



THE VOICE

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Minds We Meet

Interviewing Students Like You!

Always Heading Home

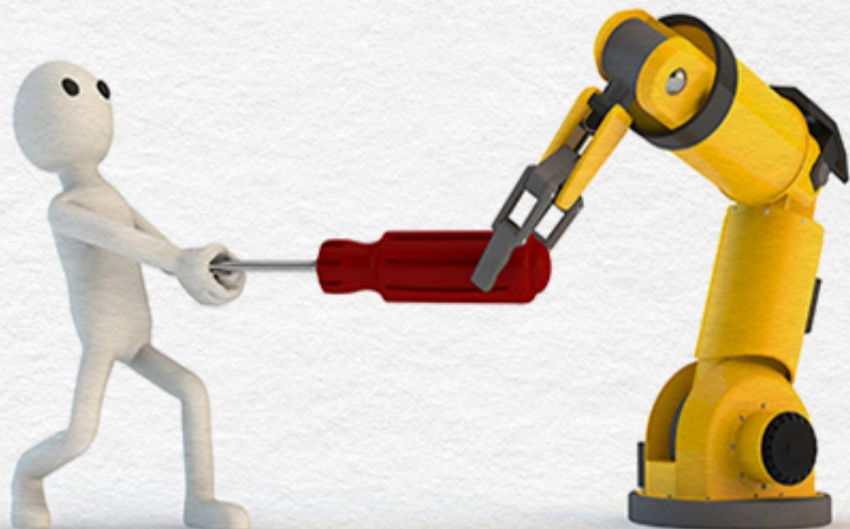
Its a Trip!

Technology & The Free Market

Keeping them from Ruining Lives

Plus:

*Joined at the Hip
Disney Food Tour
and much more!*



CONTENTS

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

Features

Minds We Meet: *Interviewing Students Like You!* 4

Articles

Editorial: *On the Prevalence of Opinion*..... 3

Keeping Technology & The Free Market from Wrecking Our Lives ... 7

Council Connection: *April 11, 2019 Meeting*..... 11

Columns

Porkpie Hat: *Always Heading Home* 6

Fly on the Wall: *Joined at the Hip, Wired at the Brain* 8

Course Exam: *CMNS 385/SOCI 378*..... 14

The Not-So Starving Student: *Disney/Universal Studios Food* 18

The Study Dude: *Gold for Teachers and Students* 19

The Fit Student: *Hope for Those who Don't Heal*..... 21

Dear Barb: *On the Tip of the Tongue* 23

News and Events

Scholarship of the Week 13

AU-Thentic Events 16

Student Sizzle 22

AUSU Update 25

Graphic

Poet Maeve: *The Truth in Lies*..... 24

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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 On the Prevalence of Opinion

Karl Low



A couple of issues ago, we ran an article about the perils of medical marijuana. Not too long ago, I received a letter concerned about the one sidedness of the article, and was asked the question, “Is this a factual article or an opinion column?” It’s an interesting question and it got me thinking about the nature of *The Voice Magazine*. We are not, as many student publications are, a newspaper. It’s a difficult task to begin with, as the nature of AU is such that the differences between who students are is vast. We have a far broader audience than most student newspapers, even, one might imagine than most regular media. There is no defining feature you can say applies to most AU students other than seeking an education. And even the goal behind seeking that education varies far more widely among AU students than those of traditional universities.

Couple that with the lack of a traditional campus, and, honestly, what real “news” we get is, more often than not, just repurposed and collected news from various places across the web and the AU site, news that any of you already have access to. We just bring it in (hopefully) an easier to find, more digestible format.

That’s why some of the pieces we bring, such as this week’s Porkpie Hat, or Wanda Waterman’s list of technology repudiating resolutions, aren’t necessarily bringing you more information or hard facts, but rather exist to set a mood or foster thought and discussion (speaking of which, have you tried discussing an article down in the comments section under each story on the website? Not many have and I’m not sure why. If you have any ideas, please let me know!)

So, is it an opinion column? We try, and I try as editor, to ensure that what facts are presented are either backed up with reputable sources or are clearly expressed as the opinion of the writer, but is it a factual article or an opinion column? A little bit of both, maybe. And with that understanding comes the next point—there’s more than one opinion. If you have one, if you disagree with anything you read in the Voice, by all means write a rebuttal. Your voice as a student is just as valuable as every other voice here. I would argue that your unwritten voice may be more valuable than what we already have published, because if you disagree, you represent another part of the incredibly diverse audience that is AU students, and they deserve to see themselves reflected in these pages as well.

But speaking of being reflected in these pages, our feature article is an interview with a student who’s also a teacher (not at AU) and is now pursuing a Master’s in School Counselling. We also have the latest Council Connection—find out who’s leaving Council and where they’re headed to next—and a philosophical look at the future of learning in the Fly on the Wall. Have you thought what learning might mean in a society where brain-to-brain communication is possible? Technology seems to be making strides in that direction, do we have the humanity to cope with it? All this plus news, events, scholarships, advice, food and course reviews and more!

Enjoy the read!

MINDS WE MEET



Sasha Steinbring is currently working as a substitute teacher in Edmonton, Alberta, teaching primarily French Immersion in Elementary schools. She graduated from University of Alberta and is now waiting to start her Master's in School Counselling at Athabasca University. This is her story.

Could you tell us a bit about yourself? Where do you live, what do you do, and what program are you enrolled in?

My name is Sasha and I am from Edmonton, Alberta. I am currently working as a substitute teacher while I wait to start my Master's in School Counselling.

Do you enjoy being a substitute teacher? Which grades and subjects do you teach?

I enjoy being a substitute teacher because it allows me to be in different grades and schools. I am mostly in French Immersion Elementary schools, but I have also been in English schools and high schools.

What made you choose Athabasca University?

After I graduated with my education degree from U of Alberta, I wanted to find a master's program that would

meet my needs of working part-time and allow the flexibility that AU does. So far, I have only taken two classes with Athabasca University, since they were prerequisites for the master's program. I'm hoping to start full-time in September.

Did you enjoy attending U of A? What did you like the most about your experience?

I enjoyed attending U of A as it was a new experience for me, and I had the chance to make new friends and meet new people.

Do you enjoy the structure of Athabasca University's classes over University of Alberta's classes?

I prefer AU's classes as I am able to work at my own pace and I save a lot of time since I don't have to commute to my classes everyday.

What do you do like to do in your free time?

When I am not studying, I like to try new restaurants with my family and my boyfriend. I also like to play board games and playing with my dogs! Basically, just have a chill night with my family is my favourite thing.

What kind of board games do you enjoy playing?

I mostly enjoy playing crib, Yahtzee, and joker rummy!

What are your plans for this education once you finish? How does it fit in with where you want to go?

I plan to work as a school counsellor and possibly work as a registered psychologist as well. Though, I have a lot more schooling to go in order to achieve that goal.

Why the switch in programs? Do you dislike teaching?

I always wanted an education degree, but I knew I wanted to take my education further with a master's degree which will allow me to be a school counselor.

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

My parents have the greatest influence on my desire to learn because they're constantly making sure that I'm happy with what I'm doing and that I'm on the right path for myself.

Could you describe your experience with AU and online learning so far? What do you like and dislike about it?

I like that I can set my own schedule and work as fast or as slow as I want to. It's very flexible which is great. The only thing I dislike is having to pay such a high learning resource fee when I can find the textbook for much cheaper myself. Otherwise, so far, I like everything else.

Have you ever considered not continuing your education? What motivated you to continue?

The only thing that made me not want to continue with my master's was the financial aspect. It is a lot more expensive than my undergrad was, though after sitting down and calculating everything, I decided that this is what I want to do, and I will make the financial part work.

How do you find communicating with your course tutors?

My tutors so far have been quick to respond to emails and marked everything very fast. I had my final exams marked the next day.

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

Ellen DeGeneres. She is so positive and full of energy. It would be so refreshing to sit down and have a conversation with her.

What was the proudest moment of your life?

I would say that the proudest moment of my life was getting my education degree.

Describe one thing that distinguishes you from most other people.

Even though my parents only speak English, I am completely fluent in French.

How did you become fluent in French? Through school?

I did all my schooling in French from Kindergarten to University, which is how I became fluent in French.

Have you travelled? Where has life taken you so far?

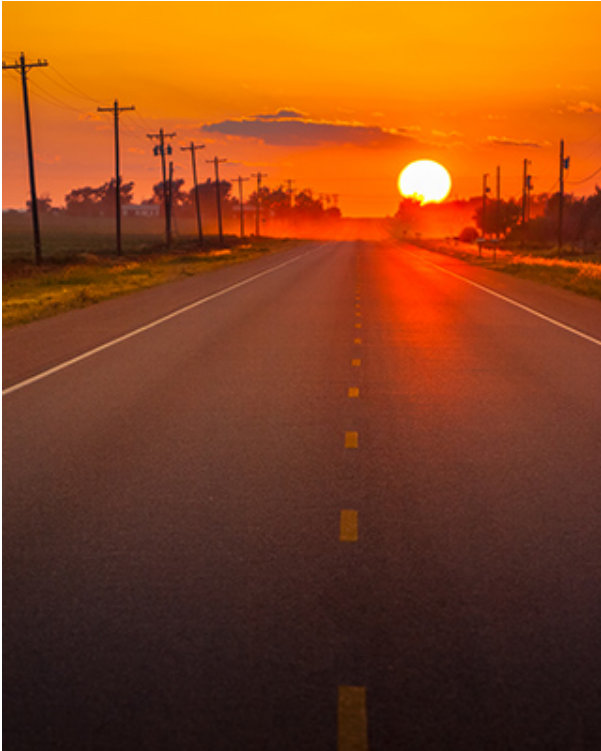
I have been to France, Spain, Mexico, Dominican Republic and quite a few different provinces and states.

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



Porkpie Hat Always Heading Home

Darjeeling Jones



“But the beauty is in the walking -- we are betrayed by destinations.” - Gwyn Thomas

Quick! Pack your bags! I’ll leave the car running while I help you load them in the back seat. Feel free to pack light, all you really need is your best sneakers and your sense of wonder. You don’t need to leave a note; we’ll be travelling on the back roads of memory and the freeways of the soul: the places where time and distance have no meaning, all the hours and days hang suspended like bright jewels in the black velvet sky.

My car is a classic, a cherry red Eldorado. It’s a bit rusted, sure, but the headlights are bright and clear; they are magic lanterns, really, projecting the holograms of barns and trees and foxes. I’ve made a mixtape for the trip, mostly gospel songs and songs about the moon, set to Theremins and cellos. Do you mind me saying that you look years younger in the radio light?

On the left, we’ll pass by flooded fields and dusky woods. On the right, there is a gently sloping hill. If you like, we can take a break and climb to the top; have a midnight picnic. We can pick wild strawberries and I’ve packed sardines, some stilton cheese, and a bottle of clear Icelandic rain. There are views of a wine dark sea and the lights of distant towns.

I have a hand drawn map, rendered in blackberry ink and shellfish dyes on pages, paper the colour of moonlight and cream. I thought we might start off by finding the small town where you used to hang from the monkey bars when you were seven, picking out the faces of giants in the clouds of upside-down skies. Then we could find the old haunted house where I used to hide beneath the sheets reading adventure stories by flashlights until the ghosts left me and let me sleep.

Maybe then we could find that seaside town again, the one we stumbled across the summer when we met, have a beer and some calamari at that oyster bar with the great jukebox and all the fishing nets hanging from the wall. Do you remember exploring the jeweled tide pools, the night swimming, reading P.G. Wodehouse by Coleman lantern light?

If it’s alright by you, we can try to figure out a route that will help us entirely bypass the swamps of regret and the dirty industrial towns, with their shadow factories and their sorrow mills. I agree, many of our best changes and our most beautiful scars came from those places, but our gps gets confused there, and it’s so easy to get permanently lost.

If you want, we don’t need to say anything at all. We can just sit in companionable silence, watching the world float by our windows. And if you get tired, go ahead and have a nap, you don’t need to navigate right now. Because no matter which route we take, we’re always heading home.



Keeping Technology and the Free Market From Wrecking Our Lives: Eleven Resolutions

Wanda Waterman



These are the sanest of times, these are the craziest of times. So instead of wasting our time defending (or condemning) leaders, ideologies, and religions, let's get practical and start placing firm limits on tendencies that are pushing us and our planet into a black hole. Here's a beginning, inspired in part by Bill McKibbens's book *Deep Economy*.

1. Whereas the free market contributes to global warming by transporting food to us from the farthest ends of the earth, be it resolved that we will grow and/or purchase most of our food near our homes.
2. Whereas income tax collection is unfair to the poor, be it resolved that we will barter and trade goods and services as often as possible in order to reduce the taxes from which we can't afford to hire lawyers to free us.
3. Whereas the free market encourages heartless competition in order to augment the GDP and whereas competition is damaging to human relationships, be it resolved that we reject competition and instead work together so that all our boats really do rise at once.
4. Whereas most rich and famous celebrities in distant cities have nothing to say to our lives as we live them and whereas the practice of shipping celebrities around the world is often a huge waste of money and exacerbates global warming, be it resolved that we will go out of our way to support the musicians, theatres, and other artists and entertainers in your own neighborhoods.
5. Whereas the free market presumes to provide every one of our human needs — from food, shelter, and clothing to love, sex, and self-actualization, be it resolved that we avoid processed food, pornography, status-seeking buying habits, and virtual reality.
6. Whereas the free market has dedicated far too much time and money convincing us to purchase vehicles that pollute, be it resolved that we will avoid owning private vehicles as much as is possible, depending on public transport, bicycles, and our own feet, and doing as much as possible close to home.
7. Whereas the bulk of consumer goods the marketplace urges us to buy bring no happiness and simply add to our burdens, be it resolved that we will purchase nothing unless it is absolutely necessary or sure to bring a generous helping of joy into our lives.
8. Whereas technology is not an evil in itself but can in fact prove an effective tool in the construction of a just society, be it resolved that we take every opportunity to limit industry's power to kill, injure, and pollute, and seek every means possible of using technology for the good of the planet.
9. Whereas the free market strives mightily to persuade us to buy new by building obsolescence into machines and extolling the virtues of new models, be it resolved that we will maintain and utilize the best examples of bygone technology as opposed to buying new.

10. Whereas spirituality, nature, and the arts have been enriching human lives for far longer than has technology, be it resolved that these goods be consciously nurtured, protected, and respected in the interests of a serene and peaceful humanity.
11. Whereas the military-industrial complex has tended, if unchecked, to render human beings no more than cogs in a machine, be it resolved that we live in love, seeking every opportunity to laugh, celebrate, discuss, and share warmth and solidarity with everyone we meet.

Wanda also writes the blog *The Mindful Bard: The Care and Feeding of the Creative Self*.



Fly on the Wall Joined at the Hip, Wired at the Brain

Jason Sullivan



Will Computers Mediate Our Future Learning?

Group activities can be wondrous and, in theory, so can groupthink. There's little more inspiring than when individuals come together to present unique and multiple perspectives on an issue or topic. The problem is when groupthink lives up to its name and morphs into an oppressive consensus beyond the bounds of which neither words nor thoughts are allowed to stray. In university classroom settings I've nonetheless had great times exchanging ideas in advance of class presentations. Be it

because of different backgrounds, Portuguese or Senegalese for instance, I've discovered affinities and differences that were hitherto unknown to my little mind. These "single serving friends", to quote the immortal words of the movie 'fight club' (which, in a Feminism and Film course I delighted in writing my final essay presentation about), enliven our academic experience (Uhls, online). Such protean face-to-face interactions can be a joyful aspect of a traditional classroom setting and they're admittedly absent at AU.

And yet, (there's always an *and yet* when comparing AU to traditional University; precisely because the uniqueness of Athabasca studies provides so much special that brick and mortar schooling essentially lacks or fails to provide), AU's grouped study courses enable the productive exchange of ideas in online forums. These create a safe and open intellectual salon environment that is hard to match within the social and intellectual vicissitudes of a college classroom. The age of AU students plays a role too; most of us are older, and theoretically wiser, than a typical university undergrad. AU is typically classified as adult education after all. Yet maybe, too, interactions with classmates are fulfilling because in the online forums we get to literally think before we speak (type on our keyboard) a little longer than in a typical classroom. Whatever the causes, group activities at AU can be very fulfilling.

Meanwhile, in individualized AU study, we interact largely with our tutor and within our own minds as we absorb fascinating course material. We also, and this to my mind is an underrated component of distance education, interact with peers in our home communities where we discuss

what we're learning "at school" in a way that teaches us to ourselves teach the material to neophytes. Call it pedagogy on the fly; or, we're each a Fly on the Wall when we put our learning into social practice. But what if we were all literally wired into the brains of our peers? I have a diabetic friend with a blood sugar monitor implanted in him; could AU students of the future be fitted with brain chips synced to their classmates worldwide for, say, SOCI 287?

Where Theory Meets Practice; The Technology of Discourse

A research team at the University Washington have done just that; they've metaphorically wired brains together such that participants can solve Tetris-like puzzles. Led by Andrea Stocco, the researchers "demonstrated the possibility of transferring simple information directly between two brains using non-invasive brain stimulation devices" (Stocco, online). Isaac Asimov would surely be proud and maybe floored. But what does non-invasive really mean? Thinking back to brick and mortar settings, there was always the social reality of peers playing on their laptops and trying to share distracting memes and videos with all and sundry. Here at AU learning around others involves annoying and invasive distractions no matter how much we love our spouse or our cat. This is why we need a good study space.

Plus, and especially in classroom courses with titles like 'The Psychology of Interpersonal Communication', there's the heavy dose of conformity instilled in students either by professors or our cohort or both. Depending on the class, we're expected to adopt a politically-correct personage, leaving just enough room for one or two pariahs to argue as devil's advocate. Men and women different wholly by nature rather than nurture? That's an essentialist and improper assumption in most social science classrooms. Fair enough. But imagine if we were wired into one another; how would we hide the 23% of our minds that thought a contrary thought to our dominant belief systems. It's like asking if you'd eat a goldfish; probably the answer is no but curiosity spells consideration, right? Being wired to the details of our peer surely would be an Orwellian nightmare. And, more to the philosophical point, the illusion of a coherent self hinges on our capacity to filter our words so that we don't perpetually contradict ourselves in the eyes of others. Maybe this is why Stocco and Co have thus far been limited to games like Tetris when they link human minds.

Closer to a trial of monkeys than a deep inquiry into what it means to be human, the research at UW thus far remains exploratory and lashed to that great invisible grid in our matrix sky of consciousness: logic. Logic demands binaries of right and wrong. Either the round peg fits into the round hole or it doesn't. To make square peg fit requires a power tool or a lot of sandpaper action and anyway those modifications are outside the rules. In essence, then, a study in linking minds remains tied to a study in mutual rule following. And yet, within our own thoughts and ideas there's much ambiguity easily lost in a Tetris puzzle.

Soft Boundaries, Brains in Vats of Ideas

In terms of human relations, Jacques Derrida suggests that we must accept the soft boundaries that define and demarcate aspects of ourselves and our expressions. Love and hate are linked by passion and our many versions of self would require one heck of a 3D printer to be mapped from a brain scan. There's more than one way to complete a Tetris puzzle but that's no comparison to our creative answers to a complex problem like the meaning of our personal ideology of creativity. Answers to such essay-type questions are almost incomprehensibly vast in their potential and easily contradictory in their explication.

Derrida writes, "The unstable or the unreliable is what Plato and Aristotle spoke of as that which is not *bebaios* (firm, constant, sure and certain, reliable, credible, faithful). Whether in its ultimate or minimal form, the instability of the unreliable always consists in not consisting, in eluding

consistency and constancy, presence, permanence or substance, essence or existence, as well as any concept of truth which might be associated with them. This inconsistency and/or inconstancy is not an indetermination, but it supposes a certain type of resolution and a singular exposition at the crossroads of chance and necessity. The unstable is as required here as its opposite, the stable or the reliable of constancy (*bebaios*) and is indispensable to the Platonic or Aristotelian philosophy of friendship. To think friendship with an open heart—that is, to think it as close as possible to its opposite—one must perhaps be able to think the perhaps, which is to say that one must be able to say it and to make of it, in saying it, an event: perhaps, *vielleicht*, perhaps (the English word refers more directly to chance (hap, perchance) and to the event of what may happen.” (Derrida, “Politics of Friendship” p.29-30.)

Electronic Maps of Our Electrical Synapses; Giving New Meaning to Electrifying Ideas

You can cut the ambivalence and swerving murkiness of existence with a knife; but could technology ever map it and, if so, is that really what we'd want? We humans are intellectually beautiful beasts; whereas a garden variety chimpanzee has 7 billion neurons in its brain an ordinary human has 86 billion! (King, online). Learning and interacting with others about our studies, as well as within ourselves as new information adds up and alters our very being, is made possible by our species having the use of language. Within our minds, whole gardens of inquiry spring up at the slightest provocation. To simplify our learning process to a single true or false answer, akin to a game such as Tetris or Sudoku, would carve away much of what makes learning special.

So much of the value of AU study is in the intimate relations we get to enjoy with our course material, free and separate from the social engineering of a college campus and the peer distractions endemic to the physical realm. Like writers who require a shed or closet to accomplish their goals, we at AU typically utilize a certain tangible corporeal solitude to succeed at our studies. And yet, when we return to the societal realm from our AU labour in a given course, we are changed and for the better.

Being wired into others might cause us to lose our unique spark of fascination with course material. I certainly fell in love, as it were, with sociology by taking my first courses in the discipline as an AU student. If I'd had to contend with the perpetual recurrence of current event discussions (not unlike Nietzsche's law of eternal recurrence, but that's another story) in class, I may not have become so fascinated by the intrigues of competing explanations for social behaviour. To name but two, these range from considering the connection of political affinity to physical geography to mapping life narratives and contradictions of the modern nuclear family. But next week we'll delve deeper into the personal terrain of the mind and the nether regions, perhaps never to be mapped on terms dictated by neuroscience, of our more poetic ideas and inclinations.

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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.



Council Connection

April 11th 2019 Meeting

Carla Knipe



A few technical hitches with the new Zoom system, which AUSU is still getting used to, led to a slight delay to the start of the April meeting. Also, several councillors, including Brittany Daigle, Darcie Fleming, Sarah Blayney Lew, Josh Ryan, and Julian Teterenko were away due to illness or vacation commitments. However, with the council having expanded to 13 councillors at the last AUSU election, there was still lots of good discussion and updates.

After the initial protocols of acknowledgement of the land, adoption of the agenda and last month's minutes, Council got down to work. The first chunk of the meeting was to report on the ongoing edits being done to create the new Position Policy Handbook and the Position Policy Manual for AUSU's position policies. The next item on the agenda was to take time to announce the result of the Executive election held on March

7th. No changes to the executive council were made and congratulations were extended to Brandon Simmons as President; Melinda Goertz as Vice President External and Student Affairs; and Natasha Donahue as Vice President Finance and Administration.

The next item on the agenda was to carry on a discussion regarding meeting attendance by councillors. This was not a motion to approve the new policy just yet. Natasha Donahue provided a quick overview about the discussion item to all of the meeting attendees. She and President Simmons have met to discuss the current policy as well the executive's own concerns about meeting attendance. It was felt that the current policy penalizes the members of AUSU Council who could not attend meetings due to family emergencies, illness, and other unavoidable life events. What was being presented to Council came after several version and was in many ways a complete re-write in terms of what processes are going to be followed in future.

Getting the meeting attendance policy correct is important because it would be a major change for AUSU as it also touches on other policies, so the initial discussion of the attendance policy will be good for the inertia of other policies. Some concerns were raised that the policy was not as clear as it could be whether the tally of meetings missed or late for applied over the course of the entire term, or just a single year, this was noted and would be adjusted for the next draft.

Executive Director Jodi Campbell noted that the current council executive is conscious of the fact that in past times, there were far fewer councillors and the success of each meeting depended on everyone being there. However, as there are now thirteen councillors and business can continue in spite of the odd absence, so being able to relax the policy a slight amount should not prove a significant challenge for AUSU.

Of course, Council also appreciates as much notice as possible, but some emergencies are inevitable and now there is provision for that. The Executive was also concerned about the overall engagement of councillors and they will look at the overall patterns of attendance, taking allotted vacation days out of the equation. Councillor Mark Teeninga asked about physical attendance at events like the council retreat, and whether that is counted. President Simmons replied that the council retreat may not work for everyone because of scheduling as well as the geographic location of councillors; and agreed that council will need to address that within the policy. Vice-President Finance and Administration Donohue added that the potential model for AUSU might be the General Faculties Council attendance policy and perhaps a change in the definition of meetings may also be necessary. A good summation of the goals for AUSU Council is "reasonable expectation and reasonable accommodation." However, it was also noted that under the old policy, a councillor could conceivably

have a total of 15 absences from committee and council meetings, whereas the new policy reduces that to 12, but is more flexible in what constitutes an absence.

After this discussion, Council moved to the revision of its Election, Referendum, and Plebiscite Management; Election Conduct policy. This discussion proceeded quickly compared to the attendance policy discussion. Vice-President Donahue provided a brief overview of the policy, and noted that this policy had already been extensively revised, with most changes this round being to tighten wording. There was no further discussion from councillors who all voted in favour. Tying in with this policy revision is the next agenda item, reviewing the policy on Election, Referendum and Plebiscite Management; Election of Executive Officers. Accountability is important to this process and reflects the policy going forward. This was also approved unanimously by Council. The by-election policy was also briefly mentioned as the changes were so small it only required a formal review.

Next on the agenda was the fairly rare occurrence of an in-camera discussion. Council created a sub-meeting so they could virtually step out of the main meeting to conduct this order of business. The non-council meeting attendees patiently waited for approximately twenty minutes until the councillors returned. No further explanation or information about the nature of the in-camera portion of the meeting was provided. However, the next item was a proposed motion that AUSU council approves a provincial advocacy initiative where AUSU will independently advocate for the unique needs of our student members to the Alberta provincial government. AUSU will continue to seek out further opportunities to collaborate with AU on provincial matters, as well as other Alberta student advocacy groups. There was not much discussion on this motion, presumably that was what was being talked about in the in-camera session, but it reflects the overall goal of this AUSU Council in increasing provincial advocacy and a more direct approach to advanced education in future of AUSU and Athabasca University. All members carried this motion unanimously.

The final section of monthly business was to vote to ratify the appointments of AUSU Committee members. The Awards Committee consists of a minimum of three councillors and a maximum of five councillors, one of whom must be an executive councillor. The committee chair must be selected by the members of the committee following their appointment. AUSU Councillors Sarah Blayney Lew, Lisa Oracheski, Christine Hudder, Brittany Daigle, and Melinda Goertz were unanimously approved as committee members. Amanda Lipinski stepped down as committee chair, and Brittany Daigle is the new chair for the 2019-2020 council year. The Member Engagement and Communication Committee voted to elect VPEX Melinda Goertz as chair and Councillors Amanda Lipinski, Christine Hudder, Josh Ryan, and Brittany Daigle as council voting members. AUSU Council approves the re-appointment of Mel Mirosal to the MEC committee as a member-at-large for the 2019 council term year.

As the AUSU covered a lot of business during the first part of the meeting, the second section, consisting of the Executive reports, was straightforward. President Simmons said that he attended several big meetings in March, but many were in camera so he is not at liberty to say too much about them. He had a productive conversation with Elain May regarding exam times, specifically with ProctorU timelines in relation to other exam times. AU continues to make some progress on accessibility for students and on ProctorU being made more of a valid option for exams.

The VPEX report noted that she also attended many meetings, especially related to AU's Board of Governors meetings. Vice President Goertz also highlighted another positive initiative for AU, the Idea Lab, endorsed by AU President Neil Fassina. Essentially, this acts as a kind of "digital sandbox," or a way to test out pilot programs before they go live. This functionality within AU is currently limited, especially in a highspeed internet setting. VP Goertz also attended an IT department meeting to push bringing Improvements to AU's gradebook so that students can access their course grades as well as DegreeWorks much faster.

The VPFA report highlighted Vice President Donahue's attendance at several meetings, notably the General Facilities Council—which was a marathon seven hours long and recessed. The outcome of that meeting was to note that AU is much too dependent on tuition dollars in comparison with other

Alberta universities. It was noted that to be receiving similar government funding per student as other Alberta universities, AU would need to cut learners by 70%. This is a topic that will be discussed by AU and AUSU in the future.

Additionally, the Amazon Web Services partnership to move data to cloud is progressing and will free up a lot of bandwidth that is currently stored on servers for other projects.

Visitors to the AUSU website will notice a fresh new look and a new AUSU logo! This project is the result of a lot of hard work by the Member Engagement and Communications Committee, and especially by Donette Kingyens and Jodi Campbell. The final product is a result of a lot of edits, revisions and tweaks to get the new website in a good place, but getting the website “just right” is an ongoing process. Students are invited to let AUSU know what they think of the revamped website.

Finally, the Communication and Members Services Coordinator’s Report extended a special thank you and farewell to Emamnauel Barker, who is leaving his position at AUSU to join the Alberta Students Executive Council (ASEC). AUSU councillors expressed how much they will miss his hard work, his ability to relate fun facts on just about any topic, and his humour, not to mention his ability to work wonders with the technology that launched the AUSU podcast. All of AUSU Council and staff wishes him well in his next role and he will be missed.

As the meeting drew to a close, AUSU wishes to remind students to check out the new podcast, Open Mic, which links in with the overall theme of AU as an open university. A new episode will be recorded and launched soon, so stay tuned.

The next public meetings will be held on **Thursday, May 9th, 2019, 6:30pm MST**. The details of the June meeting are To Be Announced.

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



Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: John Deere Canada 4-H Scholarship

Sponsored by: 4-H Canada and John Deere

Deadline: May 31, 2019

Potential payout: \$1000

Eligibility restriction: Applicants must be 4-H members, at least 16 years old, in their final year of high school, CEGEP, or an undergrad student, planning to attend college or university in 2019, and pursuing education in a full-time degree, certificate, or trade-based program. See full [eligibility requirements](#).

What's required: An online application form, along with a reference letter, letter of acceptance to a full-time program, info on 4-H involvement, and a 500-word essay on one of two topics.

Tips: Check out the full suite of scholarships for 4-H members.

Where to get info: 4-h-canada.ca/scholarships



Course Exam**Brittany Daigle**

CMNS 385 / SOCI 378 (Rebel with a Cause: Social Movements in History and Popular Culture) is a three-credit communications studies course that explores the causes of social movements throughout history and present-day. There are no prerequisites for CMNS 385 / SOCI 378. However, it is recommended that students have at least one previous course in sociology, such as SOCI 348 (Sociology of Environment and Health). This course is not available for Challenge.

Students should be aware that CMNS 385 / SOCI 378 is a cross-listed course, meaning that it is listed under both SOCI and CMNS and you can choose which way it should apply on your transcript. CMNS 385 may not be taken for credit by students who have obtained credit for SOCI 378.

This course qualifies for a reduced learning resource fee of \$130 which covers the cost of mandatory, Athabasca University-produced learning resources, library services, learning management system support, and learning design and development. All required materials for this course, including readings and films, can be found online.

Rebel with a Cause: Social Movements in History and Popular Culture is made up of five units, and the marks comprise five critical commentaries (one per unit) worth forty percent total, a research assignment in two parts (part one is the proposal weighing ten percent and part two is the literature review which weighs twenty percent), and a final examination worth thirty percent. The five units within this course cover topics surrounding social movements, which include fence-line activists, environmental causes, lenses on ecological social movements, social movements in history, and more. To receive credit for CMNS 385, you must achieve a minimum grade of fifty percent on the final exam and an overall course grade of at least fifty percent.

Dr. Leigh Brownhill and Dr. Ella Haley work as a team on CMNS 385 / SOCI 378. Dr. Brownhill is the original course author and tutor and Dr. Haley is the course coordinator. Dr. Brownhill has worked at AU since 2009 and Dr. Haley has been with AU since 2001.

Dr. Brownhill tutored an earlier version of CMNS 385, then in 2009 Leigh took over the tutoring and revised the course. The newest revision of the course (Rev. 3) opens on 1 May 2019.

Dr. Brownhill states, "I am academically interdisciplinary, with a B.A. in Social Thought and Political Economy and a Minor in Women's Studies from the University of Massachusetts, Amherst. My MA is in Sociology and International Development at the University of Guelph, and my PhD is in Adult Education and Community Development (Ontario Institute for Studies in Education, University of Toronto). I have taught courses in sociology, communications studies, women's studies, geography and environmental studies. One of the most interesting courses I ever taught was in McGill University's field school in Africa that included six-week field trips to Kenya and Tanzania."

She concludes "My scholarly research has been significantly focused on international development. In research projects in Africa and the Americas, I focused on topics ranging from oral histories with elderly rural women to agricultural development and policy engagement. My work also takes Canadian and international perspectives on contemporary social, economic and ecological challenges and examines popular movements and initiatives that mobilize to meet

those challenges. When I am not teaching or doing research, I enjoy cooking, gardening, sewing, reading and wood block printing.”

Meanwhile, Dr. Haley states, “I am an activist researcher working in the community on environmental health issues. My research centrally involves developing tools to help small-scale organic farmers access and protect farmland through innovative land use policies, land trusts and conservation easements. Leigh and I worked closely with other staff to put together Revision 3 of the course, “Rebel with a Cause,” which will be launched on May 1st this year.”

Alongside CMNS 385/SOCI 378 Dr. Leigh Brownhill also tutors SOCI 450 (Environmental Sociology). Meanwhile, Dr. Ella Haley also teaches SOCI 384 (Sociology of Environment and Health), SOCI 331 (Environmental Influences on Development and Aging across the Life Course), and SOCI 426 (Special Projects in Sociology). She also coordinates SOCI 316 (Sociology of Families), ENVS 305 (Environmental Impact Assessment), and SOSC 366 (Research Methods in the Social Sciences).

When asked to describe the course to students, Dr. Brownhill states “The course SOCI 378/CMNS 385, Rebel with a Cause: Social Movements in History and Popular Culture examines a range of social movements in history and in contemporary times. It explores the causes giving rise to social movements. These causes include both the negatives or unjust experiences that propel the emergence of social movements (e.g. war may cause the rise of peace movements), and the positives, or what we could call the worthy causes that social movement activists pursue. By ‘worthy causes’ we mean the alternatives and answers that social movements put forward and try to enact to solve social problems and remedy injustices.”

She continues, “The title of the course is drawn from the 1955 film, Rebel Without a Cause, starring James Dean and Natalie Wood. In fact, the film’s characters were not activists, and this is precisely what we can take from the film’s title: without a “cause,” the teenagers’ rebellion ended up being channeled to fruitless and even dangerous pursuits. The film was released in 1955, and it was certainly a reflection of its times: the Second World War was over, but the cultural revolution of the 1960s had not yet occurred. The characters in the film had not been witness to the tremendous popular upsurge of social movement activism all over the world in the 1960s. This course analyses some of these historical patterns in the emergence and decline of social movements over time.”

“The course gives an overview of the origins of social movements as a distinct form of public politics that constitute an enduring feature of popular culture in democratic and democratizing societies. Unit 1 looks deep into history, while Units 2 and 3 introduce a range of theories and methodologies used for studying social movements. In Units 4 and 5, these frameworks and key concepts are applied in analyses and assessments of social movements in action, along with their communicative efforts, demands, outcomes, significance and more.”

Dr. Brownhill concludes, “Course readings and videos are included by scholars, activists and artists. Documentary films cover a range of social movements and protest campaigns, including the “Battle in Seattle” (protests against the World Trade Organization in 1999), the “War in the Woods” at Clayoquot Sound, the Green Belt Movement of Kenya, as well as sociologically imaginative perspectives on the Alberta (and global) oil industry. Key concepts, such as social movement learning, indie media, protest communication, fence-line communities, environmental justice, activism, information ecology, and many more, are introduced to help illuminate the inner workings of the social movements that we view and read about in the course.”

When asked to describe the structure of the course, they state that “In each of the five units of the course, students are asked to write a 500 word review of the required readings and film for that unit. These, together, are worth 40% of the course grade.”

“The other main assignment includes a proposal, worth 10% of the course grade, and a literature review, worth 20%. Students select one or more social movements of their choice as the subject of these two related assignments. Then, a selection of theories, methodologies and concepts covered in the course are applied to an examination of the selected social movement(s).”

They conclude, explaining that “The final examination includes four essay questions. Students select questions from a larger set. The basic approach in the exam is to define key concepts and assess various social movements in history and popular culture.”

As for what type of work ethic students will have to have to be successful in this course, Dr. Leigh Brownhill believes that “Time management helps. I encourage students to allocate sufficient time to readings and viewing films in this course, as well as studying the key concepts that are defined in the unit reading notes. In addition, it is always best to submit and get feedback on the first unit’s assignment before proceeding to submit further work, as this can help catch possible mistakes or omissions and therefore strengthen work done in subsequent units. This is in particular the case with the proposal and literature review.”

Dr. Ella Haley provides her opinion as well, stating “Studying at a distance can be lonely. I find it helpful to call my students to discuss the course and to enable me to learn about students’ career goals and how I can help students to achieve their goals through their academic work with me.”

Dr. Brownhill provides some advice for students who are currently enrolled or who are looking to enroll in this course, stating “While the film, Rebel without a Cause is not required viewing in this course, it might interest students to watch the film or to read about it. This would provide one historical starting point from which students can, in the course, compare what

AU-thentic Events Upcoming AU Related Events

Business Undergrad Info Session

Tues, Apr 30, 12:00 to 1:00 pm MDT
Online

Hosted by AU Faculty of Business
business.athabascau.ca/event-details/business-undergraduate-information-session-13/

Register online at above link

APA Style and What Graduate Students Need to Know

Tues, Apr 30, 1:00 to 2:30 pm MDT
Online

Hosted by AU Faculty of Graduate Studies
www.eventbrite.ca/e/apa-style-and-what-graduate-students-need-to-know-tickets-56198555392

Register online at above link

Zotero and Mendeley for Beginners

Tues, Apr 30, 3:00 to 4:00 pm MDT
Online

Hosted by AU Library
library.athabascau.ca/orientations.html

No pre-registration necessary

Open House with Neil Fassina

Wed, May 1, 5:00 to 7:00 pm MDT
Athabasca University, ARC Building, 1
University Dr, Athabasca AB
In person

Hosted by AU
news.athabascau.ca/events/open-house-with-neil-fassina/

Register online at above link

Zotero and Mendeley for Advanced Users

Thurs, May 2, 3:00 to 4:00 pm MDT
Online

Hosted by AU Library
library.athabascau.ca/orientations.html

No pre-registration necessary

All events are free unless otherwise specified

youth activism and social movements looked like then, during the 1960s and today.”

She continues, “It is also encouraged that students read widely about current social movements that are making the news headlines today, such as the School Strike for Climate, #climatestrike, started by Greta Thunberg. Review of this and other examples from mainstream, alternative and social media sources, can help orient students to some of the issues, debates and demands central to social movement organizing today.”

As for what they believe students will take away from this course, Dr. Brownhill states “It is hoped that students will come away from the course with a greater understanding of some of the pressing social and environmental challenges that people have faced in different parts of the world, in the past and in contemporary times. The changing role of the media in social movements is also an important learning outcome. Equally as important, the course seeks to impart analytical skills that deepen students’ appreciation for the histories and cultural significances of social movements, their causes and their impacts on building democracy and social, economic and environmental justice.”

She continues, “The course examines the ways that social movements seek to answer big questions facing humanity today. At a time when activism seems to be ascendant around the world, it is hoped that students will leave this course with an orientation and facility with analytical tools to interpret and understand social movements that they may witness. Finally, students may find surprising ways that social movements intersect with or impact their own areas of study or career paths, whether as an educator, artist, ecologist, counselor, social worker, energy sector worker, public servant, parent or other professional.”

Meanwhile, Dr. Haley “hopes too that if students like the course that they may want to take another course with Leigh (SOC 450 Environmental Sociology), or a course looking at environmental health movements (SOC 348 Sociology of Environment and Health, and SOC 331 Environmental Influences on Development and Aging across the Life Course). Senior students can also approach me about designing their own course (SOC 426 Special Projects in Sociology).”

When it comes to the most difficult aspect of the course, Dr. Leigh Brownhill states “One aspect of the course that can be difficult is, in the written coursework, to go further than the description of social movements and their causes, to develop an analysis or explanation of movements and their causes, employing concepts and perspectives studied in the course. While description (e.g., a social movement’s ‘who, what, where, when, why’) is an important starting point for study in this course, the assignments are designed to further encourage the analysis of social movements, which centrally involves an effort to compare cases or explain change over time (e.g., how, to what extent, under what conditions social movements advance their causes). Analysis, more than description, helps generate new insight and understanding. To avoid or overcome this particular difficulty, students can try, in their study of course materials and in each written assignment, to reflect on social movements through the (theoretical) lenses provided by the unit’s key concepts.”

Dr. Ella Haley provides her opinion also, stating “Some students find it difficult to stay motivated when they study. Most of our students have busy lives. That’s why it is critical to connect with your tutor for encouragement and feedback.”

Whether CMNS 385/SOC 378 is a degree or program requirement of yours or if the topics discussed above are of interest to you, this course will have you learning interesting content surrounding the causes of social movements.

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



The Not-So Starving Student Disney/Universal Studios Food Tour

Xin Xu



students who had the travel bug all year but never had the chance to travel, an end of the school year vacation is the perfect way to reward yourself after a busy semester. While the school year might have dulled our moods, certainly visiting the “happiest place on earth” may provide some remedy. For myself, one of the highlights of visiting theme parks such as Disneyworld and Universal Studios is the unique food options within the theme parks I can look forward to.

Butterbeer

For Harry Potter enthusiasts, butterbeer is an iconic drink in the series that has been blended to perfection at Universal Studios. I remember walking into Hogsmeade and being greeted with vendors selling these chilled beverages. Unlike

what the name suggests, there is no alcohol content in these drinks. Only a strong root beer, with buttery and caramel aftertastes predominating. The caramelized topping provides a perfect addition to the Italian soda underneath. While this drink tastes surprisingly familiar, it is not sold anywhere else beside inside Universal Studios.



Dole Whip

When chilled drinks no longer cool you down, Universal Studios and Disneyland offer a unique flavor of soft serve known as Dole Whip. The soft serve is made from real pineapple juice and helps theme park fanatics survive the 30-degree heat of tropical Orlando or Los Angeles.

Chocolate Frogs

Another favorite at Harry Potter world is the unmistakable chocolate frogs. In the series, these chocolate frogs can leap into the air and escape anyone’s salivating mouth. In the real world, the chocolate is artistically sculpted into the shape of a frog and is packaged in an elegant purple box. Chocolate frogs make a great midday snack during or even souvenir to bring home to your friends and family. However, if you don’t eat them fast enough, rather than hopping away they end up melting in the tropical heat (as mine did).





Green Fishy Ale

When I first saw other visitors to Universal Studios holding these in their hands, I was intrigued by the turquoise color and what seemed like tapioca bubbles at the bottom. From afar, it looked strikingly similar to a Taiwanese bubble tea. Unfortunately, the drink itself was not my favorite due to its minty flavor that was reminiscent of toothpaste. However, the “fish eggs” were in fact blueberry flavored bubbles that explode with flavor when munched on.

Fried seafood

Given that both Disneyland and Disneyworld are along the United States coast, the seafood is fresh and savory. One of my favorite fast food joints after an exhausting day at Universal Studios is at Bubba Gump. The diner restaurant offers a variety of shrimp menus that took comfort food to the next level. I particularly enjoyed their fried Cajun shrimp that was fully seasoned and lightly battered.

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



The Study Dude Gold for Teachers and Students

Marie Well



Here are nuggets of gold for both teachers and students alike. Stuck for ideas to improve your study habits, memory, or cognitive skills? Or maybe you want to win teaching awards? Well, how about mining your brain cells with the following tools?

Use visuals to teach and to learn.

Visuals aid in learning. Often, when tucked into visuals, facts feel friendly and easy to digest: “Instead of embedding facts into a paragraph, it’s helpful to use the following tools: charts ... diagrams ... tables and lists” (Shillington, p. 51 of 72, 68%). My prof from grad studies used a circular diagram to showcase his research finding. He said the diagrams he used were limited to the ones in Microsoft. He might’ve toyed with using software over-and-above Microsoft—software that simplifies visualization, whether through infographics, tree diagrams, or other imagery. The more diverse your visualization software, the better your ability to communicate.

Try getting software tools to help structure your research.

A qualitative data analysis software package will enable you to code themes and subthemes based on your data (such as interviews, focus groups, Web pages, and so forth). With the software, you

can model your data, make connections, organize and sort data, and much more. Nvivo is one such package that's well known, but there are other alternatives, and some are free.

Repeat information in multiple ways.

"Learners will retain facts more easily if you provide plenty of practice to allow the brain to process the facts multiple times" (Shillington, p. 51 of 72, 69%). Marketing theory says people need to be exposed to a message seven times: "the Rule of 7 is a marketing principle that states that your prospects need to come across your offer at least seven times before they really notice it and start to take action" (Stevens, Oct. 27, 2018). I believe the Rule of 7 holds for students. In that case, memorize concepts seven times, edit your paper seven times, read the chapter seven times, do each math problems seven times. If you've got the time, the "7" rule may cement your studies.

Use wild memory devices.

Visualize with wild imagery anything you need to memorize. And use acronyms for words or concepts. "It can be easier to remember facts when you associate them with something else. If you took music lessons, maybe you remember learning 'Every Good Boy Does Fine.' Create your own mnemonic devices to help your learners" (Shillington, p. 51 of 72, 69%).

Add analogies.

My boyfriend mastered analogies. He can hit home any concept by personalizing analogies to things that matter to you. For instance, when he explains how corporate finance works, he'll liken it to your passion for dance or cooking or whatever. "It's also effective to provide analogies, or examples that are closely related but are not part of the concept. Analogies help the learner compare something they don't know with something they already know" (Shillington, p. 52 of 72, 71%).

Seek textbooks that explain concepts in multiple ways.

At university, I relied on the textbooks more than on the lectures. So, I made sure I enrolled in classes with top-notch texts. Math and physics texts teach best when filled with multiple step-by-step examples. One textbook on technical writing laid-out steps and plenty of examples for writing patents. I achieved a near-perfect grade for that assignment. But when the textbook taught topics with fewer examples, I floundered into B territory. "Understanding a process helps learners know why certain steps are important or what specifically is important to them in each step" (Shillington, p. 52 of 72, 71%).

Sprinkle in stories when teaching or presenting.

"Storytelling gives online learners the chance to connect with the subject on a deeper level. Real world examples put what they're learning into context and simplifies the concept" (p. 57 of 72, 77%). A VP of marketing whom I met said he had a singular focus: stories. Stories scintillate more than data dumps.

So now that you've struck gold, go out and transmute those skills into higher grades and a career you desire.

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The Fit Student Hope for Those who Don't Heal

Marie Well



Many people live with chronic illness. They've tried all kinds of treatments, even lifestyle shifts, but to no avail. And some have lost hope. But a personalized treatment may help those who just don't seem to heal.

I believe I had undiagnosed chronic fatigue syndrome. My doctor said to change my diet and lifestyle. But, I, like many others, stood baffled. I didn't clearly know how to change. I knew how to bolster my fitness, but I struggled with diet. I'd been chowing often on McDonald's and pizza. But by good luck, a friend nudged me to read nutrition books. This helped me heal. "Without direction and support (which we'll define as a therapeutic relationship that delivers clinical education and counseling), it can often feel overwhelming and often futile. (*Seriously, why bother?*)" (Nakayama, p. 17).

I was lucky. I responded to a spin-off of a Mediterranean diet. But fad or pre-packaged diets fail to help some people with chronic disease:

There are people who swear by their paleo diet, or their vegan lifestyle, telling you that everything changed for them once they started this new regime. By the same token, there are practitioners who subscribe to ONE diet or ONE protocol and have tremendous success with a lot of people 80% of people can get on that healthy train, start drinking a packaged shake or smoothie, do a video workout, and feel better. But then there's that other 20%" (Nakayama, p. 6).

For those who don't respond to canned diets, functional nutrition offers personalized care (Nakayama, n.d.). Functional nutritionist Andrea Nakayama writes, "We've gotten seduced by looking for the quick-fix to a chronic problem ... [T]he true ... resolutions come from looking at a number of ... factors" (p. 12). She says, "I'm concerned that we're doing healing all wrong, and, as a result, leaving so many people behind—sick, tired, and suffering. And that's not OK with me" (Nakayama, p. 9).

Her concerns touch on the power-play that keeps us in the dark: "There are myriad reasons for the absence of evidence for these natural remedies, and most", she says, "have more to do with industry funding and politics than the power of food" (Nakayama, p. 44).

Like all functional nutritionists, Andrea Nakayama aims to "restore the optimum function of the ... body and its organs ... [by] resolving the root causes ... with a highlight on ... diet and lifestyle modification" (Nakayama, p.14). In other words, "It means that we help to eliminate the biggest inflammatory culprits in one's diet and lifestyle before moving on to more complex measures This includes the elimination of refined sugar, gluten, and dairy to start" (Nakayama, p. 50). But it also includes modifying "habits and routines such as a set bedtime, meditation, ample hydration, community connection, and more" (Nakayama, p. 50).

Consider sleep and sunlight. I've healed through diet and lifestyle, but also through listening to my body. For example, my stomach gurgles when my sleep is off or when I miss out on sunshine. Sleep and sunlight play roles in regulating our sleep/wake cycle, called the circadian rhythm

(National Sleep Foundation, 2019). And “when the [circadian] rhythm is synchronized with the day/night cycle it is termed a diurnal rhythm” (Hedge, Aug 2013). But, according to research, “disruption of diurnal rhythms is associated with disease in multiple organ systems, including the cardiovascular system, kidneys, gastrointestinal system, skeletal muscle, endocrine system, immune system, and reproductive system” (Bastiaan et al, Jan 1, 2014).

Conventional medicine heals many, but for those it doesn't, functional nutrition may offer hope.

As always though, be sure to consult your medical physician before deciding on any significant health based changes to lifestyle or medication.

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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

Julia seeks laptop shopping tips; so far the MS Surface is winning. Katy comes up with a great way to re-purpose AU textbooks. Melanie wonders how to get her local library added to the AU invigilator list; students weigh in with their experiences.

Other posts include finished courses lingering in myAU, procrastination, Rick Hansen, and courses EDPY 310, GEOG 201, IDRL 215, INST 358, and WGST 303.

Twitter

[@AthabascaU](#) tweets: "gene rations is the working title of new poetry and old photographs from our Writer in Residence, Katherena Vermette. She was gracious enough to share some of her work with us: <https://bit.ly/2W2Nku7> #WorldBookDay #Poetry #CanLit."

[@austudentsunion](#) tweets: "Did you know most AU students have a job and/or dependants? We want to recognize students who are juggling multiple life commitments in addition to their studies! APPLY NOW for our AUSU Balanced Student Award - worth \$1000! Deadline May 1. <https://bit.ly/1GIWJhi>."



Dear
Barb

Barbara Godin

On the Tip of the Tongue

Dear Barb:

I'm planning a dinner party but almost everyone has some kind of food issue. For example, one person is gluten free, one is on a keto diet, one is vegetarian and one is allergic to nuts. I don't know what to do! Should I just prepare dinner and hope for the best! Janine.

Hey Janine:

There are so many different food choices and diets today that it is very difficult to prepare dinner for a group. My advice you would to prepare a variety of food choices that people can put together. For example, veggies and dip are always a good choice, and then prepare bowls of chicken, beef chunks or shrimp, all in separate bowls for self serving. Include bowls of cooked rice, cooked pasta, quinoa, and boiled or baked potatoes. Also include a garden or Caesar salad, with the dressing on the side. Add some fresh rolls, bread sticks and gluten free bread with butter or dipping sauce on the side. A variety of spices and sauces should be available as well. Guests can make their own meal from the variety of choices. Most of this food can be prepared ahead of time and just warmed up on the required day. You can do the same thing with desserts; include gluten free and keto friendly bars and cakes. Hope this helps! Thanks for your question Janine.

Dear Barb:

My husband and I have been married for ten years and it's been good. Things changed about six months ago when he began snoring. It's started to keep me up. My husband went through all kinds of tests and it seems to stop the snoring he would have to go through surgery to remove a section of his tongue. Understandably, that isn't something he wants to do, so the snoring is staying. I need my sleep, so I suggested I move into the spare bedroom, but my husband doesn't not want me to do that. He says he will try to sleep on his side, so the snoring isn't too bad. We have two children and we both work full time and sleep is very important to us. I don't see a problem with us sleeping in separate rooms, what do you think? Thanks, Michelle.

Hi Michelle:

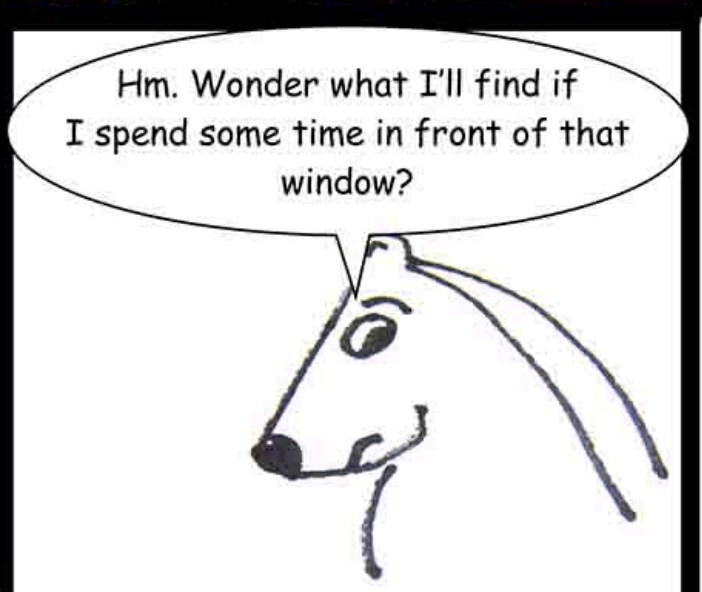
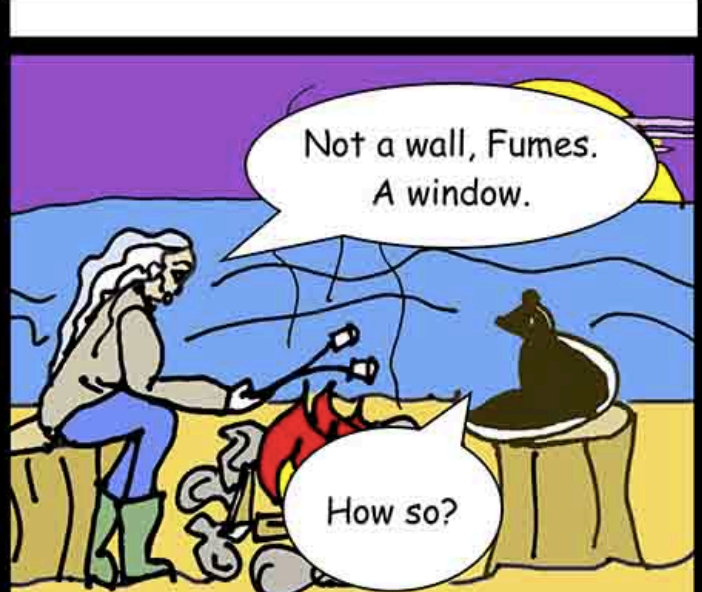
Many couples choose to sleep in separate bedroom, for a variety of reasons, one being snoring. Studies say that 25 to 40 percent of couples sleep in separate rooms, so it is definitely an option. If your husband does not want you to sleep in a separate room, then before doing that make sure you have exhausted all avenues. Surgery to remove part of your tongue seems pretty drastic. Before choosing this option, I think it is important that you investigate other alternatives. Many people do not want to use a CPAP machine, as it requires wearing a face mask and the noise may keep the other person awake. There is also a new item on the market that you may want to discuss with your doctor. Thanks for your letter, happy sleeping!

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 Truth in Lies

Wanda Waterman



This space is provided by AUSU. The Voice does not create this content. Contact services@ausu.org with any questions.

IMPORTANT DATES

- **Apr 30:** [Deadline to apply for course extension for June](#)
- **May 9:** [AUSU Council Meeting](#)
- **May 10:** [Deadline to register in a course starting Jun 1](#)
- **May 15:** [June degree requirements deadline](#)
- **June 7-8:** [Athabasca University Convocation](#)

New AUSU Website!

AUSU is proud to unveil our NEW organization [website!](#)

Since AU students study from all across the world, our primary means of communication with our members is online. It's important for us to have a website that is easy to navigate and has the most up to date information about our services, resources, elections, and organization info. It's also important for our members to be able to quickly find the resources available to them!

Check out our new website at [www.ausu.org!](http://www.ausu.org)



AUSU Awards & Bursaries

Only a few days left to apply for AUSU's spring cycle Awards and bursaries!

Each of the following awards and bursaries are worth \$1000 each. It's easy to apply online!

Academic Achievement Awards: For students who have achieved academic excellence.

AUSU Bursaries: For students in financial need and/or with exceptional circumstances.

Balanced Student Awards: For students who balance multiple commitments in addition to studies.

Returning Student Awards: For students who have returned to studies after a long break.

Student Volunteer Awards: For students who contribute to their community.

#Igo2AU Awards: Open to all undergraduate students to celebrate diversity at AU.

Find out more or apply online [here](#).

Deadline: May 1, 2019 at Midnight MT

Note: We also have numerous year-round bursaries available that members can apply for anytime!

Mental Health Matters!

Check out our latest [News Story on Mental Health](#) for:

- Ways to get involved in student mental health
- Mental Health resources available to you
- Recent advocacy efforts for student mental health



Awards & Bursaries

APPLY NOW

Deadline May 1



CLASSIFIEDS

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

THE VOICE

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