



THE VOICE

Vol 28 Issue 13 2020-03-27

The Future of Distance Ed
What COVID-19 Brought to Light

The Next Zombie Apocalypse
Prepping for Emergencies

Traveling in Isolation
Taking Porkpie Air

Plus:
AU's Pandemic Response
AU's Social Distance Triumph
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,
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

Day Nine in the Bunker

Karl Low



Honestly, for me, life has changed very little. I've spent a little more time cleaning the house (not nearly enough) a lot more time watching the news (far too much) and other than that, just getting on.

Of course, I realize I have the luxury of a job that's pretty safe from recessionary pressures. If anything, the worse things get in "the real world" the oddly safer my position is, as more people look toward taking retraining, meaning more people becoming AUSU members, meaning that funding for *The Voice Magazine* becomes a smaller part of AUSU's budget, even as our importance in being a place where students can connect with one another and dig deeper (or not) into the issues that are concerning them now becomes greater.

And the issue of importance these days is pretty obvious. With the theme of COVID-19 touching most of the articles this week in one fashion or another. Whether it's our feature article from Natalia Iwanek that looks at the future on online and distance education from the perspective of the lessons that COVID-19 has brought (it seems it's a lot more possible than many post-secondary

institutions were having us think) and how that connects to the needs of students with disabilities of various natures. While the Struggling Student Rants takes a business-like look at just what it means to be prepared for an emergency such as this, and also suggests a way to bring those business lessons back home to the family in a way that everybody can benefit from.

Plus "Porkpie Hat" and the "Fly on the Wall" bring us their own unique takes on what this time of self-isolation or social distancing, or whatever you happen to be doing right now, can be looked at and eventually dealt with as we continue forward even under threat of this virus.

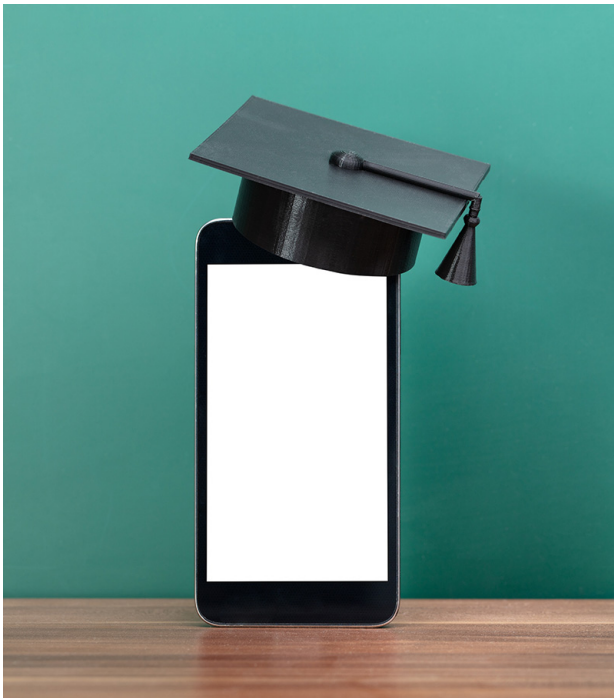
And we still are bringing you scholarships, reviews, events (well, one event, social distancing does have some consequences, after all) advice, and all of our usual fun and thoughtful information by and for students like you. Whoever thought that your student magazine would be a bastion of stability in an event like this.

In the upcoming weeks, I expect that will become even more important, as the true nature of the threat starts to sink in to most people. Perhaps I'm a bit of a pessimist, but I'm expecting that this event is going to lead to a significant re-shaping of the world we once knew. That seems kind of crazy to say right now, but already I know of people who this virus is going to affect directly, who will lose parents or grand-parents to it, and what's unusual is how close those losses are going to be for so many. Even if you or I don't lose anyone personally, there is a time coming for grief for a great many people in our world, and it will be hard to get away from. That's why it's important that we not lose hope. Those of us who are okay will be called upon to help those of us who aren't. The days of the "rugged individualist" may be coming to an end, at least for a while. But that's part of what *The Voice Magazine* is for. So that we can all remember that we're not alone. That, somewhere out there, is someone who thinks kind of like we do, no matter how odd that may be. Enjoy the read!

A handwritten signature in black ink, appearing to read "Karl".

The Future of Canadian Distance Education

Natalia Iwanek



Canada has experienced increased changes in its distance educational model amidst 2019's significant upheavals and 2020's COVID-19. On June 17, 2019, the Canadian Virtual University-Université Virtuelle Canadienne (CVU-UVC) officially disbanded. Originally created to highlight and promote online education across Canada, the consortium allowed universities to work together to allow easier transfer of credits across institutions. Member universities included Athabasca University, Royal Roads University, University of New Brunswick, Memorial University, Thomson Rivers University, Carleton University, University of Manitoba, Royal Military College, and TÉLUQ University. The official statement on various member websites stated, "CVU-UVC can be proud of its history and for leading the way in Canada in promoting the benefits of and access to online learning. Today, the e-learning world is different. There is a plethora of choices available for students, with more and more institutions

offering online and distance education. The work of the CVU-UVC, in regards to its original purpose, has been accomplished."

Despite this optimism, critics believe that Canada continues to fall further behind in worldwide distance educational options. For example, 33% of US students are enrolled in online post-secondary online credits, compared to only 18% of Canadians. However, it is worth noting that many of these US schools are private and at times, controversial.

Notwithstanding these figures, distance education is increasing yearly. A recent national survey by the Canadian Digital Learning Research Association has revealed that while three fourths of Canadian post-secondary institutions have integrated in-class with online learning, only one in five offers a significant number of blended courses. Most online courses continue to be supplements for in-class programs. However, increasing numbers of schools are now offering degrees, diplomas, and certificate fully online.

In a recent article of Maclean's, Tony Bates, a distance education technology consultant and distinguished visiting professor at Toronto's Ryerson University's Raymond Chang School of Continuing Education states that online learning is a way to develop 21-century skills. Bates also advocates for the creation of five digital learning universities, a suggestion that, thus far, the federal and provincial governments have ignored.

Like Bates, AU students are well versed in the benefits of online education. A troubled economy, family obligations, a busy work schedule, a desire to upgrade skills, illness, and remote living conditions all contribute to students seeking alternative educational options. Encouragingly, distance education has also steadily increased in popularity among the general Canadian public, albeit slowly. In an October 2019 interview with Athabasca's *Town and Country Today*, AU President Dr. Neil Fassina stated that promoting a digital university is a challenge and questioned how to "...bring people along for that journey with us?" He believes that AU needs to tell their own

story, with pride. “We are Canada’s only open university; we are Canada's only digital first university. That's something to be proud of.”

Along with continued public education and dissemination of information, technological advances are also slowly bringing changes. While in the past, distance learning was often an isolating experience, in recent years, innovations and communication technologies now allow students to interact with others and instructors easily, through message boards and the ability to participate in lectures in real time.

Although AU is Canada’s sole online university, other universities offer various options as well. When contacted for a statement, Tony Bates revealed, “few if any Canadian campus-based institutions offer whole degree programs fully at a distance or online, especially at an undergraduate level. Athabasca still remains the best option for students who want to study fully at a distance. Also, for many campus-based institutions, online learning is still not a core function. Athabasca's long experience in distance learning remains an advantage, as long as it continues to lead in the design of online learning programs. But it does now have serious competition from campus institutions such as Laval University, which has almost as many online enrolments as Athabasca. But the future certainly looks good for online and distance learning as a whole.”

Some other examples include St. John’s Memorial University (MUN). Created in 1969 as a distance education option for Newfoundland and Labrador’s rural students, MUN now offers programs to students worldwide. Currently, 475 online courses are available in over 40 subject areas; 25 programs are available as online options, while 37 are fully online and mixed mode programs. Examples of fully online Undergraduate Programs include Bachelor of Business Administration, Bachelor of Maritime Studies, and Bachelor of Technology. Various graduate programs, such as Master of Education, Master of Nursing, and Master of Maritime Management, as well as certificates and diplomas, are available as well. In 2018, 36% of MUN students took at least one online course.

In British Columbia, Kamloops’ Thompson Rivers University offers various fully online and in-class options, including Bachelor of Arts and Bachelor of Technology, among others. Vancouver’s University of British Columbia’s (UBC) offers over 100 online courses in more than 30 subject areas. Online enrollment is now 16,000 students, after a fourfold increase since 2000. Burnaby’s Simon Fraser University offers a variety of Diplomas and Certificates fully online and in mixed mode.

In Ontario, 26,000 students enrolled in online courses at Kingston’s Queen’s University during the 2017-18 year, a 15% increase from the previous year. Offering distance courses since 1889, Queen’s prides itself on being the longest-running distance education provider in Canada. First introducing online options in 2011, Queen’s now offers a fully online Master’s in arts leadership program, with in-class options and practicum as well. In addition, options as available at Laurentian University, which prides itself as Canada’s largest provider of bilingual distance programs in Canada.

Recently, the Canadian educational system has undergone significant changes. The ease with which schools have increasingly shifted to online formats amidst the COVID-19 pandemic may signal changes for the future of education. In predicting the next five years of distance education, Tony Bates revealed “The corona-virus has brought home to many institutions the value of online and distance learning for dealing with emergencies on campus. While many institutions have been unprepared and have provided little help to faculty or students, many other campus-institutions have been moving steadily into online learning. Annual surveys from the Canadian Digital Learning Research Association (CDLRA) indicate that 85% of campus-based institutions in

Canada now offer online courses as part of degree programs. Also, many are moving towards blended learning, a combination of on-campus and online learning, breaking down the strict division between campus-based and distance learning, and this trend will increase rapidly as faculty start to embed digital learning into their courses.”

It is difficult to see any glimmers of hope in this tragic situation, but perhaps these changes will mean increased options for future generations for students. In particular, students with disabilities and chronic illnesses, those who are immunocompromised or immunosuppressed, are seeing something they have dreamed of finally coming to fruition. It feels bittersweet and almost ironic that it took a pandemic to put this in perspective. Justifiable anger also exists, as some in the ill and disabled communities feel that their pleas for accommodations have been ignored for so long, only to see the ease of which online education can be implemented.

Most students with disabilities and illnesses know the struggle of attending traditional post-secondary institutions. Although the Canadian Charter of Rights and Freedoms, along with provincial statutes, require post-secondary institutions to be accessible to students with disabilities, no specific standards exist, and policies vary by institution. Often, this can cause confusion, especially in cases of invisible illnesses and disabilities, which include autoimmune diseases, Autism spectrum disorder, as well as dyslexia, anxiety, depression, and ADHD. For example, in Ontario, it was only in 2016 that the Ontario Human Rights Commission revealed a precedent-setting ruling for York University graduate student Navi Dhanota. Although students must provide medical documentation of their condition, they no longer have to disclose their specific diagnosis to obtain accommodations. Despite this, recent reports state that as many as 11% of students have put their educational dreams aside because of disability.

Online education for these students can help avoid the difficulties of commuting to school, freedom from fixed class schedules, and avoiding large classroom settings with pressures such as aural or visual overstimulation. When questioned about the fact that traditional schools are transitioning to online formats with ease, while students with illnesses and disabilities have been asking for these accommodations for some time, AU students had varied responses. Amanda, a current AU student who has attended a traditional school in the past with a reduced course load, states, “I like Athabasca for the ability to take 1 class at a time from home. Somewhat for my brain injury but mostly because I have three kids under five.” However, online education without accommodations is also problematic. Amanda, states, “The hard part for me is exams. No matter where I take them I struggle writing tests. I have not found support at Athabasca or another university.”

Trina G., another AU student, states, “In my opinion all colleges and universities should have online options for as many programs as possible. I was diagnosed with severe anxiety, severe depression, activating Crohn’s Disease. It is very important for me to stay clam with a sense of security. Off and on I’ve been looking for a program that allows me to stay home to take my courses. Due to my health my life is moment to moment at times.” She continues, “It took me a

AU-thentic Events **Upcoming AU Related Events**

Research Webinar Series: Organizational change experienced by Canadian universities moving to online learning

Tue, Mar 31, 10:00 to 11:00 am MDT

Online via Skype

Hosted by AU

news.athabascau.ca/events/research-webinar-series-organizational-change-experienced-by-canadian-universities-moving-to-online-learning

Access Skype through above link

All events are free unless otherwise noted.

while to figure out what I wanted to do, and Athabasca has always been on my mind as an option. I've worked in retail for 20 years, but ... with the lack of nutrient absorption, retail is getting difficult for my joints. I finally decided on a Bachelor of Management with a major in human resources. This will allow me to do less up and down doing merchandising, which will be physically easier for me."

Stephanie, an AU student offers similar sentiments, "I think it's great that traditional universities are switching to online education. I also believe that it should be offered as an option more often. If I didn't have the choice to complete my bachelor's degree online, I wouldn't be able to study at all. Apart from the workload that comes with being a full-time student, being chronically ill comes with its own set of challenges and the symptoms can be unpredictable. The flexibility that AU offers allows me to complete coursework on my good days and rest on the not so good days. Thanks to AU's online learning, I have the opportunity to further my education and improve my career outlook."

Trisha, an AU student believes that "it's horrible that just because there's an illness they open up online [education.] They had the resources to go online all along." She thinks "it is tragic that everything is happening out of control but having an illness is out of control and people want to still succeed." Others, such as AU student Tina states, "I'm sure it's been an option for a long time but it's not a traditional way of learning and there are many things we miss out on through distance learning," while AU student Angela N. believes, "I think it is a great step forward for education. We have been asking for it for years and it is amazing how quickly some of the universities are putting into play."

Students at other Alberta universities are repeating these sentiments as well. Natalia, who attends the University of Alberta, has "been very lucky but I have personally always had my accommodations met with ease which has includes absences, late work, special seating, exam times, etc. I've been taking online classes the past two years to fill up my senior credits, and so the switch isn't affecting me right now..." She continues, "I think that it depends on the degree, obviously. I had a drama degree and couldn't just miss or Skype into class. So, any degree that requires hands on activities, including labs, then Skyping in isn't an option." Despite this, she believes "that being able to Skype in on regular lectures though should be an easily met accommodation, and really should be accessible for anyone in the class if they're ill or have to go away or whatever. I think it's pretty ridiculous that streaming lectures haven't been mandatory if at minimum you have disabled and ill students in your class." She continues, "I think that trying to offer entire degrees online is already where we are headed anyways as e-learning is becoming huge. But as of right now it would be difficult for the U of A to offer the same class both in person and online for a majority or the entirety of a degree. But definitely ensuring lectures are streamlined and course content is online then that's a good compromise."

It is uncertain what will happen to these online courses when traditional schooling eventually re-opens, but perhaps this signals a new beginning, as the world transforms at a rapid pace, and the educational system is not immune to these changes. For distance education, and AU in particular, the future looks bright.

Natalia Iwanek is currently completing her Bachelor of Arts in English at Athabasca University and is also a freelance editor and writer. She can be contacted at <https://www.nataliaiwanekediting.com>.



The Struggling Student Rants The Next Zombie Apocalypse

Angela Pappas



Lately, things seem to be spiraling out of control. It seems like 2020 decided to start the new decade off with some action. Some are taking it seriously while others continue to stick their head in the sand and dismiss what's happening around them. I even came across a Washington Post news clip showing quite a few university students being interviewed while partying it up in Miami over spring break. Apparently, COVID-19 was an "inconvenience" to their vacation plans, but they were determined to overcome the obstacles and find another way to carry on with their much-needed rest and relaxation (Bella, 2020). And the entire time I kept thinking to myself, someone please just slap the bejeezus out of them! I would like to assume that AU students, and most Canadians as a whole, have more common sense than this. However, I have a

feeling that, after the COVID-19 situation settles down, risk managers, business continuity managers, and emergency management practitioners will all be sought after more than usual.

Risk management is described as any actions taken (before an event) to try to change or control the frequency and severity of a potential incident. For example, installing sprinkler heads in every room to reduce the severity of a potential fire is a basic risk management control. Emergency preparedness involves directing people and valuable resources away from danger, such as those pesky emergency drills most office workers can't stand, evacuation exercises, and training sessions. It also includes working with first responders to ensure everyone makes it through a crisis safe and sound. Business continuity is just what it sounds like: continuing business, or having a plan in place to make sure everyone returns to business as usual, after the dust settles or to keep the gears churning for essential services.

So how does all this tie in with our very own family life and everyday activities? While this COVID-19 lockdown may not have affected our studies as much (hooray for AU), it's disrupted our everyday lives. The new reality our world faces is that, if it wasn't COVID-19, it would have been something else. Emergency situations happen all the time, we're just not exposed to it first-hand. Most of us have had the luxury of watching everything through our television screens until now. This time, however, everyone is at the heart of it. Don't be fooled, however, thinking this will be a one-time event. Most risk management analysts, executives, and practitioners agree that global emergencies are on the rise.

The World Economic Forum conducts an annual survey, in partnership with many risk management executives, multinational insurers, and various faculties of business—such as the National University of Singapore and the University of Oxford. Their 2019 Global Risks Report has biological risks in their top six societal risks, in terms of affect (2019, p. 98). Are you surprised?

Ironically, they note, "The world is badly under-prepared for even modest biological threats" (2019, p. 46). The world is becoming more uncertain, complex, and interconnected—this is not going to be a one-time show, so we all need to get used to it and be able to prepare. The key question, then, is how do we make better decisions about uncertainties that affect our future? We don't know what the next emergency could be. So here is where the fun part comes in. Now that

we're all stuck at home, sit down with the kids and start sharpening your family risk management and emergency preparedness strategy. Think back to all the movies you've ever seen together, whether it's classics like *Twister* (Bryce, Chricton, & Kennedy, 1996) or *Contagion* (Shamberg, Sher, & Jacobs, 2011), or even *Cloudy with a Chance of Meatballs* (Marsden, 2009). No scenario is too far-fetched or off the table. Once you have your list, get down to the root problem in each scenario. What caused this, what were the consequences, and who made it out alive, because that's what your goal is (I hope). Then, start making your own plan, as a family, on how you can be more prepared the next time we are faced with our new reality.

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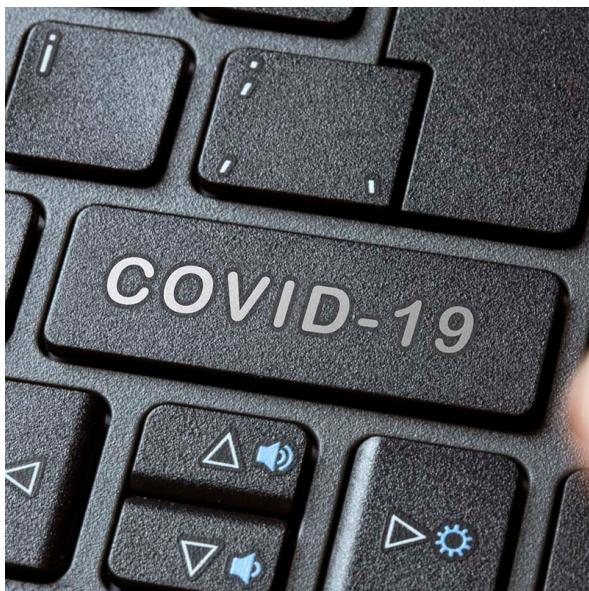
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Angela Pappas is a part-time AU Certificate student who enjoys learning and discussing anything personal finance and personal development related.



AU's Reponse to the Pandemic

Francesca Carone



With states of emergency being called in Canada (a rare event) and abroad, schools being cancelled, and not really being able to leave the house, many people have gone into a panic around the world. All schools in Canada are closed and there are a couple provinces such as Saskatchewan and Alberta where they haven't given a return date. Some are speculating that they have closed for the rest of the year. Some of the provinces have said they will prepare resources for students to access online. All over Canada they are scrambling to get a temporary distance, online program functioning so that high school, college, and university students can continue their studies during this pandemic.

With Athabasca, there is one good thing about how we function as a school, and that is, distance learning. Athabasca University will be functioning similar to before because of its online status. We are one of the

fortunate educational centers that (aside for exams and some courses with in-class requirements) can continue studies on as normal. In addition, at the time this is being written, cases in the western provinces are soaring, so it is important to limit your outside functions to necessity only and maybe eat some immune boosting foods.

Athabasca University, due to COVID-19, understands that you may not be able to write your exams with an invigilator, so, “all in-person exams scheduled from March 16 until April 15, 2020 have been cancelled” ([Athabasca, online](#)). At a later date, they will be rescheduled; but in the meantime, Athabasca is asking that students do not request a new paper exam. If your exam is online, then you can use ProctorU to write your exam. On Wednesday, AUSU offered 80 students a free ProctorU exam in an email announcement, but those have since all been awarded. However, Athabasca says they will not charge any fees such as rebooking or rescheduling fees. ([Athabasca, online](#)). There may still be ProctorU fees if you need to rush a ProctorU scheduling unless you do a course extension to give time to wait for invigilators to open. Nevertheless, exams are cancelled and Athabasca is “encouraging any students with online exams to consider using ProctorU to write their exams from home”(Athabasca email correspondence). This also gives students who have not tried writing an exam with ProctorU at home a chance to experience it. This was sent to students via an email announcement, but bears repeating for those who may have missed it. Another change due to the virus is that for those who are affected by COVID-19, a free course extension is being offered by Athabasca, “if you have been affected by COVID-19 and your course is nearing completion or you are unable to study due to caring for others and work commitments and need additional time to help you complete your course, AU will allow for a two-month extension and will waive processing fees” ([Athabasca, online](#)). This announcement was emailed to students on Tuesday. So, it seems Athabasca is responding pretty well to the situation and is helping learners out a little.

Try to keep calm, call on the elderly around your community that may need your help getting groceries at this time, limit your exposure risk and try to keep healthy everyone!

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Francesca is an AU student living in Nova Scotia, who enjoys animals, kids, and nature.



Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: Charles Labatiuk Scholarship

Sponsored by: Nature Canada

Deadline: May 1, 2020, 5:00pm EST

Potential payout: \$2000

Eligibility restriction: Applicants must be entering or continuing at an accredited university or college in Canada in the interdisciplinary study of natural environmental systems (ecosystems), how they operate, how they interact with people, and how people interact with them.

What's required: A completed online application, including a maximum 1000-word essay on a specified topic regarding nature conservation.

Tips: Read the section on how essays are scored for valuable information.

Where to get info: naturecanada.ca/about/our-people/awards-scholarships/charles-labatiuk-scholarship/



Women of Interest

Barb Godin



Germaine Greer is a writer, feminist, social critic, and intellectual. She was influential in second-wave feminism during the last half of the 20th century.

Greer was born in Melbourne, Australia, on January 29th, 1939. She received her BA from the University of Melbourne, her MA from University of Sydney and her PhD from Newnham College Cambridge. While a student, Germaine Greer became interested in radical anarchist philosophies, particularly radical feminist politics. Her first book *The Female Eunuch* was published in 1970 and quickly became a groundbreaking bestseller in the feminist movement. In *The Female Eunuch* Greer claims that traditional roles sexually repress women and reduces them to eunuchs. Germaine Greer has been viewed as an important figure in the "bra burning movement." She argues that women are unnaturally expected to take on submissive roles within society to fulfil male fantasies of what being a woman entails.

Greer was a controversial figure in her home country of Australia, especially after writing an insensitive article about the beloved crocodile hunter Steve Irwin, claiming his death was a result of the animal kingdom taking revenge. Despite the controversy, Greer maintained her position. She was also critical of Australia, claiming it was "a sports-mad suburban wasteland devoid of any intellectual stimulation." Greer commented unfavorably about pop star Madonna: "Madonna was a middle-class girl pretending to be tough, a religious girl pretending to be irreligious" also dismissing her as being the future of feminism. Further controversy erupted when she stated that she does not consider transgender women as women since it is not fair for men to decide their gender.

In 2018 Elizabeth Kleinhenz, wrote the latest biography of Germaine Greer. Greer's feeling about biographies is pretty clear in the following quote: "I fucking hate biography. If you want to know about Dickens's read his fucking books." Greer wrote over twenty books including *Sex and Destiny* (1984), *The Change* (1991 Updated 2018), *The Whole Woman* (1999). In 1971, *Life Magazine* labelled Germaine Greer as "The saucy feminist that even men like." Her interests included saving the rainforest in Numinbah Valley in Australia, which resulted in her 2013 book *White Beech: The Rainforest Years*. Greer has been an outspoken columnist for *The Sunday Times*, *The Guardian*, *The Daily Telegraph* among others.

Greer had a brief marriage to Paul de Feu, from 1968 to 1973. Paul de Feu was England's first male pin up, similar to American actor Burt Reynolds in a 1972 centerfold in *Cosmopolitan Magazine*. Greer went on to have a series of lovers including Federico Fellini and Warren Beatty. She was not able to have children, but found comfort in her animals.

Greer argues in her book *The Whole Woman* (1999) that liberation is about asserting difference and insisting on it as a condition of self definition and self determination." She writes that it is a struggle for the freedom of women to define their own values, order their own priorities and decide their own fate."

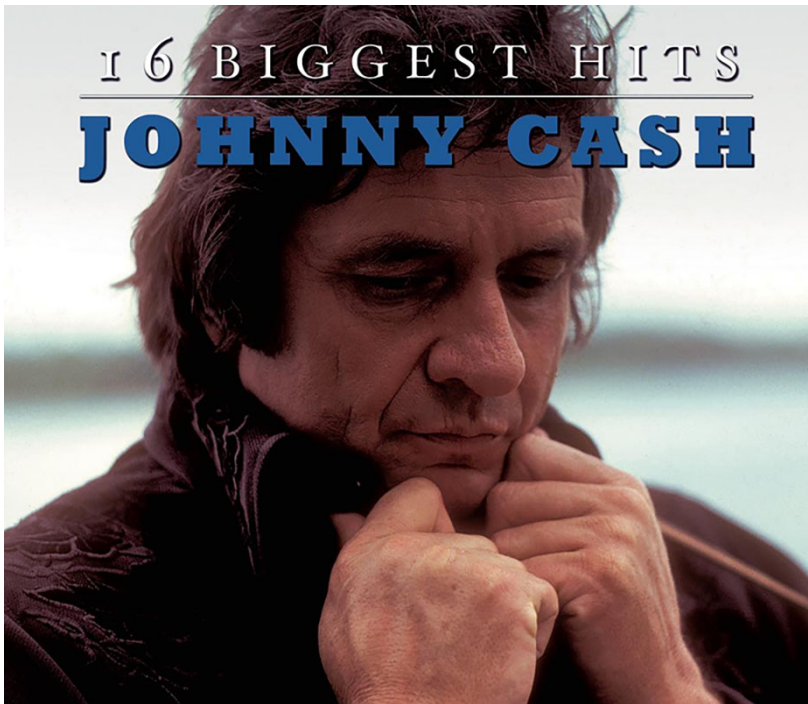
Additional information is available at the following website:

<https://www.theguardian.com/books/2018/dec/13/germaine-the-life-of-germaine-greer-by-elizabeth-kleinhenz>



Beats from the Basement—Johnny Cash

Milica Markovic



Artist: Johnny Cash

Album: 16 Biggest Hits

It's arguably one of the most popular genres in Canada, yet country music is strangely disliked by many individual listeners. I often hear that today's catalogue is largely tarnished by pop's influence, resulting in lowbrow lyrics, formulaic instrumentals, and aesthetic stereotypes in music videos.

Depending on audience reception, this can be true of all modern, commercially marketed genres. Before I can say so, however, they then reminisce about past musicians—and the one name that pops up the most is the late Johnny Cash.

It gets me thinking, with storytelling inspired by his difficult life, that pleasant hum in his voice traced by heartache, and a vaudevillian sense of humour, Cash really was a pioneer in the industry, paving the way for superstars like Norah Jones and Bob Dylan.

16 Biggest Hits is just one of many examples showcasing his artistry. The soft bluegrass heard throughout the entire album is endearing, but it is not the songs' focus. Instead, the lyrics and vocals draw our attention.

Many of these tracks address morality and cautionary tales. Cash's famous "I Walk the Line" promotes the former, tackling themes of commitment in marriage, holding oneself accountable for their choices, and resisting deviant behaviour. While he was not faithful to his first wife, Vivian Liberto, to whom he dedicated the song, I believe he meant what he wrote at the time. You can feel his fears about standing on the boundary between loyalty and temptation. Producer Sam Phillips was right to request slightly up-tempo music; it offers a hopefulness that a slow, sombre arrangement could not.

The smash hit "Ring of Fire", on the other hand, is thoroughly a love song. Originally co-written by Cash's second wife June Carter and Merle Kilgore and performed by Carter's sister Anita, he chose to record it with extra lines and a mariachi-inspired flair, adding to the passionate romance reflected in her lyrics. It is not fantastical nor giddy, traits typically shared among songs about falling in love. The proverbial ring of fire instead subtly implies that love's greatest strength is in transforming the individual for the better.

On the opposite end, "Understand Your Man" is a breakup song that is harsher than I would've preferred. Still, I *understand* the frustration behind it. Communication problems between partners are widely discussed nowadays; Cash refers to verbal abuse and a failure to listen that lead to detachment, scenarios that are nothing new considering that toxic behaviours are constantly identified in the media we consume.

Romance, of course, is not the extent of Cash's content. For instance, he covered late poet Shel Silverstein's "A Boy Named Sue", a comedy-drama in which Cash literally talks blues about a man

who angrily seeks out his father for giving him a feminine name and abandoning him, but learns to toughen up in the face of humiliation over time. While names can ultimately be gender neutral, that's not the point of the song. We may not know the reason why the father had to leave, but what is important is that he could at least influence his son's growth through a simple, though long-lasting gesture, showing he indeed cares. It provides nuance to the concept of parental negligence, that, although controversial, is worth pondering.

What makes songs like these special is that they don't embody mere ideas; rather, you feel as though you are sitting with the performer as they engage you with their stories. We resonate with lessons and experiences that garner our sympathy. Though we are generally *attracted* to catchy tunes, we tend to *remember* – and live by – words and emotions.

Despite belonging to different genres, think along the lines of Imogen Heap's entirely a cappella "Hide and Seek" and the late John Lennon's "Imagine", both of which prevail in immense popularity. Whether it is a pain experienced personally or in the world, connecting with a voice that feels the same way matters a great deal to us socially aware beings. Cash had accomplished this in his half century-long career and continues to touch our hearts in spirit as the years go by.

Milica Markovic is a Toronto AU student enrolled in the MA-IS program with a BA in criminology and political science.



The Fit Student

Fundraise if you Love Roller-Coasters

Marie Well



wrestling team.

And then I drafted the bait: what the companies would get in exchange of prize donations. We'd put their business cards in front of their featured prizes. We'd mention their business names on tent cards and signage. We'd mention them in a thank you speech.

And then I went to work sending the letter by email to a list of the top 500 companies in the city. Within a week, one of the wrestlers called me.

"I can't believe how much stuff I'm getting: golf equipment, clothing, gift certificates," she said.

Giving feels great! But what about fundraising? Well, that's a roller-coaster, as you'll soon see. But fundraising might just be your thing.

Consider if you have a cherished cause you want to help fund. Or if you have a newly disabled child who needs a fundraiser for special supplies. Or you might want to start—and fund—your own dream cause. If any of that speaks to you, even if as a murmur, then The Open University and I have tips for you.

To start, I once thought I'd turn around the wrestling team's silent auction. They had few prizes. Not a lot of funds raised. I was about to make the team richer. I drafted a letter to potential donors. It talked about the upcoming silent auction, how many people would attend, and what a prize donation would mean to the

By the following week, she had to find a new location for the prizes. Her home had been overrun with goods.

And at last, the silent auction was a success.

A decade later, I got invited to interview for a fundraising job. But I was clueless. I wondered, how is fundraising different from prize soliciting? Well, it turns out they are quite similar: when someone does you a good turn, you do them one back. You mention them in social media, emails, newsletters, the whole shebang. Make the donor shine, and you've made a generous friend.

But it's not quite that easy.

Tensions and conflicts of interest can arise for even the most successful fundraiser. In fact, fundraising can turn into a roller-coaster.

For instance, you might get a scolding if you take funds from oil and gas companies when your charity is in British Columbia. The Open University says, "Sometimes it may ... be alleged that the requirements of funders may take priority over the needs of your service users in a way which threatens to distort the mission of the organization" (21%).

According to The Open University, other issues that can arise include: "[1] Potential conflict between fundraising and other organizational goals. [2] Dealing with the fact that different stakeholders have different views and interests. [3] Deciding where the dividing line comes between sources of funding and support which are acceptable and those which are not" (59%).

But the roller-coaster doesn't end there.

Even when you (the fundraiser) and the organization work well with one another, you may end up short on funds. That means you bear the brunt for souls not getting their needs met:

"If, for example, you are providing services for homeless people, you can only provide the amount of service for which there is funding, no matter how much the demand from homeless people increases. This can lead to stress and burnout for project staff, who may have to make heartbreaking decisions about who does or does not receive your help. This in turn puts pressure on you as a fundraiser" (29%).

As another bump on the roller-coaster, sometimes your organization lets down your funders: "Many voluntary and public organizations find it hard to acknowledge the legitimacy of the interest and stake of funders, donors, sponsors or supporters in the work of the organization" (31%).

To illustrate, a charity I raised funds for would not give my funders a tax-deductible receipt. So, when it came time for my funders to donate to causes in general, they said, "Forget that," to my charity. The charity didn't scratch their backs, so the funders balked. Their needs weren't met.

So, what are ways of meeting funders' needs?

First, make them feel part of a worthy cause: "balanc[e] the need to present the organization in a way that will be attractive to donors, perhaps by using emotive stories, and try to 'educate' people about the work of the organization" (69%).

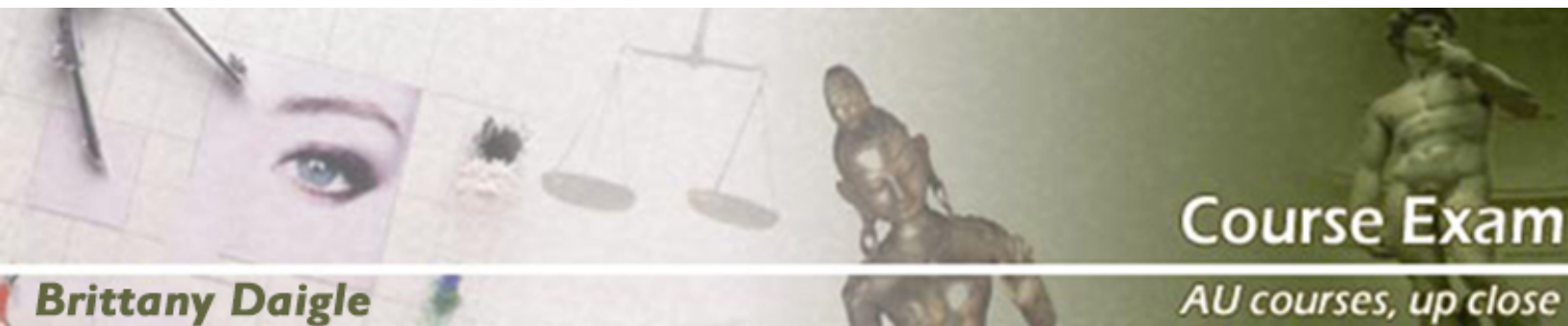
Second, "offer them something they need, and [let them] reciprocate with something of value to you—be it funding, time, attention, approval, or opportunities" (46%). All relationships must be

win-win, but the more you give, the more everyone gains. At least, that's my philosophy on fundraising—and life.

So, don't be shy to raise funds for your dearest cause. You'll gain great work experience and a double dose of karma. And don't worry about the roller-coaster; it's more fun than scary. Besides, everyone needs a hero. And that hero is you!

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Brittany Daigle

Course Exam

AU courses, up close

Course Exam

Brittany Daigle

PHIL 337 (Business Ethics) is a three-credit, senior level, applied ethics course that focuses on the ethics of enterprise, exchange, corporate responsibility, work, consumption, and trade. This course has no prerequisites and is not available for challenge. For more information on Athabasca University's philosophy courses, visit their philosophy [home page](#).

Business Ethics is made up of eight units, but the only assignments are one short essay worth thirty percent, one long essay weighing thirty percent, and a final examination worth forty percent. The eight units within this course cover a lot of concepts of business ethics, such as hiring, firing, corporate responsibility in society, the ethics of leadership, globalization of business, utilitarianism, and the ethics of advertising and consumer desire. Students will learn what truly constitutes as good business and what responsible critique of business practice looks like. To receive credit for this course, students must achieve a minimum composite course grade of at least a "D" or fifty percent.

Shannon Steinke is currently enrolled in the Bachelor of Management program at Athabasca University with a major in Human Resources and is halfway through her second year of studies. She introduces herself, stating "I originally enrolled in AU for a Bachelor of Arts in 2007. I worked on that for a while but let it lapse when I joined the military in 2009. After hearing about some of the educational opportunities the military offers, I decided to get back to my studies. I switched to the Bachelor of Management program in 2016."

When asked to explain the structure of PHIL 337, Shannon states "The course has two assignments and a final exam. One assignment is short essays and the other is a long critical essay, about 2000 words each. The readings for this course are fairly short, but discussion with your tutor is almost necessary as the idea is to critically evaluate the readings. The skills learned in PHIL 252 (Critical Thinking) can be useful in completing these assignments. The final examination is essay style."

For more information on PHIL 252, read my Critical Thinking Course Exam article.

As for enjoying the course, Shannon explains that “The course is very interesting. It addresses the ethics of common business issues such as advertising. I personally find it a bit of a mind bender, but abstract thinking is not necessarily my strong suit.”

Shannon would recommend PHIL 337 even though she found it difficult. She states “I think it is interesting and addresses common issues that you see every day in the world around you.”

As for any tips or tricks to completing this course, Shannon explains that “The most useful thing would be to talk to your tutor after each unit. The course is based on applying different ethical principles to essays. There are often no 'right' answers so discussion is useful to make sure you're on the right track and to help you understand the concepts.”

When asked how discussions with her tutor was for this course, she explains that “Communication with my tutor has been great. He answers my email withing a couple of days and he gave me a huge amount of feedback on my first assignment.”

Whether PHIL 337 is a degree or program requirement of yours, or the topics mentioned above are of interest to you, this course will have you learning a lot of interesting material surrounding the topic of business ethics.

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



**Homemade is Better
Saturday Pancakes**

Corey Wren

Every Saturday, my family and I have made pancakes. We’ve done this for at least eight years. This recipe is tried and true and never fails. We usually weigh some of the ingredients, but I’ve changed it for measurement. I hope you enjoy them as much as we have!!

Saturday Pancakes



<p>Prep time: 15 minutes</p> <p>Cook time 3-5 minutes</p> <p>Ingredients:</p> <p><u>Dry</u></p> <p>2 cups all-purpose flour</p> <p>2 TBS sugar</p> <p>1 TBS Baking Powder</p> <p>1 tsp baking soda</p> <p>¼ tsp Kosher salt</p> <p><u>Wet</u></p> <p>One egg</p> <p>4 TBS Canola Oil</p> <p>2 Cups Buttermilk</p> <p>1 tsp vanilla</p>	<p>Directions:</p> <ol style="list-style-type: none">1) Preheat a griddle to 325-350, if you have one otherwise a non-stick frying pan on medium-high heat.2) Mix the dry ingredients in a mixing bowl.3) In a separate mixing bowl, mix the wet ingredients.4) Add the wet to the dry and whisk (or mix) the wet into the dry until combined.5) Scoop the desired amount onto the griddle or frying pan, and they will spread some.6) Once the bubbles on top have popped, they are ready to turn.7) Top with berries, syrup, whipped cream or just butter and enjoy!
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Fly on the Wall

AU's Social Distancing Triumph

Jason Sullivan



It's an old cliché that we're hard-wired to be social animals. Like cows dipping their heads to nosh on some clover, all the while furtively murmuring gossip about whose calves nibbled at whose udders unbeknownst to the other's Mothers, we humans thrive on gabbing in groups. Who are we going to low conspiratorially to now? The COVID-19 quarantine brings a void of verbal in-person interaction that inconveniences some more than others, to be sure

It's no surprise that we social beings are struggling like crows without a flock during these times of social

distancing. But hey, we at AU thrive, or at least subsist dandily, in splendid study isolation. We were made for times like these. We might even consider ourselves expert guest Facetime lecturers to our beloveds and peers who are coming to terms with a lonely landscape of Netflix and toilet paper. To the extent we at AU are already self-wired to be alone with our textbooks, this is in many ways the best of all possible worlds.

Silence and Loving What 'Is'

Gottfried Wilhelm Leibniz, claimed that we always live in the best of all possible worlds and only when we lose pace with this serene notion of the universe do we fall into the trap, as one commentator put it, of "presupposing that false maxim ... stating that the happiness of rational creatures is the sole aim of God. [Theodicy 120 (H 192; G VI 172)]." (And if God's not your stripe, try 'cosmos' or 'karma' or 'flying spaghetti monster' or, following the sociologist Emile Durkheim, 'society' (Carls, P., 2020).) So when we squawk at impediments to our pleasure or expedience (such as not being able to meet up with friends to mourn the passing of a long-time friend, as was the case this past weekend in my town) we are more hedonist than realist.

Our happiness, or more properly in our culture, our freedom to go shopping and socializing, is problematic at the best of times. Memes of dejected faces facing mounds of unused toilet paper provide stark laughter to those of us, myself included, who were swaddled in washable cloth diapers. But seriously, and to return to a core belief, aren't we hard-wired to require social contact? This is one of the more enduring criticisms of distance education, that we learn best when we chatter most. Perhaps the need for literal face time interactions is one of many threads in our existence, and one of inflated, egoistic, importance at that.

Why does social interaction seem like the tie that binds a meaningful life together? Ludwig Wittgenstein stated that: "the strength of the thread does not reside in the fact that some one fibre runs through its whole length, but in the overlapping of many fibres" (Wittgenstein, 32). That we are naturally social is one of many aspects of our humanity; we may also need to sit quietly and study or to listen to music in rapt entrancement, or to go spend time in our garden just gazing off into space. The primacy of social interaction may be an ideological presupposition (functioning like a suppository suppressing our more thoughtful selves) that is harboured, virus-like, by a

world dominated by extroverts and wannabe power-posture types. All I know is that studying works best for me when there's not a roomful of other people rambling non-sequiturs in my purview.

Socialization as Inherent Violence?

The answer to whether social contact is the basis of our humanity is, regrettably, both yes and no. Or, rather, the answer oughta be: 'what's your epistemic framework?' You see, as chimps plus one (the one is that bit of extra essence that counts most for we naked bipeds: symbolic language and metaphoric meaning) the extra bit matters most in making us human. The 2017 documentary *Jane* poses the question as to whether Jane Goodall, admittedly-uneducated researcher of primate fame, was in great part popularized due to a metonymic slippage whereby her legs become the reference attracting a human audience to become interested in her topic: chimps. To use monkey business mindsets to attract attention to the plight of monkeys was no small success. Goodall happily addresses the symbolic power of her legs with laughter (Morgan B. 2017), but the fact remains: deeper motivations lie behind our connectivity with others and the social norms and values that purport to bond us within a common cultural milieu

In fact, while social contact may be an essential commonality of our being, it may in fact be only one strand among many that combines to make us human. Goodall found that violence, raw unmitigated rape and larceny, was as core to chimpanzee culture as benign and playful social contact. She even had to keep her toddler son inside a cage to maintain his safety from marauding monkeys. We're all apes in a sense, maybe even at our deepest depths and for all time, and most importantly of all there's not only violence in our nature: there's also a continuum between violence and socialization.

Splendid Isolation

Social distance may be the peace we never knew we could have, if only we would embrace it. Anyone in a brick and mortar setting faced with the taunts of a conformity-laced classroom or the sneers of a condescending, but creatively exhausted, old goat of a professor knows this well. So instead of lamenting our lost chance to see eyes adrift and attentions spans lost as we discuss the admittedly minor minutiae of our studies, let's take this glorious isolation of our times in stride.

In these chill times, if we so take them to be cause for reflection and calm, let's consider just how effective our isolated study selves have become. Our AU journey allows us to provide one of the things rarest in education, or life, or the real world, or the chimp-iverse of our society: a sense of focus and perspective based not on yammering or yapping with the social Other, but with our inner depths that grow with an intellectual fecundity that knows no bounds. In this sense AU truly embodies the best of all possible worlds.

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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.



Porkpie Hat Travel in the Time of Isolation

Darjeeling Jones



"Unexpected travel suggestions are dancing lessons from God."

- Kurt Vonnegut

Travel has always been the most exciting thing for me, the greatest of pleasures. To get lost in a new city or take a bend in the road and come across a view of the ocean. To wander the streets, eat in the restaurants, peruse the galleries, sit in the concert halls of distant lands: these seem like the wildest, most exhilarating of adventures. I'm sure many others feel the same way.

Sadly, though, travel is not in the cards for most of us right now, not outwardly, anyway. Inwardly, however, the doors are still open, the concierge is helping with the luggage, and the taxicab is waiting at the curb. When it comes to efficient means of transportation, nothing quite beats the vessels of the imagination, almost instantaneously shifting across vast distances of time and space, the engines burning a heady, perfumed mixture of rocket fuel and high octane dreams.

Where shall we fly to over the next few weeks, as we're hunkered down in our (hopefully) cosy isolation chambers? I hear it rains diamonds on Neptune and Saturn. We could walk through the early morning fog that's covering the moor, as we listen to the unnerving howling of a dog. Alternatively, we could exchange microfilm with a sexy Russian double agent in the ornate settings of the Cold War Ballet Russe. Or, if we choose, we could meet Cleopatra and the Black Swan on the Orient Express.

I do understand how difficult it is, this feeling of being cut off from the rest of humanity. But perhaps there's an opportunity for us all to experience something rare and exquisite during these still, blue hours of isolation. Maybe it's our chance to acquaint ourselves with the wrenching, haunting beauty of loneliness. It can be a frightening thing, the way that it floods the chambers of the soul, and it can sometimes feel as alarming as water filling the lungs. "Will I drown?" we wonder. And then, when we calm ourselves down, we realize we can still breathe. In fact, we can swim freely through the slow, honeyed silence, discovering the consolations of art, of music. There are books on the shelf, black tea in the pot, a record on the turntable, the richness of stillness, the wonder of having time on your hands to dream, remember, create. Human beings are explorers of the inner world, every bit as much as of the outer.

Here, from the control tower of my little column, I will endeavour, in my own humble way, to provide you with an itinerary of diversions, frivolities, and (who knows?) perhaps even the occasional thought-provoking observation of the Inner World's ever-changing landscapes. So, anytime you care take a flight on Porkpie Air ("We Skimp on Basic Maintenance So We Can Offer Better Frills!") I would love to have you onboard. Regrettably, the in-flight movies tend to be spaghetti westerns and retro Hammer horror films, and the flight attendants can get a bit snarky when they're hungover. Still, the prices are right, and there's no limit to the baggage you can bring. Also, the imaginary whiskey sours and Armagnac are always complimentary. Does anyone happen to know how to read a map?

Six Grocery Shopping Tips Amid COVID-19

Xin Xu



There's been a lot of fear and panic surrounding the worldwide pandemic taking place. While AU students are not unfamiliar to online classroom's and learning indoors, students still may face challenges when obtaining groceries. Specifically, grocery shopping is turning into a headache for myself as I take many careful precautions before shopping for the ingredients I need. While I have many freezer-friendly items and non-perishables, the need to eat healthy during a pandemic is still important to me and my family. Here are some practical tips AU students can use to keep themselves safe while braving the crowds to gather groceries.

1. **Shop at a time that is less busy:** while this is a no-brainer, it's important to time your grocery store trips at times when less people are shopping. This could be earlier during the day or close to the end of the day. The bottom line is simple; less interactions with other members of the community means that you also reduce your risk of infection.
2. **Bring a bottle of hand sanitizer:** it's inevitable that inside the supermarket you will be touching a variety of different items so a hand-sanitizer is a good precautionary step that can be applied right after your shopping trip. Otherwise waiting to wash our hands until we're inside the home can be risky and bring contagion to other members in the home. If you don't have any hand-sanitizer, an alcoholic wipe or disinfectant (Lysol) can also be used in lieu.
3. **Aim to stay two meters away from other shoppers:** while this may not always be possible, it's good practice in general when running errands to stay away from others. However, recognizing that this isn't always possible in smaller grocery stores, avoid talking to strangers to fully exercise the recommended social distancing measures (CDC, Clinical Criteria).
4. **Purchase frozen veggies:** for adequate vitamin C and fibre content, aim for frozen veggies which will help you fulfill that need without having to run back and forth between home and supermarkets. Moreover, frozen veggies have been shown to have similar nutrient content as fresh veggies with no diminished fibre or vitamin content (Favel, 1998).





5. **Wash produce with water when you get home:** because COVID-19 can be spread from fomites, also known as respiratory droplets that have landed on surfaces, it is critical to ensure you take this extra step (CDC, Cleaning Disinfection). Particularly if you wish to be extra cautious washing them with lukewarm water and soap may be helpful.

6. **Get your grocery delivered:** for some living in larger metropolitan cities, groceries can be delivered via many grocery stores online or via mobile app. However, living in a small community doesn't preclude you from that. Asking a neighbor or a family member to bring groceries for the rest of the household can help reduce the spread and number of trips to the supermarket. Increased trips may also increase the risk of infection to vulnerable individuals. If you're making a trip to the grocery store, be kind and offer your neighbors and

other family members a grocery run too. If you're delivering, take additional steps to ensure your hands are washed often. If you're sick, ask someone else to grab your groceries for you.

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



Unearthing classic articles from previous issues of The Voice Magazine.

While the current global pandemic of COVID-19 seems to be carving out a new reality of hyper-concern, a peek in our past issues shows a repeat of certain themes.

Whatever happened to H1N1? The Voice reports on government cautions ahead of a possible second wave of H1N1, aka the swine flu. "Among other recommendations, the government is advising school officials to be diligent about cleaning practices and to 'promptly isolate children who fall ill with flu-like symptoms'..." International News Desk – At

Home: Federal government urges schools and daycares to prepare for H1N1, August 21, 2009.

Finding calm in the stress-storm. Columnist Hazel Anaka examines strategies for dealing with the stress of major catastrophes. "We can all reshape our attitude about what's happened, stop the hand wringing and come up with a plan of action." From Where I Sit—To Stress or not to Stress, March 17, 2006.



The Study Dude Is This Ethical?

Marie Well



A Look at Clinical Trials

Clinical drug trials took place at my hospital. Groups of patients were encouraged to go on a new drug. Due to the drug, many of these patients' bellies swelled over a short time to what looked like a full pregnancy. The patients also risked dying due to blood cell counts that could go awry, hence frequent bloodwork testing. One patient told me she suspected the doctor was getting "kickbacks." Was this ethical?

As another example, a fellow I knew went into a clinical trial for testicular cancer. During the trial, he grew large womanly breasts. Is this ethical?

As for yet another example, I was put on a drug that was approved for the market. After two pills, my brain went into such shock that I couldn't comb my hair. My hair turned into what looked like petrified sticky wire. My head felt on fire for over a month, and I cried daily. Was this ethical?

Was any of this ethical? It depends.

According to The Open University, "The ethics of what is 'good' and what is 'bad' science are challenging to consider and are never simple to disentangle. They are also highly contextualized by the society of the time – there are things which are viewed as unacceptable now either because of changing societal views or because, with the benefit of hindsight, we have a clearer understanding of their future impact" (63%).

And today's society is not necessarily better than yesterday's. But I'd take today's psychiatry over that fifty years ago. Back then, they gave electric shock therapy. Ouch! The Open University says, "Centuries ago treatments were often used without any study of their efficacy or with any consideration as to whether they were ethically appropriate – or not" (14%).

Consider the ethics in this clinical trial done over two hundred years ago:

The Open University says, "Edward Jenner (1749–1823) was a doctor and in 1796 he carried out an experiment which led to him becoming known as 'the father of immunology'. The experiment involved inoculating an eight-year-old boy, James Phipps, with pus from a cowpox pustule taken from an infected milkmaid. When James recovered he was then later infected with smallpox pus in the same manner" (34%).

According to The Open University, "Under today's strict legislation ... Edward Jenner would not have been able to conduct [his] experiments" (38%).

But how strict are today's ethical standards, really?

Consider this: I saw a heartbreaking video on chimps who spent their life indoor in cages as experimental subjects. When they were finally released, they peered at the sunlight with awe. Some had never before seen the sun. My heart broke so bad that I sent them peanut butter in the mail. They now live a fairy-tale-style retirement at a place called Chimp Haven.

In another example, I went to a university workshop on statistics. One fellow said he disposed of the rabbits he used for his thesis research. When I asked him what he meant by "disposed of," he

said he killed them. I asked him why he didn't just release them. He gave me a scientific reason that translated to, "The rabbits will never be the same." Is it ethical to treat anything with a "soul" in such a barbaric manner? By today's standards, yes.

But we do take mercy on human souls:

"In modern scientific studies involving humans, informed consent must always be acquired, and the participants can withdraw from the trial at any time. These rules are governed by ethics committees and ethical guidelines" (30%).

In all of the examples I started with, the patients, including myself, had the choice of taking the medicine. And we all could've chosen to stop. Yes, sometimes benefits outweigh the negatives. (Or sometimes we get coerced.)

As a further safeguard to research ethics, "Scientific research is undertaken through funding from charities, taxes and commercial companies. Any breach of trust with the public due to misconduct and poor practice can cause considerable financial and reputational damage to research institutions and jeopardize further funding opportunities" (36%).

But research ethics today still have much to address.

I hope someday chimps will have the right to play in the sunshine—at least a couple hours a day. It may confound research, but bring higher standards to ethics—and to quality of life for helpless souls. No-one wants to live in a cage.

What ethical guidelines might you recommend for clinical trials?

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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



Christabel wonders if students can withdraw from courses without a fee during the COVID-19 situation; waiting for the busy folks at AU to confirm. Jodi seeks info on approved calculators to use during CHEM exams. Mary's looking for survey participants between the ages of 18 years and 20 years, 11 months.

Other posts include anti-virus software, course extensions, LinkedIn Learning, official/un-official transcripts, paper-exam delays, and courses COMP 361 and LGST 369.

reddit

A student seeks used textbooks for PSYC 402 and PSYC 435.

Twitter

@AthabascaU tweets: "We understand some of you may be struggling with assignments, figuring out who to contact at the university or be suffering with mental health struggles. Reach out publicly, privately through a DM or at social@athabascau.ca. We're here to help."

@AUGSA tweets: "AU president Neil Fassina has a message for AU students finding their way in the covid-19 world. Find it here: t.co/PL0IFpwD6J."



Dear
Barb

Barbara Godin

Stir Crazy

Dear Barb:

Hi, because of the corona virus my husband and I have been off work and home with our kids for seven days and we are already stressed out. I know it's the right thing to do, but, oh my god, I don't know how stay at home parents do it. I have a seven- and eight-year old and they are constantly fighting and I am usually the referee. My husband seems to be finding stuff to do in the garage, so I am left with the kids. I am attempting to keep up their reading and math skills and their teachers sent home some stuff for them to work on. I now know why I didn't become a teacher! I can't even send them to their grandparents, as that is too risky, since my mom has a heart condition. I am also expected to do my own work from home, I am an accountant, so it's looking like I will have to do this after the kids go to bed since I need to concentrate. I need some words of encouragement to get through this, as no one seems to know how long it will go on. Do you have any suggestions to make this time flow easier for our family and probably many others? Thanks, Sandra.

Hi Sandra:

It's not an easy transition for families, but we have no choice unless we want what happened in China, Italy, and Spain to happen in Canada. The best thing for you, your husband, and your children is to make a schedule. For example, every morning the kids can do their school work and of course you

will have to be available for them; therefore you don't want to get involved in your own work, as you will be constantly interrupted.

The Government of Ontario has [a website offering educational sites](https://www.commonsemmedia.org/website-lists) for parents and children. Afterward you could all go for a morning hike or some snow shoeing to burn off the excess energy before lunch. Your husband could spend the morning on his work, while the kids are your responsibility. That should bring you to lunch time. After a family lunch, you could spend some time working, but make it clear to your children that you are not to be disturbed. So perhaps this could be their time to watch a movie, or play video games, or dad could take them out for a hockey or basketball game—in the driveway, as parks are no longer a safe place to be—of course, this depends on the weather. This is just an example of a schedule you could implement; following a routine will help everyone to get through this time of self isolation. Kids do better when they have a schedule to follow. As well there are many websites that offer activities and games for children. This is one for children under 10 which you may find useful. <https://www.commonsemmedia.org/website-lists>

I don't know how helpful this has been; hopefully we will all find our way through this and be able to look forward to an enjoyable summer. Thank you for your letter Sandra.

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
Game Over

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

- **Mar 31:** [Deadline to apply for course extension for May](#)
- **Apr 10:** [Deadline to register in a course starting May 1](#)
- **Mar 15:** [May degree requirements deadline](#)
- **Apr 16:** [AUSU Council Changeover Meeting](#)
- **Apr 30:** [Deadline to apply for course extension for May](#)
- **May 10:** [Deadline to register in a course starting Jun 1](#)

COVID-19 Updates

Your AU Students' Union is doing our part to help minimize the spread of COVID-19. The AUSU team members will work from home until further notice. The best way to reach the Students' Union is by email at admin@ausu.org. We will get back to you as soon as possible.

We are aware of impacts of COVID-19 on your studies, and are dedicated to keeping students informed about updates being provided by the University, as well as the impacts to your studies and the resources currently available to you.

COVID-19 Updates from Athabasca University

For updates related to COVID-19 and related impacts to your Athabasca University studies, please check the AU website:

- [COVID-19 General Information](#)
- [COVID-19 Questions and Answers](#).

AU has outlined some great supports for students impacted by COVID-19, including free course extensions, exam rebooking fees waived, & who to contact with questions.

If you have any questions not answered in the links above, please contact covid@athabascau.ca and AU will answer your questions as quickly as possible.

Mental Health Support

AU has a [mental health and wellness program](#) through Homewood Health to provide students free counselling, as well as coaching and services on mental health & wellness.

If you are looking for immediate support from a professional counsellor, have your AU student ID number handy and call Homewood Health:

1-800-663-1142 (English)
1-866-398-9505 (French)
1-888-384-1152 (TTY/hearing impaired)
1-877-301-4776 (Outside of Canada)

We urge everyone to be kind and patient, wash your hands, practice social distancing, and stay safe!

Health and Safety Information

We recommend all students follow the advice of the public health officials in their jurisdiction for ways to mitigate the spread of the virus and to keep safe.

Canada:

[Government of Canada COVID-19 page](#).
[Canada's Economic Response Plan](#)

Alberta:

[Government of Alberta COVID-19 page](#)
[COVID-19 Support for Albertans](#)
[Alberta Health Services COVID-19 page](#)

Ontario: [COVID-19 Page](#)

British Columbia: [COVID-19 Page](#)

Quebec: [COVID-19 Page](#)

Saskatchewan: [COVID-19 Page](#)

Manitoba: [COVID-19 Page](#)

Nova Scotia: [COVID-19 Page](#)

New Brunswick: [COVID-19 Page](#)

Newfoundland and Labrador: [COVID-19 Page](#)

Prince Edward Island: [COVID-19 Page](#)

Nunavut: [COVID-19 Page](#)

Northwest Territories: [COVID-19 Page](#)

Yukon: [COVID-19 Page](#)



CLASSIFIEDS

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

THE VOICE

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