sadness arises, reassure the one saddened. Then return to your soul’s natural state of sending out love. Sending nothing but love takes constant effort but leads to joy. And it keeps things pleasant.

“Smile frequently. Smile if you’re telling a humorous story or if you’re loved one is telling you one. Also, smile if one of you is talking about something pleasant. Research has shown that smiling at a person can cause that person to feel better and smile back” (25%). Treat that person like a celebrity taking the time to share laughter with you. Relish in the good feelings.

To repeat, the book states, “The question to be asked is not ‘Why do bad thing happen to good people?’ but ‘How do we and the ones we care for make the most of the present situation, grow in the process, and live as joyfully, peacefully, and lovingly as possible?’” (24%).

In other words, your positivity can stoke life’s fires into eternal bonds.

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Fly on the Wall Who are You at AU?

Jason Sullivan



When Alice in Wonderland meets the caterpillar, he blows letters of diaphanous smoke into her face and asks, “who are you?” It’s an unforgettable scene in the Disney animated movie and a familiar one as others ask us about our studies. At AU our identity enters new realms of expansion and perhaps uncertainty. Whatever we were before our journey back into schooling we are sure to emerge changed. Yet to pin down our identity is no easy feat. From the greatest level of abstraction to the minutest life details, the dramas and data of our lives

suggest meaning that evades easy capture in words. We grow as we learn and others may not always recognize our internal metamorphosis. Our identity may take on new paradoxes, quandaries, hues and complexions.

So who are we? Are we a bundle of perceptions, a poetic child of God, a program of DNA, a whirligig of felt intellect? Perhaps we’re a bit of everything we can imagine, but then, what aren’t we? Unlike traditional students, who can easily identify with expectations of their ilk, we at AU can be many things depending on time and place. To impart a totality to our identity suggests a process of cutting and pasting, a crafty exercise like making career collages in a high school class where we planned our futures. In 1824 Emile Littré invented something called a panoramagram. By splicing and arranging pictures into shards he attempted to provide the eye with a three dimensional map; the goal was “to obtain immediately, on a flat surface, the development of depth of vision of objects on the horizon” (Littré) Seeking to create in three dimensions what appeared originally in two, a panoramagram parallels the difficulty of representing ourselves in a tidy package.

First Dimension: DNA

Let's get the obvious out of the way: DNA. Our DNA is a timeless aspect of our identity. To the extent that our bodies live our DNA remains unchanged. Raymond M. Keogh notes that "by using DNA, it is no longer problematic to ground persistence of personal identity in the continuous existence of our changing bodies, and the difficulty in verifying whether one body at one time is the same body at another time is overcome by looking at the genome." (Koeg, 2019). In theory, to know ourselves is as simple as knowing our DNA. We could spit in a tube and send it away. Yet the results would say less about all of who we are than give a picture of who we are prior to all that we live, feel, and express. In other words, it'd be us minus much that makes us, well, *us*. That'd be like saying we graduated high school without mentioning our best subjects, teachers and friends.

In our century, where identities seem at once fluid and contested, a final answer to the question posed by Lewis Carroll's caterpillar seems as elusive as ever. Alice might have ingested magic mushrooms or mystery fluid to trigger her identity dysphoria but realizing that we're not quite wholly ourselves in a given moment can be acquired naturally by, for instance, noticing and recording our moods from hour to hour. Is hangry you really you? Maybe not. But, then, when are we ever feeling totally ourselves without being swayed or tugged by physiological or social factors? The facts of life don't beget simple final answers in terms of identity, despite the convenience that entices us to make bold statements about who we are. Even picking a major can lead us to question which discipline really invests us with the most passion; this is yet another reason the MAIS (Masters of Arts in Interdisciplinary Studies) program is so appealing.

Maybe to accept the passing nature of our identity is part and parcel with AU studies; we're as in flux as our textbooks and laptop. AU student life is a labile life. Keogh goes on to discuss those who "are not persuaded that the word 'identity' is indispensable in its current usage. They think it is overused anyway, remarking that 'The 'identity' crisis – a crisis of overproduction and consequent devaluation of meaning – shows no signs of abating.'" (Koeg, 2019). Being adults back in school, and not night school like others who seek to re-enter the workforce post haste, we contravene norms and, in terms of rote numerical evaluations and demographic statistics, we literally are not ourselves as we appear theoretically on paper. Name, rank, and serial number might count to Statistics Canada, but the richness of our academic lives defies demographic description. Yet that's true for anyone; after all, who ever had exactly 2.5 children?

Second Dimension: Poetic Beings

From the unchanging and explicit nature of our DNA sequence we drift into warmer, more prosaic, climes. Our identity approximates a flowing process captured with eloquent poesy by the poet C.F. Meyer in his 'Roman Fountain':

"The jet ascends and, falling, fills
The rounded marble basin up,
Which shrouds itself before it spills
Into a second basin's cup;
Growing too full, the second runs
Its surging billows to the next,
And all three give and get at once,
And run and rest" (Meyer)

To be clear and explicit about our identity is, then, to surpass simple words and their regimes of associated meaning. Asserting sovereignty about who we are and what our life means *to us* requires an act of creativity that's only hinted at by mere words. The peaks and valleys of life at

once suggest and transcend metaphors. Absorbed in our AU work we may find particular challenges in expressing who we are as we glean our education; we're not reducible to simple student stereotypes.

Never fear, Jacques Derrida seems to say. Paraphrasing Emmanuel Levinas, he describes how language itself tends toward craft rather than art, the sort of accounting used by errand clerks to describe their day's deliveries, or the sort used by managers to write terse reviews of their employees. Certainly language can also be an art that effectively expresses our identity with flourishes of heartfelt detail. But, at its root, language suggests, rather than duplicates, the abundance of personal meaning that our identity embodies.

Third Dimension: Reality Lost in the Twilight Zone of Linguistics

In linguistic terms, words are signs that signify items they represent. As our mastery of language develops through the course of our life, we become better able to use words in ways that feel right. This depends on our realizing that words don't mean the same thing to everyone; personalizing our words is like adding intimate decorations to a new room. We need words to communicate and thus "to express oneself is to be behind the sign" (Derrida, 101). Like actors in costumes who are well aware of the backstage effort it took for them to appear as themselves in full regalia, we humans take charge of our self-expression when we use words to denote deeper meanings about who we are and how we feel. Our unique use of language denotes, demarcates and forges our identity; there's a reason why teenagers sound so kitschy and silly when they utilize some new slang term *en masse*!

We become who we are when words taste like how we feel; by writing our essays we also learn to better reflect our deepest sensibilities. Practice makes perfect. To live fully is to feel ourselves flourishing, and here AU helps us actualize this potential. Learning is in great part about learning to better express ourselves with innovative abandon. Anyone who's beamed at a tutor commenting "great idea!" on an essay knows this feeling.

To fully live, and be who we are, is to make our life clairvoyant through our language. Derrida concludes that "only living speech is expression and not a servile sign...And we know that all the gods of writing (Greece, Egypt, Assyria, Babylonia) have the status of auxiliary gods, servile secretaries of the great god, lunar and clever couriers who occasionally dethrone the king of the gods by dishonourable means" (Derrida, 101). Far from being mere factotums, like bored students toting chalkboards in an old cartoon, AU allows us to discover our identities anew.

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Jason Hazel-rah Sullivan is a Masters of Integrated Studies student who loves engaging in discourse while working in the sunny orchards and forests of the Okanagan.



The Study Dude

Speech writing for the Soul

Marie Well



Someday, you may desire to share your wisdom, talent, or knowledge. That wisdom within you could be as iconic as Nelson Mandela. It could be a tearjerker. It could be a story that warms the heart of your grandchildren. It's your truth.

We all stumble in life. We all suffer. And we all eventually over time overcome.

But why not hasten that learning curve? Why not reach your hand out, while clutching a treat, to the skin-diseased, emaciated dog caged under a doorstep? Taunt him to return

with you to a care facility, where his fur grows back and his scared eyes turn zesty again. You could teach others how the heart of all beings are one with your own, how, when we mistreat another being, in some ethereal way, we all suffer.

Why not take a granddaughter, hooked on opium, down a path of spiritual awakening—a path where she models her own behaviors on those she longs from a Prince Charming? You could teach her that what we offer is what we attract—and that we could hone traits in ourselves that we most love in others. That's often what little children do, playing house and pampering dolls, star struck by the wonderful love ever-flowing from their doting mothers.

Someone needs your wisdom. And no wisdom is too small. Pull out your magnifying glass that stretches your wisdom to the heavens. That's how magnificent your wisdom is. As my beloved friend says, "If I get one thing from a course, it was worth it."

To awaken someone from a path of pain, your speech holds power. I want to share with you tips on the meaning behind speeches, so you can tell your story, whether on television, on stage, on YouTube, or in your kitchen.

Author Mike Acker reveals how to write speeches in his five-star book *Write to Speak: How to go from blank page to speaking on stage*. Let me share some of his insights to help you share your heart at the moment you most need the release. I hope to help you find the "why" in your story.

Mike Acker says, "Here are the three questions and the four-part pattern in which they should be asked: WHY? who? WHAT? WHO?" (0%). He adds, "You need a 'WHY' that helps people. Ask yourself, why are you giving this speech?" (8%).

So, "find a 'WHY' that is not about production, but about people. Find a meaningful why" (9%). I am writing because I want you to have more ways to share your heart. I believe your heart has the beauty of eternity. Who wouldn't want the chance to hear you speak—and to learn from a life lesson only you can tell?

When you speak from your heart, your audience gains. So, place your heart in the “why” you wish to share. Caring for others turns your words from knowledge into wisdom. Look at the difference in the following “why’s”: “I am speaking because I want to speak vs I am speaking because I have a message that will add value to the people I am addressing” (10%). One shows self-interest; the other, caring. As another example, check out the difference in these two “why’s”: “I am speaking because my church/non-profit/school asked me to speak vs I believe in this cause and want to speak to help others understand why this is important” (10%). Helping others is the heartbeat of a good speech.

After all, your speech is meant to nurture your listeners; your heartbeat, to heal the world.

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Student Sizzle — AU's Hot Social Media Topics

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

AthaU Facebook Group

Kristy wonders if ENGL 255 exam essay questions will be treated as drafts for marking purposes; this fires up an intense discussion on ENGL 255 in general. Kayla seeks tips on other online universities; responders provide some options. Sam asks for student feedback on Biology courses.

Other posts include ProctorU, invigilation centres, academic references, and courses CHEM 217, EDPY 471, and GEOG 302.

Twitter

@AthabascaU tweets: “#AthabascaU has announced exciting changes for Convocation 2020, including a new date and an additional event in Toronto for our learners in Eastern Canada. t.co/JMbOtmlrmx.”

@austudentsunion tweets: “The holidays can be a stressful time. If you are struggling, there is help available, 24/7. Free for @AthabascaU students. Call Homewood Health at 1-800-663-1142 or visit <http://homeweb.ca> for online resources and support. #mentalhealth #AthabascaU.”

Youtube

Learn how to CYA if you or your company engages in trade in Africa, with AU Faculty of Business: Reducing Risk for Companies Investing In or Trading With Africa.



The Not-So Starving Student DIY Garlic Pesto Lamb Chop

Xin Xu



Some of my favorite lamb recipes are the ones I've compiled from multiple sources, including Gordon Ramsey and Jamie Oliver. Then, by using a mash-up of recipes from celebrity chefs and my grandmother's traditional recipes, I've created something unique for individuals who are a fan of lamb. Lamb is challenging to prepare due to its "gamey" flavour if cooked improperly. However, if marinated for the right amount of time and cooked evenly, lamb can be a fun protein to explore for amateur student chefs. Initially intimidated by the tough and quick-to-dry nature of lamb and goat protein, I stayed away from this recipe for a long time. Thankfully one of my latest discoveries included using my single-serve blender for the creation of smooth cooking pastes and sauces that have been a life-changer in my student chef career.

Another tip to cooking any type of non-traditional protein is to use flavorful seasonings. Pesto is fantastic in that it not only enriches the flavor of the sauce but also masks the gamey scent of lamb. For AU students feeling festive early on

in December, this pesto lamb chop is a relatively simple recipe. yet is one of the most hearty meals I've had in a long time.

Ingredients:

- 2 tbsp pesto sauce
- 1 tbsp cracked black pepper
- 1 tsp cumin
- 1 tsp chilli powder (or to taste)
- 3 tbsp chopped cilantro
- 4 cloves garlic
- 1 ginger chunk
- 1 tbsp honey
- 3 tbsp chopped green onion
- 8 lamb ribs
- 1 tbsp olive oil
- 1 tbsp salt
- ½ cup of flour

Tools:

- Blender or food processor
- Saucepan
- Baking tray



**Steps:**

1. Using a food processor or blender, add chopped cilantro, garlic, ginger, honey, pesto and green onion and blend until smooth.
2. Pre-season lamb chops with cumin, black pepper and salt evenly on both sides and allow it to sit for 10 minutes to allow seasoning to absorb.
3. Marinate the lamb chops in the blended cilantro, garlic, ginger, honey, pesto and green onion mixture (recommended time: 30 minutes or longer).
4. Heat a non-stick saucepan to medium-high heat and add marinated lamb chops into the saucepan. Set aside the sauce from marinade for later use.
5. Sizzle lamb chops on saucepan for 3 minutes on each side or until lightly browned then remove chops from the saucepan.
6. Prepare a baking tray with single layer of foil.
7. Set $\frac{1}{2}$ cup of flour onto the baking tray and spread evenly.
8. Coat the lamb chops in flour to help lamb preserve moisture while baking.
9. Preheat oven to 400 degrees F.
10. Cook lamb for 20 minutes in the oven at 400 degrees F.
11. After 20 minutes carve a slice of the thickest lamb chop to ensure the protein is cooked on the inside, set aside once cooked.
12. To prepare the pesto sauce use the saucepan and add the marinade into the saucepan whisking it at medium heat.
13. When the marinade turns from a light green to an avocado green, add lamb chops and coat evenly with the cooked marinade sauce.
14. Serve.



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





Dear
Barb

Barbara Godin

Teen Trouble

Dear Barb:

Hi, I'm a single mother of a teenage daughter who I had when I was quite young. Her father did not want to be included in her life, but he has financially contributed to her care throughout the years. I have always heard people talk about how difficult teenagers are, but I was not prepared for this! My daughter is 15 and has been involved in drugs and alcohol, plus she is skipping school. Last week I got a call from the school asking me to come in. The guidance counselor told me Miranda rarely attends class and when she doesn't she is disruptive. She won't listen to me and we end up arguing all the time. I don't really think this is normal teenage behaviour. I tried talking to her father, but he is not interested in becoming a part of her life, as he is remarried and has two young children. Basically, I have to deal with this on my own and I don't know where to turn. Do you have any suggestions? Looking forward to your advice, thanks, Patricia.

Hi Patricia:

Thanks for writing. Your situation rings true with many parents of teenagers, and it is especially difficult if you are a single parent. It is unfortunate that your daughter's father has chosen not to be a part of his daughter's life, as some of your daughter's problems may be a result of her father's absence. She may feel there is something wrong with her to cause her father to abandon her, but that is a deeper issue that

may require counseling. It is normal for a teen to pull away from their parents and become more involved with their friends. They want to fit in and what their parents think is not important anymore, but children still need their parent's love and guidance. It's essential that you determine whether this is normal teen behaviour or showing signs of a troubled teen. Indications of a troubled teen may include a sudden change in appearance, involvement in a new peer group, totally disregarding rules that you set, and excessive abuse of drugs or alcohol. From your letter it seems your daughter may have gone beyond normal teenager behaviour, as she is not attending school regularly and seems to want to live her life according to her own agenda, rather than what society requires. There may be several reasons for this change in your daughter's behaviour, including depression. Some of the signs of teenage depression include trouble at school, running away from home, irresponsible behaviour and violence. It appears that your daughter is experiencing some of these issues. My suggestion would be to go to your family doctor to see if you and your daughter can be referred to a family counsellor. This is the first step in working toward a positive outcome—before things get out of hand. While going through this stressful time try your best to take time for yourself and relax and know that you will work through this. Many parents experience similar situations with their teenagers, and ultimately end up with healthy happy adult children. Good luck, Patricia.

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



Poet Maeve
Agnosticism 101

Wanda Waterman



The information on this page is provided by the AU Students' Union. The Voice does not create this content. Contact AUSU at services@ausu.org with any questions about this article.

IMPORTANT DATES

- **Dec 10:** [Deadline to register in a course starting Jan 1](#)
- **Dec 10:** [AUSU Bylaw Revision Consultation](#)
- **Dec 15:** [Jan degree requirements deadline](#)
- **Dec 16:** [AUSU Public Council Meeting](#)
- **Dec 20 – Jan 2:** [AUSU Holiday Closure](#)
- **Dec 31:** [Deadline to apply for course extension for Feb](#)

AUSU Bylaw Revisions

AUSU council will be voting on revised bylaws during the January council meeting to make it more accessible for Athabasca University students to run in the AUSU election.

Membership Consultation Opportunity

The first member consultation is coming up on **December 10, 2019 at 5:30pm MT**. All members are welcome to attend by teleconference and provide feedback. Instructions for joining are posted online [here](#).

There will be other consultation opportunities provided, as follows:

- **2nd Membership Consultations by teleconference**
 - [Jan 10, 2020 at 5:30pm MT](#)
- **2 Public Readings of the Bylaws**
 - [Dec 16, 2019 at 5:30pm MT](#)
 - [Jan 16, 2020 at 6:30pm MT](#)
- [Online Forum](#) for discussion

Upon a successful vote at the second public reading on January 16, the proposed amendments to the bylaws will become official.

Visit our website [here](#) for more information on the bylaw revisions and membership consultations.

Please email governance@ausu.org with any questions.



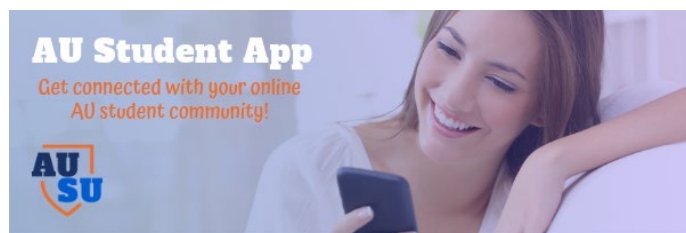
AU Student Mobile App

Are you connected to the online AU student community and chat with your fellow AU students?

Want to easily find services and resources available to you as an AU student?

Almost 20,000 AU students have downloaded AUSU's mobile app - get it today!

Search "AU Students" in your app store to get connected or visit <http://athabasca.ca/campusapp.com/>.

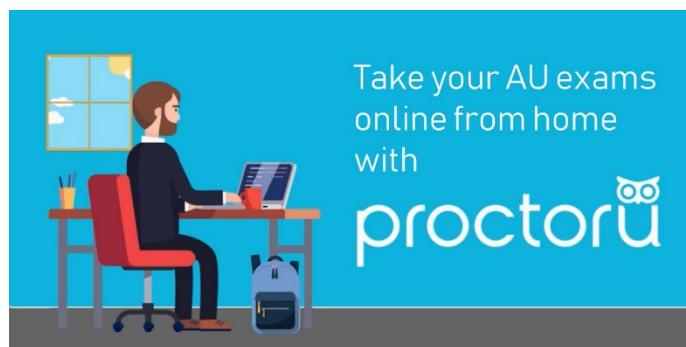


Write Exams from Home

If your course has an online exam, you could write it from home!

AU is collaborating with ProctorU to allow you the opportunity to write your online exams from any suitable location with internet access, supervised remotely through a webcam and a high speed internet connection.

Find out more on the AU website [here](#)!



CLASSIFIEDS

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

THE VOICE

301 Energy Square - 10109 – 106 St NW - Edmonton AB - T5J 3L7
Ph: 855.497.7003

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Editor-In-Chief	Jodi Campbell
Managing Editor	Karl Low

Regular Columnists Barb Godin, Barbara Lehtiniemi,
Jason Sullivan, Wanda Waterman, Xin Xu and others!

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