



THE VOICE

Vol 29 Issue 30 2021-07-30

Minds We Meet

Interviewing Students Like You

Today in Science Fiction

What We Missed, What Came True

Calgary Stampede Experience

Gathering for the Post-Covid Fair

Plus:

*Trade School In Demand
GSRC Submission Extended
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

July Ends and Odds

Karl Low



So Alberta's big announcement is that if you've been diagnosed with COVID, you no longer have to quarantine or self-isolate. Also, there will not be any testing for non-severe cases. Protests are already underway against this action, with many doctors calling it reckless or irresponsible.

Supporters suggest that even though we're seeing a rise in cases that is faster than anything we saw in the past having the vaccines means that a rise in cases will not cause problems in hospitals or ICU's and often come coupled with cries of "It's time to move forward!"

Of course these statements are made without any evidence yet. The rise in cases is too new to see if it comes from those who are vaccinated (in which case, the supporters are correct that we should see little increase in hospital or ICU use), or if it's coming primarily from those who haven't been vaccinated, in which case the hospitalizations, ICU use, and, of course, death, will likely

follow close to the same pattern as every other wave has. However, since I don't think most people would get themselves tested if they weren't feeling sick, and the vaccinated now generally don't feel sick from COVID, I'm concerned we're on the latter path.

Still, the province has decreed as it will. People will just have to do as best they can, and hopefully I'm very, very wrong.

Meanwhile, this issue of *The Voice Magazine* has a bunch of stuff for everyone. Starting off with our feature interview with student Brittany Lee Acton. A psychology student who found a surprise in an indigenous studies course being her favourite to date. Also, if you're in the middle of taking your university courses and coming to the conclusion this just isn't for you, have you considered trade school? Alek Golijanin takes a look at what might be a better option for some people, especially if what they're primarily pursuing is a bigger pay-cheque. Also this week Xine Xu tells us about her first experience with the Calgary Stampede, and Jeff Shermack takes a look at the predictions made by science fiction in the past and which ones have come true—or not.

Plus recipes, advice, a discussion of the labels within autism, and, if you've been having trouble getting your research ready for the graduate student research conference, well they've decided to extend the deadline, so you've still got a chance to win some money while boosting your academic street-cred at the same time.

And of course events, scholarships, and other thoughtful ruminations on the nature of being an AU Student all available in this week's issue. Enjoy the read!

A handwritten signature in black ink, appearing to read "Karl", with a stylized, flowing script.

MINDS

WE

MEET



Most of us tend to complain that we have too much on our plates, but there are many around us who tend to carry too much on a platter instead of a plate. Through *The Voice Magazine* team and AU students alike, we are able to get an insight into the lives of our peers and perhaps learn to be content with what we have. “Happiness can be found even in the darkest of times, if one only remembers to turn on the light” – Albus Dumbledore

This week *The Voice Magazine* is grateful toward Brittany Lee Acton who spared some time from her busy schedule to speak with us and share her inspiring life story.

Brittany lives in Saskatoon with her spouse and two kids, one of whom has different needs. Apart from attaining a certification in women’s counselling, she has almost completed her Bachelor of Arts Degree, majoring in psychology, and is planning to pursue a master’s degree in the future.

As for her career, she mentioned “I have been working in the field of psychology for several years. I got a job offer in Saskatchewan shortly after I started my bachelor’s degree at AU

and have been working my way up ever since.”

“I switched [between] several jobs before I found one in which I felt safe, comfortable, and well supported by my employer. Working front line can be very exhausting. Since I had young kids and I was also studying, it was important for me to have a good work life balance.”

Along her career path, Brittany had faced some difficult times as well. “I used to work in harm reduction and addictions in the past and there were a couple of occasions where I felt that my physical safety was at risk and I was faced with some life-threatening situations. It was then that I realized that front line work in that area was not for me, especially since I had a family to take care of. I would have continued to work in that field if I didn’t have a family, but I prioritized my loved ones over everything else and moved to a different department.”

Although COVID-19 made it more difficult to keep up with work-life balance, Brittany felt that being together made their family bonding stronger. “Since my son was at high risk of getting sick, both my children had been virtual learning for a year and a half. They haven’t been back to school since last March, although it was hard at times to focus on work upstairs while kids made a lot of noise downstairs, but it was quite good for me since I had a lot of wonderful relatives who stepped in to help me throughout the pandemic and that really helped in strengthening our ties. It made us realize the kind of love and support we had and that there is a lot to be grateful for in life.”

Brittany’s greatest influence for the desire to learn was her best friend whose determination and persistence inspired her to take a deeper look into her own life.

“I had been working as a chef for close to a decade and was about to have my first child when I met my best friend. Mentally, I was not in a great place and she encouraged me to figure out what I wanted to do with the rest of my life as well as invest in myself to achieve my dreams. After having her first daughter she went back to school and completed both her bachelor’s and master’s degrees in social working over the course of having three kids. Her actions spoke louder than words and she was able to prove to me that anything was possible as long I had the mindset and persistence to do it.”

Brittany’s experience with online learning has been quite positive so far, “I don’t think I would be able to attend school in person since I struggle with strict schedules and routines. I need to be able to do things my own way. I become very frustrated in a regular classroom environment and online studies allow me to work at my own pace; to spend more time when I have the energy for it and sit back a little bit when I don’t.

“There have been a lot of moments when I had self doubts. Some of the science-based psychology courses really challenged me, and those were the moments where I questioned whether or not I would be able to have a career in this field. I have been quite flexible with myself, and I have changed my program of study four or five times since I started my education. I open to change in my future as long as I can be satisfied and content with what I am doing.”

According to Brittany, Indigenous Studies 301 is her most memorable course. “I took this course because I needed credit in humanities and it ended up being a favourite of mine. I think I ended up learning more in that course than most of the other courses. It was a really inspiring course since it was more relevant to my life, especially since I worked for Women’s services in Saskatchewan.”

As far as communication with course tutors is concerned, Brittany mentioned “Overall it’s been a good experience, tutors are readily available, although sometimes the wait time to get answers to queries have been longer.”

Brittany’s first project as new president of AU would be enhancing liberal arts sector. She confidently mentioned “Most of the liberal arts course are relatively good but they need to be more up to date and could use more intersectional ends. I would love to bring those courses in par with current times.”

Her pet peeve is “A lot of people expecting online learning to be an exact trade for in person learning! They are very different; they both have strengths and weaknesses. Online learning requires persistence and self motivation whereas making time for classroom learning can be a bit burdensome specially with busy schedule like mine. It can be hard sometimes when people don’t understand these differences.”

Brittany would love to have lunch with Jack Layton since most of her political foundation is based on his time with NDP. “I did meet him a number of times when I was younger before he passed on. I would love to be able to learn where his political foundations came from and to see how he got us where we are today.”

When asked about her proudest moment she affectionately answered, “Motherhood has made me very proud of myself; especially since my youngest child has required a lot of attention and advocacy for his care. I built a support network for him, and I was able to obtain life saving medication not available in Canada. I have continued to advocate to this day so that everyone with his condition would be able to get access to the medicine if and when they need it. I know the difficulties that I faced during that time, and I was very proud when I was able to save my son through my efforts. There were people out there who helped me, and I want to be that person for someone else.”

Brittany allows herself to watch TV once a week and currently she only has enough time to watch *The Handmaids Tale*.

Brittany's efforts to take care of her family, her persistence to continue her education, and her endurance to keep going despite having a lot on her platter is truly motivating and inspirational. It shows that one should always look at the positive aspects of life, never give up, and, most importantly, be grateful with all that life has to offer.

The Voice Magazine thanks Brittany Lee Acton for sharing her story and prays that she achieves success in all aspects of her life.

Kaisha Nasir is a student at Athabasca University who has yet to submit her writer's tagline.

Today in Science Fiction

Jeff Shermack

What We Missed, What Came True, & What's Still Coming

Part One: Past to Present



Science Fiction & Prediction

One of the defining elements of science fiction is the prevalence of predictive plot details. That portentous writing is one reason why the genre is more broadly referred to as speculative fiction in certain scholastic or literary circles.

The speculation of science fiction authors breeds fascination, criticism, and debate, which could all be considered hallmarks of excellent fiction in any genre. Those predictions are even more interesting to modern audiences, who can look back at which have come true, which have proved completely unbased, and which have yet to pass..

I'll only travel back as far as the late nineteenth century. Relatively recent predictions are interesting enough. By looking at a few popular books — and films — from the past

four decades (more or less), I'll highlight which events we've missed and which, according to popular science fiction, are yet to come.

War of the Worlds — H. G. Wells

I'm talking about the original story here, not the radio drama narrated by Orson Wells or the Hollywood film starring Tom Cruise. H. G. Wells' original story takes place during the mid-1890s, contemporary with the date of its original serialization in 1897.

The obvious major event to be found in Wells' narrative is the Martian invasion. I don't think it's quite fair to label that as a prediction, but only because it hasn't happened—yet.

Beyond the tripod alien spacecrafts lasering people and harvesting their life essence, there is a significant event that occurs near the end of the novel which could be considered a prediction:

all the Martians on Earth are killed by a pathogen; it's a pandemic to which they have no immunity. Stop me if you've heard this before.

Beyond the clear allegorical representation and deconstruction of the binary relationship that characterized European colonialism—and the role that disease played in that historical period—Wells' pandemic conclusion also garners consideration in the context of pandemics throughout history.

The black plague of the medieval era certainly shines as a source of inspiration for Wells. Did you know the Bubonic plague survived into Wells' own time? It became known as the modern plague as it spread from the 1860s to 1903. Survivors of the Spanish flu, which spread only 21 years after *War of the Worlds* was published, might certainly have had Wells on their mind. Recent history has also pulled Wells' story forward, as the Covid-19 pandemic has spread and evolved throughout 2020 and 2021. I'm sure Wells wouldn't be surprised to hear about all the pandemics that affected earth between 1897 and today.

1984

The period during which George Orwell's *1984* takes place is as obvious as its prestige and influence — both in the genre of science fiction and on the greater milieu of western culture. Anyone who's spent a guilty hour watching *Big Brother* has embraced the influence of Orwell, whether they know it or not.

Mass surveillance of the public is Orwell's most significant prediction. It would be difficult to deny that those imagined ideas haven't become real with figures like Edward Snowden entering the public eye — and escaping it. The widespread mass surveillance being conducted by world governments and agencies like the NSA is a well-known—and surprisingly well-accepted—public idea. It's one of Orwell's most prescient predictions, which is why the rest of his visionary commentary is so important.

When one compares the political indoctrination and psychological manipulation carried out by the Party in *1984* to the political strategies and events of the past decade, it doesn't seem like doublethink, newspeak, and thoughtcrime are so unusual. In fact, those predictions may have already come true too.

Mad Max 2: Road Warrior

Mad Max 2 follows its titular hero through the blasted desert landscape of Australia in the futuristic year of 1987. As the supplies of oil were exhausted, global war broke out and civilization collapsed. I can't say I'm sorry we missed that.

The plot of *Mad Max 2* evokes common sub-genres of speculative fiction: post-apocalypse and dystopia. The apocalyptic science fiction stories that take place in our past, such as *Mad Max*, cast a warm light on contemporary events — as our society of intelligent apes continues to avoid the total annihilation predicted by so many doomsayers in the science fiction genre. Unfortunately, not all those cataclysms have been avoided; not yet. There are plenty of global

AU-thentic Events Upcoming AU Related Events

Bannock and a Movie August Edition: First Nation Stories

Aug 1 to Aug 31

Online

Hosted by AU Nukskahtowin

www.athabascau.ca/indigenous/bannock-and-a-movie/index.html

Access through above link

The Grad Lounge

Fri, Aug 6, 5:00 to 6:00 pm MDT

Online via Microsoft Teams

Hosted by AU Faculty of Graduate Studies

fgs.athabascau.ca/news/events/index.php

No pre-registration necessary; access through above link

All events are free unless otherwise noted.

catastrophes awaiting humanity in the remaining future dystopias of science fiction.

The setting of *Mad Max* and the antecedent events that created it are a clear commentary on the continued use of non-renewable resources and the ongoing effects of climate change. The destruction of the environment to fuel power plants is as contentious an issue in Canada as it is in Australia, where substantial environmental ruination has resulted in acute emotional responses among residents; a feeling that professor Glen Albrecht calls Solastalgia, “the pain of losing the solace of home” (Muller, 2020, p. 39).

Inception

Christopher Nolan’s *Inception* represents an interesting form of speculative fiction. According to Nolan, the setting is meant to reflect the contemporary period of the film’s release: 2010. As such, *Inception* is an example of predictive fiction that takes place both during its current era and during our current era. That setting presents a particular challenge—for both the storyteller and the audience. Any elements of science fiction—any fantastic predictions—must reflect a level of human development that’s realistic for the current age.

The key scientific development of Nolan’s narrative, the titular process of *Inception* and the associated dream invasion technology, is the most speculative aspect of the film. The elements of relativity and time therein present confusing challenges to the audience, but the actual technology is presented as something not all that unusual. It’s a chemical process of mind control conducted with intravenous medical apparatus that closely resembles the equipment used in anesthesiology.

The biggest challenges to contemporary audiences watching *Inception* are the metaphysical, ontological elements. The actual chemical process and the required technology are easy concepts to accept as contemporary, even if they represent a level of technology that isn’t quite present in today’s world—at least, as far as we know.

References

Muller, P. (2020) A World Lost. *National Geographic*, April-2020, 30-41

Student Sizzle — AU's Hot Social Media Topics

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

AthaU Facebook Group

Universities are humans, too. A student posts a screen shot from the POLI 278 course syllabus that displays conflicting information on the course evaluation elements; within hours, AU staff acknowledge and fix the error.

Discord

Like watching tennis. Conversation in the #lounge channel bounces among bicycling, craft beer, Florida, and introversion.

Twitter

@AthabascaU tweets: "The "Man in Motion" Rick Hansen appeared on @RealTalkRJ earlier this week to talk about inclusive design for all, education, equity, and the Rick Hansen Foundation Accessibility Certification™ through #PowerEDbyAU https://bit.ly/3kKW55D #DisabilityPrideMonth @RickHansenFdn."



Calgary Stampede 2021 Experience

Xine Xu



Last week I had the opportunity to attend Calgary Stampede, a summer festival that has been the heart and soul of Calgary, Alberta, for decades, with history that dates back to the 1920s. While many summer festivals offer similar experiences with rides, games, and an assortment of fried and sweet goodies, the Calgary Stampede boasts a Western rodeo theme that is unique to the city. This was my first Stampede experience and completely blew my mind in terms of the atmosphere. With the lifting of some pandemic restrictions, this year's Stampede also celebrates a reunion of people coming out of the quarantine.

My first impression of the Stampede was at the fireworks on the first day of the Stampede. My friends and I found a spot at a park directly across from the city's skyline. The fireworks were set off at the Stampede grounds near the Saddledome—a large indoor arena in the shape of a—you guessed it—saddle! It was the first time that I've seen so many people out in the open with their families and friends reclined in lawn chairs. The experience was quite emotional as it signaled an end to a year-and-a-half

long quarantine.

The following day I arrived at the Stampede grounds in the 31 degree heat. There were a number of games I had set my eyes on. One of which was the basketball shootout. For \$20 there were 5 shots at a chance to win a large stuffed animal. Sadly, after a year of not shooting any shots, this was a difficult endeavor, and I wasn't able to do it. Another game I had been eyeing involved looping a hoop through a moving screw. The screw had many twists and turns that made it difficult to reach the other side without touching the sides. This one was also a challenging task and, ultimately, I was unsuccessful here as well.

Besides carnival games, there were a variety of rides for thrill-seekers. Despite my initial interest in some of these, I was unable to conquer my fear of heights and instead decided on trying some Stampede food instead. I opted for a giant, full-sized, deep-fried squid—on a stick. The breading was perfectly crisp and seasoned and satisfied my craving for crispy foods right when I needed it.

Finally, I had the chance to watch a standing band play on the stampede grounds with dancers in fantastic costumes that reminded me of Cirque Du Soleil, the Montreal-based street performance. I was thoroughly impressed that everyone was in their full costumes in the summer heat.





Ultimately, if you're visiting Calgary, the Stampede is a must-see summer event that's fantastic for friends and family. I strongly recommend looking through the activities and shows beforehand and attend those that catch your eye. Because each event has a cost associated, the fees add up quickly so pick and choose your favorites for an optimal experience.



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

The Problem with “High Functioning” Autism

Jessica Young

How Labeling Autistic People as High or Low Functioning Perpetuates Ableism



I will preface this article by saying that my five-year-old son is autistic and non-verbal. Prior to becoming his mother, I was extremely ignorant when it came to people with disabilities. That is not to say I was ever impolite or purposefully discriminatory, but that I never gave the issue much thought. I never considered ableism in society, or how my own internalized ableism was reflected in my life. I had never even met anyone with autism (at least, not that I knew of!), let alone considered the semantics of functioning labels. After my son's diagnosis, I vowed to learn as much as I could about autism from a variety of sources; medical professionals, teachers, other autism parents, autistic people themselves, and my son. It's been three years since I took this vow, and I'm still learning. I would never fault someone for simply not knowing something about autism—therefore this article is meant only to educate, not to blame. I encourage everyone to continue to learn about internalized ableism and the issues that people with disabilities face in our society.

Autism Spectrum Disorder is a development disability that causes social, communication, and behavioural challenges. The learning, thinking, and problem-solving abilities of people with ASD can range from extremely gifted to severely challenged. Between 1994 and 2013, Aspergers syndrome was used as a diagnosis for people with “high-functioning” autism—when an autistic person's language skills and development are considered “normal” according to neurotypical standards. Although Aspergers syndrome is no longer an official diagnosis, the terms “high-functioning” and “low-functioning” are still common terms associated with ASD to describe the level of support an autistic person may need in their day-to-day life.

So why is this a problem? Hans Asperger—the man who developed our idea of autism and, of course, Aspergers syndrome—was a German researcher in Nazi Vienna. His official Nazi party file show that he was a supporter of the regime and participated in Vienna’s child killing program. Children Asperger deemed promising (or “high-functioning”) were recognized for their special abilities and given first-rate care to teach them social integration. Those who were described as severely autistic (“low-functioning”) were sent to Spiegelgrund, Vienna’s death centre. Hans Asperger personally endorsed the killing of dozens of children because they did not meet the standards of the Nazi Regime.

The Nazi Regime was obsessed with categorizing and labeling people: Jewish or German; Aspergers or autistic; worthy of life or extermination. Is this really that far off from today’s society? I don’t think so. People with disabilities, specifically those who have more severe challenges and need significant support, regularly face discrimination (both directly and indirectly) simply because they don’t fit the standards of neurotypical/able-bodied society. Who are we determine a human being’s worth based on their ability to behave, communicate, or learn like we do? Who are we to determine which forms of communication, learning, or behaviour are valid? My son is neither high or low functioning—he is a human being worthy of love, life, and inclusion—just like everyone else.

Jessica is completing her Bachelor of Human Resources and Labour Relations degree while pursuing her passion for writing and drinking coffee.



The Study Dude A Cookbook on How to Write an Essay

Marie Well

The Post-Research Writing Phase

We If last week's article on a recipe for essay writing—the research phase—left you asking, “What about the actual writing phase?” then look no further.

I have a strategy that can bolster any student's essay grades, simply by offering structure to an essay. This structure means that, for every paragraph you write, you'll have at least three references, likely all from different sources. Varied sources are critical to A+ essays, especially for those of us with weaker writing ability.

We all love recipes for success, so how about one for essay writing mastery—for the essay writing post-research phase?

The only ingredients needed for this recipe are a cue cards, elastic bands, scissors, tape, paper, printer, a computer, a university library, and a library article database.

With those elements at hand, here is part two of a cookbook essays—essay writing phase:



You've already gathered books and articles, highlighted article sentences to quote, and added sticky notes to pages in books you'll want to reference in part one, so you're at the starting block of the race.

Review your thesis statement that you created in last week's Voice article. For example, here is a thesis statement: "In the art piece called *Horse Set Free*, the multiple renditions of sunlight reflecting on the horse through use of a pointillism style [A], the artistic detail on the horse's weary face [B], and the abuse weathered on its scarred body [C] showed a human element to the horse's newfound freedom [D], reminiscent of the abolition of the slave trade [E]"

Take each of the points (A, B, C, D, E above) and place them in an outline. You can use Microsoft Word's outline view mode. The outline should look as follows:

- I. Introduction: [insert thesis above],
- II. Body. A. The multiple renditions of sunlight reflecting on the horse through the use of pointillism had the effect of showing liberation through sunlight while contrast the horse's long-term suffering.
 - i. Introduction to pointillism style
 - ii. The significance of multiple pointillism renditions.
 - iii. Sunlight as a metaphor for liberation.
 - iv. How pointillism captured the horse's long-term suffering.

That's just a start. Fill in each of the other points of the thesis (B, C, D, E) for the body.

- III. Conclusion.

If you find you're repeating similar points in other areas, then consider condensing the repetition into its own section.

Now that you've got an outline, download more articles to fill up each of those sections. For instance, you may need to download and skim five more articles on the significance of multiple pointillism renditions.

But when you fill in the outline, try to fill in each point with a direct quotation along with a full bibliographic reference. Trust me, you'll thank me later. Nothing is worse than having to omit a key point because you can't find its bibliographic reference.

Order your quotations by cutting and pasting in the outline view mode of MS word.

If you only have three citations or fewer for a section, or if all your citations for a section are from one source, search for additional articles online to add substance.

Once your outline is done, then simple switch Microsoft Outline View Mode to regular view mode, and now make sure everything is in complete sentences.

Add an introduction to each quote and a one or few sentence summation after each quote. For instance, you could write, "Author Peter Wall acknowledges the deep psychological wounds that come from abuse in captivity [introduction]. Wall (2021) states, "The captive at times can succumb to mistreatment with fewer and fewer moments of resistance, until the will to live dies. But once hope is reawakened, even the heaviest trodden spirit can see a return to the will to live, although limited to various degrees by the past tendency to resignation' (p. 39) [quote]. Wall's claim suggests the wounds of captivity, when accompanied with reduced resistance to mistreatment, may be healed by hope but still leave a scar [summation]."

Do the same for all the other quotes in each section, ideally stringing them together in an argument that flows.

Be sure to introduce each section itself and conclude each section with a sentence or two or even a paragraph. By doing this to all of your sections, the paper will write itself. Plus, you'll have a multiple of reference resources in each section.

But what if you prefer to use cue cards over Microsoft Word Outline Views? That can be done easily. Instead of an outline view, type up all of your quotes along with full bibliographic references in random order. Be sure to include the general heading for each quote, such as "the abolition of slavery." Cut each quote, along with bibliographic reference, and general heading together with a pair of scissors. Tape each quote onto a cue card and write on the back of the cue card the general heading (I.e., "the abolition of slavery").

After that, sort them according to the general heading, placed in separate piles. Then sort each pile further to make the best logical order for each quote in the pile.

If you want, make smaller piles within each pile, writing down both the general heading and the new subheading on a separate cue card and placing it on top of each pile.

Order the piles logically as best as you can.

Place an elastic band around each pile and group them with a larger elastic band for each general heading.

After that, place the general headings in the best logical order.

Fill in any gaps or skimpy references with quotes from additional articles you will download.

The paper, once again, will write itself. Enjoy. That is the writing phase of the essay process.



Unearthing classic articles from previous issues of The Voice Magazine

The Civic Holiday on Monday August 2 goes by different names in different jurisdictions: Heritage Day (AB), British Columbia Day, Saskatchewan Day, Terry Fox Day (MB), New Brunswick Day, Natal Day (NS and PEI), and Regatta Day (NL). In Ontario, it's plain-old Civic Holiday except for Toronto (Simcoe Day), Burlington (Joseph Brant Day) and Vaughn (Benjamin Vaughan Day.) Whatever you call it, maybe it's a good day for a picnic!

Spice up the picnic basket. Bill Pollett makes the case that dialing up the spice content helps to counter summer's heat. "Think tandoori chicken-legs nestling on a paper plate beside a mound of artery-clogging potato salad, perhaps washed down by a good quality micro brewed beer, iced *chai* or a nearly-frozen mango *lhassi* to take the pain away." Put Some Heat In Your Kitchen, July 14, 2004.

Get outside before summer's gone. Janice Behrens offers some offbeat ideas to make the most of summer. "By eight o'clock we were eating cold chicken legs and melba toast, surrounded by about twenty curious seals." The Good Life—Some Warm Weather Thoughts, June 15, 2005.

Abstract Submission Deadline Extended!

GSRC

Call for abstracts extended until Aug.15, 2021

The abstract submission deadline for the 2021 [Graduate Student Research Conference \(GSRC\)](#) has been extended until **August 15, 2021, at 11:59 MT!**

The GSRC is a conference for all graduate and undergraduate learners to come together and showcase their research. Whether your research is completed or under way, anyone who is interested can [submit an abstract](#). Cash prizes will be awarded to the top three graduate submissions and the top three undergraduate abstract submissions.

You won't regret taking a chance on this opportunity to present your research, receive relevant feedback, and improve your public speaking skills in front of a supportive peer environment.

“Presenting at the Graduate Student Research Conference was such a positive experience! It allowed me to gain confidence in presenting at an academic conference. I was able to see the work my peers were doing on their projects, and I was also able to understand what students in other faculties were researching,” said Lindsay McNena, 2021 Graduate Student Research Conference Coordinator.

“I received valuable comments from both peers and faculty, which I was able to take back and apply to my project.”



Abstracts can be submitted in the following formats:

- Virtual paper presentations: 15-minute presentation, followed by a five-minute question period.
- Virtual poster presentations: 5-minute presentation followed by a question-and-answer period.

Even if you have not started your own research, you should consider attending the conference. [Registration is now open](#) and early bird pricing is available until Sept. 4, 2021.

Don't forget—you have until Aug. 15, 2021, to submit an abstract for a chance to win cash prizes!





Course Exam

AU courses, up close

Karen Lam

Course Exam

ENGL 305 (Literature for Children)

Karen Lam

If you have a course that you would like to see a Course Exam article written for or you recently took a course that you would like to recommend to other AU students, please feel free to reach out with the course name and number, and any questions or feedback you may have. We'll be happy to write about it in our next Course Exam article.

ENGL 305 is a six-credit senior level English course that “introduces the student to children’s literature, its history and development, and its rich variety of forms and techniques. The required reading is not exhaustive but acquaints the student with some of the more important and representative forms, authors, and works of children’s literature.” The course requires ENGL 211 and ENGL 212 as pre-requisites or equivalent first year English course(s). The course is also available for challenge.

Who Should Take This Course and Why

For this course we had the opportunity to interview Jessi Crawford, who started attending AU just before the pandemic as the first step to obtaining her degree in Education. Although AU does not have the degree Jessi needs to become a certified teacher in Alberta, they offer many courses that can transfer over into the degree she is pursuing. In addition, AU has made it possible for Jessi to start her education journey while working full time to support her family. Jessi has three daughters who are now in their teens, so she has more free time to work on her classes. Jessi lives in Southern Alberta and will eventually transfer into the University of Lethbridge to complete her Bachelor of Arts, a General in Humanities major, as well as an English Language Arts major in the faculty of Education.

When we asked Jessi if she would recommend this course to AU students she stated, “I would absolutely recommend this course to any student who appreciates stories. However, I understand English courses are not for everyone and their post-secondary journey. I believe that anyone pursuing education, or an English major would learn a great deal from this course, even if they don’t want to work with children in the future.”

I asked who she would recommend this course to she said, “I have already recommended this course to my eldest daughter. She will be attending the University of Lethbridge in the Fall as an English major and has read my papers, seen the course books, and decided she will take this course over the U of L’s similar course because of its depth and reading materials.” Jessi also elaborated, “Who isn’t excited to read *The Lion, the With and the Wardrobe*, *The Hobbit*, or the Harry Potter series? The best part was finding new favourites within the required readings, such as *The Great Gilly Hopkins*, which made me cry. There are many beautiful readings!” She also wanted to emphasize to students, “If it wasn’t apparent in my previous answers, I highly recommend this course. Don’t let the reading list deter you, it is easier than it appears.”

Course, Assignments and Final Exam Details

ENGL 305 includes fourteen lessons that explores the historical background, folktale, high fantasy, novels, cultural context, non-fiction, nursery rhyme, poetry, and much more. Students are required to write three essays each worth 10%, 15% and 25% respectively. The first essay is 500 words, the second is 1000 words, and the last essay is 2000 words. Essays require students to delve into the readings and help students prepare for the exams. There is a midterm and final

exam for the course worth 25% each. For the exam, students are provided with ten definitions, and they are required to define five and write three 500-word essays. Jessi advised students that, “this may seem overwhelming, but the tutor is fantastic and tells you how to prep for the exam.”

The course also includes two practice quizzes that are not worth any marks which aim to help students learn and understand the various of definitions that are required to know for the exams.

How to Be Successful in the Course

Course Tutor's Advice for the Course – Dr. William Thompson

Dr. William Thompson has tutored ENGL 305 since 1998. He has loved Children's Literature since first reading J. R. R. Tolkien's *The Hobbit* at age ten. He went on to complete a PhD in children's literature in 2004, and he likes nothing better than reading and talking about children's and young adult books. He has written papers on L. M. Montgomery, J. K. Rowling, and C. S. Lewis. Some of his favourite authors include Jonathan Stroud, Ursula Le Guin, and J. R. R. Tolkien; he also has a particular interest in dystopian and climate change fiction for young adults. Dr. Thompson is blind and does all his work digitally. Finally, he considers coffee a food group, and he loves to walk and read, usually at the same time.



Photo credit to Dr. William Thompson, taken at the Hobbiton site in New Zealand

When we asked Dr. Thompson what ENGL 305 is about he stated, “ENGL 305 is a survey course in children's and young adult literature. this means the course attempts to introduce students to the history and traditions of children's literature in English. One course can't possibly cover all of children's and young adult literature, but ENGL 305 gives students a firm grounding in the genre and how it developed over time. As students approach this course, I generally try to reassure them as to the multitude of names and dates they will encounter. Students certainly don't need to remember them all. However, history and social context is crucial in understanding a genre such as children's literature.”

Dr. Thompson elaborated, “Perhaps the most daunting part of the course is preparing for the exams. Again, students can get overwhelmed by the names and dates listed in the course manual. I'm always happy to help students navigate the manual. My best advice for students is to keep track of names or key concepts they aren't sure about, then get in touch with their tutor. All of the tutors for ENGL 305 are approachable and highly experienced with this course, and all are happy to help.”

He also suggests that when preparing “for studying and exam writing strategies, every course has its challenges, and ENGL 305 is no different. The midterm and final exams are marathon in nature—you will be asked to write five short paragraphs and three essays. Once you have the terms sorted, you will want to break down the literature for the course into manageable chunks.

“The midterm, for example, always includes a question on the folktales in the course. Get to know four or five folktales well; you can also take the time to review several folktales of a particular type, such as the Cinderella story. Group the novels according to themes or motifs, such as coming of age or quest patterns. This will make it easier when you have to write about

the books on the exam. Finally, remember that I've read the books too, so do your best to avoid summary on the exams. If exam anxiety takes over, you may find yourself describing the plots of several novels. At this point, the best thing to do is to ask yourself why such details are important, which should help you get back on track. Enjoy the course, and remember that a whole world of children's and young adult literature is waiting for you once you complete this course."

Student's Advice for the Course – Jessi Crawford

When we asked Jessi for her advice for the course she stated, "The most challenging thing for me in this course was finding the time to read and not get distracted. As I said, I have a house full of people who would see me reading a good book and not consider the fact that I was actually studying! Another challenge for me was narrowing down the topics for my essays. There is so much to discuss I had to really focus and stick to the point. The easiest was the assignments; once I got my outline started, the materials inspired me. Studying for the exams was also easier because my tutor, Dr. William Thompson, has a website he sends to his students that explains in great detail what he is looking for when it comes to learning outcomes for the exams. If you pay attention and follow his suggestions, you are sure to do extraordinary on your exams. Remember, everything relates to the course and, more specifically, Children's literature.

"My biggest suggestion is to do the reading, even if it is time consuming. If you read your novels, and the study guide you will have a very good idea of what to expect in the exams."

Jessi also added that, "English 305, Children's Literature, is a senior-level six-credit course covering the history and evolution of children's literature. The readings assigned may seem overwhelming, but the books are well chosen and interesting. I read through many of them in as little as a day or two; another student I spoke with would listen to the audiobook while she cared for her children. As a future teacher, I appreciate the beginnings of my teacher library that this course has given me! The books that my 12-year-old and I were reading at the same time were *Hatchet* and *Tuck Everlasting*; this shows that these books are still relevant in today's classrooms. It was lovely to help my daughter with her novel study because I had more profound knowledge and appreciation of the book beyond its entertainment value. A student in this class can expect to learn how to break down symbolism in the stories, to identify common themes throughout children's literature and, in my case, turn around and teach it to a younger age group. You will also learn the history of how children's literature became a thriving market."

When we asked Jessi about her experience with the course coordinator or tutor, she stated, "My tutor for this course was Dr. William Thompson. He was wonderful. He always responded to my emails within 1-3 business days with a thoughtful response. He was even willing to give me feedback on my essay before I submitted it for marking. His feedback has made me a better writer and literature analyst. I would take any class he would offer based on his support and willingness to discuss your exams or essays. I have heard good reviews about other tutors in this course, with similar comments from other students. In this course, you will not be left to your own devices; support is available through email or phone."

Questions?

If you have any further questions regarding the course, please do not hesitate to contact the Course Coordinator at dbuchanan@athabasca.ca. Happy learning!

Karen's taking her Computing Science degree at AU, learning French and Korean, and is into K-pop, SF, and politics



Homemade is Better Cornbread

Chef Corey



Chris Rock once said, “Cornbread, ain’t nothing wrong with that!” And he was right! I love good cornbread. My youngest wanted ribs for dinner one night recently, so I thought we should have a bbq night at our house. We made baked beans, coleslaw, ribs, corn on the cob, and cornbread. It was super delicious, and we had the good fortune to have leftovers to enjoy later!

I once again looked to Wikipedia to give me some background on cornbread and its history. Like baked beans, cornbread has roots in our first nations people in the southern USA. European settlers learned and replicated a few dishes shared with them from the Cherokee, Chickasaw, Choctaw, and Muscogee Creek. Cornbread batter can either be baked or fried for a delicious treat. Baked is the cornbread as we know it; fried is closer to a corn fritter.

When I was in culinary school, I can recall adding pieces of corn, red peppers, and jalapenos to our cornbread. I made it plain for this recipe, but you can absolutely add in a few other ingredients. Like many breads, cornbread can be sweet or savoury depending on the sweetener you want to use. A slight increase in sugar, or trade for honey, and you have a sweeter cornbread. If you reduce the sugar, it will be more savory. You also have multiple cooking vessels and methods at your disposal. I chose to cook it in my 12” cast iron pan, which wasn’t quite big enough for the whole recipe, and I should have used a 14” or larger, but you can also use muffin trays or a 9”x13” pan. I also chose to bake in my bbq rather than my oven because it was super hot outside when I made this recipe.



I hope you enjoy making this recipe!

Cornbread

Ingredients:

- 2 ½ cups of flour
- 2 ¼ cups of cornmeal
- ½ cup of sugar
- 2 tbsp baking powder
- 2 tsp fine salt
- 3 eggs
- 2 ¼ cups milk
- 1 cup of canola oil



Directions:

- 1) Preheat your oven to 400°F.
- 2) Grab some pan spray and spray a 9x13 baking dish, a muffin tray, or a 12-14" cast iron pan.
- 3) In a large mixing bowl, combine the flour, cornmeal, sugar, baking powder, and salt.
- 4) In a separate bowl, mix the wet ingredients.
- 5) Whisk the wet into the dry and mix until thoroughly combined. Lumps are ok.
- 6) Pour the batter into your cooking vessel and bake for 30 – 35 minutes.
- 7) Use a toothpick to check if the batter is fully cooked. Insert it into the very center of the cornbread and pull it out. If the toothpick is clean, the bread is done; if it is not clean, cook an additional 5 minutes until the toothpick comes out clean when you test it.
- 8) Once cooked, allow the cornbread to cool for 5 minutes in the pan, then turn it out onto a wired rack to finish cooling for another 10-15 minutes.
- 9) Cut and dig in!



Chef Corey is a student in business management who first graduated from NAIT's Culinary Arts Program in 2007

Trade School**Seeking Out High-Paying Careers And Filling In Demand Jobs****Alek Golijanin**

There is a tech craze going around and everyone is trying cash in on this gold rush. There are also stories of new graduates needing more time to find a career job due to the competitive nature of the workforce. In the middle of it all, there are high paying jobs in the skilled trades that companies are not able to hire for due to a lack of available talent. It might be time for individuals that are deciding on a career path to start thinking outside the cubicle.

The High Paying Nature of Skilled Trades

One of the key drivers behind individuals choosing a career path in the tech sector is the high earning potential, which can surpass six figures. However, the earning potential with skilled trades is just as high and it is not uncommon for trades workers to approach and surpass six figures during their career. The worldwide employment website *Indeed*

regularly posts the average hourly pay rates for various careers based on employer job ads. The

average hourly pay rate for skilled trade jobs was \$40 per hour, which comes out to a yearly salary of around \$80,000.

The Red Seal Endorsement Is a National Standard

The Red Seal endorsement is a certification that provincially certified tradespeople can receive that signifies that their knowledge, skills, and abilities all meet the national industry standard. The Red Seal is recognized across all provinces and gives individuals the opportunity to work across Canada without the need of further testing. It also creates the possibility of working internationally and sticking out in less regulated hot zones, including the USA and the Persian Gulf. Canada is one of the few countries that has taken the lead by introducing the Red Seal endorsement and students that graduate from trades school will be able to leverage the certification as a passport that allows for work without borders.

Trends In the Workforce

The Colleges of Ontario have forecast that nearly half of the Canadian workforce will be retirement eligible, and there will be over 200,000 jobs that will need to be filled over the next decade. The competitive nature of the current job market is leading individuals to pursue multiple degrees, which can take away up to four years of lifetime earning potential. The students that enroll in trades school also have access to high-paying apprenticeships that lead to permanent employment. In addition to working for an employer, there is nothing stopping someone from picking up extra jobs on the side to earn some side income. There was a time when working in the trades was looked down on and considered to be taboo, but that time has come and gone. The skilled trades are the career path to take if you want to 'secure the bag'.

A combat sports fanatic, Alek is a fourth year business student who like to read research papers for fun.

Fly on the Wall

Mental Manacles and Turfin' Our Old Skin

Jason Sullivan



The Eternal Cultural Present May Be The Last Place That Critical Thinking Begins

Education teaches the practical skills of critical thinking but a sense of humor helps as well. Take summer heat; it can make studying an exercise in *Lawrence of Arabia* futility or it can test our mettle and produce a more tempered intellectual product: our AU selves!

Knowing that learning is a matter of perspective, I paused with fascinated mental ear to the ground upon hearing a local suggestion that, to avoid that mixed bane and boon of summer, those hot temperatures and their ambivalence-inducing tendency to lead people to pine for anything other than their present condition, a great plan was to hit the Costco to enjoy the industrial air-

conditioning. Never did a subject and a predicate seem so far away to me; but hey, it's never too hot to shop, right?

How does a hot summer day translate into a trip to a big box store? Reflecting on my return to education I realized how much it changed my reality to have more to do on the weekend than merely go shopping. At the turn of the millennium a Walmart opened a mere 20 minute drive from my rural study abode. I remember the grand opening well because suddenly a young *Fly*

on the Wall had to fend off, usually with poor results, the impetus of others to have him take ‘em shopping on a sunny Saturday afternoon. License to thrill, indeed. It was tough to outlive those times, but I did, and by the time I came around to AU’s vast and glorious digital campus I was a changed man entirely.

Friedrich Nietzsche might have understood what now seems like a pretty snowflakey plight; that Teutonic Bard of unrequited love and syphilitic horse adoration once claimed that “the snake which cannot cast its skin has to die. As well the minds which are prevented from changing their opinions; they cease to be mind.” (Nietzsche, online). Yet, changing with the times is not the same as evolving based on our own mind. Education transcends topics of any current event year and ceases to be meaningful when we live in an eternal present dictated to us by the mass media or our peers.

There’s a reason news junkies can’t claim university diplomas by believing everything they hear on tv or read online. Reading, writing, and the sublime arithmetic of perceptual absorption, and—if we get lucky—occasional, straight as an arrow academic erudition, take time at a desk with textbooks and notes and all that fun stuff. At AU, the world is at our fingertips and yet the global community seems accessible to everyone nowadays.

The Consumerist Nightmare: Ideas on a Shelf and Off of a Container Ship of Fools (It’s Not Their Fault!)

What’s needed, maybe, is a sense of humour’s importance when we consider that our studies may not translate to wisdom in the eyes of others or reality. Culture tends to be more of a mall or a superhighway than a library.

Maybe culture’s about dancing or singing or something in a college town far removed from online rural education? After all, if saying no to a shopping trip is your biggest problem after your bi-weekly payday as a nineteen-year-old then you probably better give your head a shake. Some folks can’t shop till they drop because they are in mortal danger every day of their lives. The world is not just emotions for many human beings; war is not a battle of memes and whining. To mature is to grow and learn away from our younger epistemological assumptions, no matter the good intentions implied. Too often these trends involve just absorbing trends and sales and simple answers.

It Was The Best Of Times, It Was....It Was A Time

Our times, it would yet seem, are rife with obsessive and painful assessments of self and other, history and persona, such that no cheap tee-shirt could capture with witticism. A slogan such as *Science is a Verb Now* does little to capture the failed *jouissance*, the lost ecstatic pleasure, of treasuring trauma and guilt and sanctimony all in one frail little soul-pillow of a self. *Traum* is a German word for Dream, by the way. Meanwhile, Chuang Tzu/Zhuangzhi, who was philosophically and textually introduced to me through the outstanding (though tragically discontinued) AU course titled *East Meets West*, once quoted a bard of activism arriving at the consequences of her (or his, it’s hard to say) actions:

“What you are engaged in, sir, are human affairs. When the son of heaven, the feudal lords, the grand masters, and the common people, these four classes, correct themselves, we have the beauty of order. But when these four classes leave their proper positions, there is no greater disorder.” (Zhuangzhi, 319) 122 BCE).

We students can easily get off track from learning the crucial skills of assessing with heart and mind the reality of our times. The pop culture bandwagon that puts feelings ahead of analysis doesn’t help. Arguably, it’s all based on the business model of inducing desires. I think we all know and consider that reality at some level.

Consumerism drives a desire to identify with possessions, which can be perhaps ideas and perhaps emotional badges of victimhood and honour, or both. Protesting and shopping actually combine when we remember that our identities are cultural constructs in how we enact them. Shoppers, in culture and in beliefs, believe that their ideas are *special, unique, and their own*—then they will happily and ironically congregate en masse, perhaps destructively, to proclaim this most contradictory of feats. Can you belong and think for yourself? Well, destroying things helps one ignore any lingering ambiguity, because simple answers make the whole world a nail and you some sort of divine hammer.

Thinking it Through Means Thinking as You

We cannot belong and be individuals at once without compromise; our conscious selves depend on the ability to think our own thoughts. Yet, our ideas are farmed and forged and shepherded all the time by our social surroundings. The poet William Blake once noted that if we ruminate enough, like cows or sheep, we run the risk of a lot of misery by living restrained by “mind-forg’d manacles” (Blake, online).

But there’s a way out. There always is, just ask any paramecium! And AU is part of the solution for anyone suffering from the syndrome of feeling miserable about our times, in so many ways, while also feeling driven to *do something, anything!* Furthering our education may yield a sense of understanding about the world and our place in it that we could never have imagined. To stop reacting and start studying is an action in itself.

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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.

Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: Sons of Norway Post-Secondary Bursary

Sponsored by: Sons of Norway Foundation in Canada

Deadline: August 31, 2021

Potential payout: \$800

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What's required: A completed application form, along with your résumé (answering specified questions,) a recent academic transcript, and proof of enrolment.

Tips: Read the application form carefully for important details on requirements.

Where to get info: sonfic.ca/index.php/funding



Every Part of Your Life is a Treasure

Marie Well



If you were pushed, beaten, mutilated, tortured for years, and you survived, that part of your life is a treasure. Every trauma we endure opens a window for us to grow stronger, not necessarily in fight, but in love.

Even if you endure years of psychological torture, where every day is met with tears and the wish to end your life, an attitude of love can miraculously and unexpectedly lead to future years of happiness. That's what happened to me.

I suffered during the undergrad. My marks were top-notch, but I was a social outcast. My suffering was so intense that, one morning upon awakening, I was amazed when I briefly felt free of the mental agony, a calm that lasted a minute before the trauma settled back in. After feeling that fleeting comfort, I developed a longing to feel that same peace, but for every moment

of the rest of my life.

For me and for you, that feeling of peace throughout every moment of the day is achievable. Moreover, a euphoria can even be attained, if only we learn to control our minds. I believe controlling our mind takes two actions: (1) a focus on giving unconditional love and (2) a focus on being happy, no matter what happens. A third action, perhaps just as important, is making wise and healthy choices, preferably ones that prioritize the well-being of others, particularly the people closest to us.

Controlling the mind involves letting go of any negative emotion or thought, releasing all negativity fully from our psyche. I have come to understand that love, warm laughter, and well-wishes toward our adversaries heals more than any antidepressant. If we learn to allow only thoughts and actions based on love and happiness, then Earth can feel like heaven.

I'm also realizing that the same emotions of love and happiness need to be applied to even disturbing events. Reframing the worst events into something positive helps maintain joy. It helps heal. It brings opportunities.

I no longer get pre-menstrual moodiness. And I used to have it bad. And now that I'm heading into menopause, I no longer get menopausal moodiness. In truth, I feel happier than I've ever felt my entire life. I laugh and smile all day, sending pure love to all my adversaries and to every sensation of discomfort, constantly reframing my thoughts. Most every day, it seems, is filled with bliss.

But it takes work. Hard but rewarding work. And the more we make the effort, the easier happiness becomes.

I believe that every scar we bear can be transformed into a reason for happiness. The "hitting bottom" for addicts, for instance, can be a reason for spiritual transformation. The loss of a child to suicide due to divorce can be a reason for devoting one's life to marriage counseling. The loss of two arms can lead to learning how to climb mountains without the use of hands. And even if we don't have an apparent reason for happiness, we can simply choose to be happy. With a positive outlook, the reason behind our happiness will quickly catch up with us, making itself known.

Surviving trauma leads to an appreciation of the value of happiness. No matter what happens, we can choose to have a happy mind. True happiness is not conditional.



Dear
Barb

Barbara Godin

The Less Things Change

Dear Barb:

Well, it looks like the pandemic is coming to an end. I am finally looking forward to the future, although my mom does not share my view. She has health issues, so has been quite isolated in her home for over a year. She still won't leave her home for fear of catching the virus, even though she has been fully vaccinated. She fears there will be another lockdown, so she might as well stay safe at home.

I am worried that she has been mentally affected to the point where she may never want to leave home again. She has had issues with anxiety in the past and I am wondering if that is contributing to her fears. Do you have any suggestions on how I could help my mom get through this and start to enjoy her life and feel safe again? Thanks, Marissa.

Hi Marissa:

It does seem like we are slowly getting back to normal, but there is still a threat from the variants, therefore safety protocols still need to be kept in place and followed. Aside from the obvious physical impact of the Corona virus, the psychological effects, which include stress, anxiety, and depression, can be equally disturbing.

You mentioned that your mother experienced anxiety prior to the onset of the virus and subsequent lockdowns; so she was likely already vulnerable to the psychological effects. Now that the threat of the virus is beginning to subside, it doesn't mean her symptoms will immediately

disappear. But there are ways you can help your mother to alleviate some of the symptoms of anxiety and stress she is experiencing.

First, make sure your mother is getting her information from reliable sources, if you have any doubts or concerns about something you have heard or read, go to [Government of Canada COVID-19 site](https://www2.gov.ca/en/gov/about/departments/index.php). This site includes an abundance of resources to assist individuals in navigating this untraveled road. Also, it is important that you and your mom maintain a healthy lifestyle by eating healthy meals and getting physical exercise. Don't just sit in the house watching the news all day and getting COVID overload. Fill your mind with positive thoughts. Plan for your future when you will be able to do the things you haven't been able to. Remain in contact with friends and family. These are all things you can help your mom to do, which will ultimately help you. If any of your mother's symptoms seem to get worse encourage her to speak to her family doctor and possibly see a counsellor. Be patient with your mom, everyone processes things at their own speed. Your mother is fortunate to have a caring daughter to help her through this hurdle. There is a light at the end of the tunnel. Best of luck Marissa.

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
The Best Laid Schemes

Wanda Waterman





Undergraduate Abstract Submissions Welcome at GSRC

The [Athabasca University Graduate Students' Association](#) and the [Faculty of Graduate Studies](#) are excited to announce the call for abstracts for the [2021 Graduate Student Research Conference](#) (GSRC), which will take place virtually on October 1st and 2nd.

Current AU graduate students and recently graduated alumni are invited to submit an abstract for the conference. **Undergraduate abstract submissions will also be accepted this year, with the top three being invited to present at the conference.** Cash prizes will be awarded to the top three graduate and undergraduate submissions.

True to tradition, submissions are encouraged from all disciplines, whether the research is completed or underway. **Read the full call for abstracts [here](#).** The submission deadline is July 27th, 2021.

[Submit an Abstract](#)



Read the latest [Executive Blog: Summer Updates & Good Things to Come](#) and learn what your executive team has on the go this summer. Get updates on advocacy efforts, newly formed committees, community initiatives, and more!

Check Out This Research Assistant Opportunity With AU



The IDEA Academy program is recruiting up to fifteen [Research Assistants](#) to be trained on cloud tech and tools so they can support, advance, and contribute to

projects developed and supervised by AU faculty researchers.

AU program students will be prioritized this intake. The opportunity is open to undergraduate or graduate learners with varying digital literacy levels. This call for applications will create a pool of candidates that may be considered for future opportunities.

[Click here](#) to view the full posting including requirements and application instructions. **The application review will begin on July 23, 2021.**



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