

THE VOICE

Vol 27 Issue 24 2019-06-14

Minds We Meet

Interviewing Students Like You!

The Struggling Student Rants

Making the Most of Yard & Garden

On Flight Attendants

And Pink Flamingos

Plus:

A Vacation from School: You Need One

The Results of Inquiry

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!* 5

Articles

Editorial: *The Results of Inquiry* 3

Gypsies of the Digital World 8

A Vacation from School: *Why you Need One*..... 16

Columns

Porkpie Hat: *Of Flight Attendants and Pink Flamingos* 7

The Struggling Student Rants: Make the Most of your Yard 10

Course Exam: *HERM 312/HIST 316*..... 13

Fly on the Wall: *Turning the Tables with Charles Darwin*..... 17

The Not-So Starving Student: *Gourmet Canned Soup Recipes*..... 22

The Study Dude: *Four Ways to Wash Away School Worries* 24

The Fit Student: *Could Breast Implants Cause Disease?* 25

Dear Barb: *A Condition of Family*..... 28

News and Events

Scholarship of the Week 9

AU-Thentic Events 11

Student Sizzle 21

AUSU Update 30

Graphic

Poet Maeve: *Living on Light* 29

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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

The Results of Inquiry

Karl Low



The Canadian University Press, of which The Voice Magazine is a member, recently shared a statement about the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. I'm presenting that statement here, in its entirety.

“This report is about deliberate race, identity and gender-based genocide.” – Marion Buller, Chief Commissioner, National Inquiry into MMIWG.

So began the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. With it began a slew of responses from media outlets across Canada, the majority of which criticized the report for its choice of the word genocide. The Canadian University Press (CUP) is a national co-operative of post-secondary student publications. As such, we are the future of journalism in Canada. This is our response.

Let us start by being absolutely clear: We at the Canadian University Press recognize and affirm the choice of the Commission in its use of the word genocide. Not only is it accurate, as laid out in the report's Supplementary Report on a Legal Analysis of Genocide, but it is in fact the only

word that adequately describes what the Final Report refers to as a “national tragedy of epic proportion.” By affirming the term genocide, we also accept the role of the media in this genocide, and we will not hide from the responsibility that results from this acknowledgement.

CUP believes that taking offence to the use of the word genocide is in direct opposition to the role of the media, which is to hold government and institutions to account. The Canadian media is one such institution, and must hold itself accountable by recognizing its role in perpetuating the systems that have allowed thousands of Indigenous women and girls to be murdered or to go missing. We at CUP acknowledge in particular the report's findings with respect to the media:

“The media has not accurately portrayed First Nations, Inuit, and Métis women and girls in general, and 2SLGBTQQIA people in particular. As a result, the media has perpetuated negative stereotypes of Indigenous women, girls, and 2SLGBTQQIA people. These stereotypes perpetuate racism, sexism, homophobia, transphobia, and misogyny against Indigenous women, girls, and 2SLGBTQQIA people within the broader Canadian population.”

And:

“Media portrayal has resulted in the dehumanization of Indigenous Peoples, which in turn manifests and perpetuates views that Indigenous women, girls, and 2SLGBTQQIA people are “less than” non-Indigenous people; that they are not worthy of the same rights and protections as non-Indigenous people; and that they are burdens on Canadian society.”

For this, on behalf of Canada's student newspapers, we are sorry.

CUP also recognizes that it is not enough to just acknowledge these findings. If we are to truly answer the report's calls to action for the media (vol. 1b, section 6.1) to "take decolonizing approaches to [our] work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQQIA people," there must be action. As such, we pledge the following:

- To create and gather resources for our members about reporting on Indigenous women, girls and 2SLGBTQQIA people to be posted or linked on our website by Spring 2020, of which the Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls will be one of them;
- To recognize the need to listen to Indigenous women, girls and 2SLGBTQQIA people and to provide the space for this to occur by tabling a motion at our Jan. 2020 annual general meeting to create diversity positions on our Board of Directors (including, but not limited to, women's, Indigenous and LGBTQ positions);
- To ensure that all members of our Board of Directors receive diversity training, and that our member papers have access to this resource as well, through a system we will have implemented by Fall 2021;
- And to continue listening to the voices of Indigenous women, girls and 2SLGBTQQIA people in order to continuously improve our reporting practices.

The Canadian media has been complicit in upholding and perpetuating a settler colonialist system for far too long. As student journalists who will soon be entering the journalism profession, the Canadian University Press wants to break this cycle. For too long the voices of Indigenous women, girls and 2SLGBTQQIA people have been ignored or misrepresented in the media. We can no longer control these voices by being story takers or story suppressors; to tell the story right, we must start doing our part by amplifying them."

I would argue that the Voice magazine hasn't actually done what the CUP statement is claiming as its mea culpa, while our coverage of the issues faced by Indigenous women, girls, and 2SLGBTQQIA people (and I'll admit, I have no idea what that acronym even stands for at this point) has been minimal, that hasn't been because we've been discouraging such stories or authors, but rather because the nature of our publication is very much volunteer based. We publish what is submitted. But that doesn't mean we couldn't do better and start looking for more stories or themes that address the issues these people are dealing with.

Part of me would like to think that we even have done that, in a very small way, with our coverage of the Truth & Reconciliation Committee, but it's not much.

However, what is interesting is that even as I mention we haven't done much to cover this, shortly before receiving this statement, I received a query from a student asking if they might do an article on their experiences as a Metis person and a student leader, of course I agreed to it, and in hindsight the timing seems extra fortuitous now. Look for that article in an upcoming issue.

Until then, however, in this issue we feature a profile of an AU graduate who's come back for an additional certificate, a look at how to make the most of your garden and yard-keeping student finances in mind, some articles on how to deal with stress, elevate your canned soups, the relation of pink flamingos to your AU studies, and even an examination of Charles Darwin's applicability to AU. Plus, of course, events, scholarships, news, reviews, advice, and more!

Enjoy the read!



MINDS WE MEET



Jennifer Bouley is thirty-four and currently living in Toronto and working as a recruitment coordinator. She already possesses a Bachelor of Human Resources and Labour Relations (Post Diploma) from AU and is working towards the University Certificate in Career Development. This is her story.

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

I currently live in Toronto. I am originally from Truro, Nova Scotia. I have been living in Toronto since 2003, I came here once I finished high school. I am an alumna of AU, I did the Bachelor of Human Resources and Labour Relations (Post Diploma). Currently I am studying the University Certificate in Career Development which I hope to finish in 2019. I am thirty-four years old, married for about six years (since 2012), no children and I currently work part-time as a Recruitment Coordinator for a company called Tutor Doctor.

Why did you choose to move to Toronto? Do you miss the Maritimes? What do you like most about living in Toronto?

I choose to move to Toronto because of more opportunity and when I was eighteen and moving here it seemed very exciting. I do miss the Maritimes, and am looking to move back soon. I like the conveniences of living in a big city, though I dislike how expensive it is to live in Toronto.

Describe the path that led you to AU. What was it that made you realize you wanted to go back to school, and what pushed you into the program you've signed up for?

When I first enrolled in AU in 2008 for the BA Human Resources & Labour Relations (BAHRLR) program, I wanted to do a program that was flexible. I was interested in the job market and this program covered both HR and LR. I choose to go back to AU because the certificate in Career Development was an interest of mine since I saw it when I was studying before. I also liked the flexibility.

What was your experience in the "real world" with your BAHRLR from AU?

As soon as I got my degree I was hired in a recruiter role by Bell. I also worked at Bell during the time I was working on my degree; I worked on HR projects at Bell.

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

I work, hang out with friends, I am really interested in YouTube beauty and fashion videos. I also am involved a lot in my church.

What are your plans for this education once you are finished?

I am hoping to eventually work in a college or university in career development, or for a non-profit organization.

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

To be honest it has been myself, I am the first and only in my family to hold a bachelor's degree. My parents and sister went to college and my parents said that I must at least go to college and complete something after high school.

Describe your experience with AU and online learning so far. What do you like? Dislike?

I really like to flexibility, but I miss the in-person lectures and interaction when learning. Both have their ups and downs.

Have you ever wavered about continuing your education?

I never wavered about it. I knew what I wanted to do and did it. I am currently really struggling in one of my courses and hired a tutor through the company I work for to help me out. Once again that in person interaction. The AU tutors can only go so far.

Which course are you struggling with? What are you finding difficult about it?

Right now I am working on PSYC 381 (Psychology of Adult Development). There is a lot of memorizing which is making it difficult for me.

Could you describe the course to students?

The course is interesting. It has a lot of memory work involved. There are seven quizzes, one paper and a final exam. If you take this course be prepared to do a lot of reading and studying.

Any advice for students that are struggling in a course?

Reach out to your tutor they can be a lifeline. Read things slowly and make sure you know how to apply the concepts.

What's your most memorable AU course so far, and why?

My most memorable would be Career Development theories. I got an A+ in that course and it introduced me to a lot of interesting things in the world of career development.

What have you given up to go to AU that you regret the most? Was it worth it?

I gave up a full time pay cheque, though I think it is important because education in the long run will get you further.

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

I would like to have lunch with Abraham Lincoln because he changed the course of history by outlawing slavery in one of the most powerful nations in the world. I have had a strong interest in the anti-human trafficking movement since 2008.

Describe one thing that distinguishes you from most other people.

I do a lot of volunteer work with the homeless and underprivileged here in Toronto. I don't tell many people about this. I was also on a board of directors for four years. I tend to keep quiet about my volunteer work.

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

Keep going no matter how hard it is.

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

I have been to Cuba, Ecuador, all over eastern USA and Eastern Canada.



Porkpie Hat Of Flight Attendants and Pink Flamingos

Darjeeling Jones



I'm twenty years old, living in the basement of a ramshackle pink building in Vancouver's wild West End. My upstairs neighbour, appropriately named Byron, is about seventy years old, a salty and poetic soul, a former flight attendant for a British airline. His studio apartment is cramped and narrow, but the furnishings are suggestive of an expansive and eclectic soul. There are African masks, jewelled Russian eggs, kitschy rococo figurines, a red ship's lantern, a grouping of Balinese shadow puppets. Atop a display case filled with a bizarrely byzantine selection of plastic action figures, painted nesting dolls, a Japanese lucky cat, and a large chrome-plated Buddha, there is a gorgeous ivory-handled dagger which he tells me is Burmese in origin, and which has a "complicated and somewhat tragic history attached to it." Exactly what this history was, I never did discover. It was "a story for another time, when we can both afford to sit down with a decent bottle of brandy." Sadly, the time never came. Finances and mortality deprive us of so many stories, don't they?

One of the things I recall most vividly about that strange, wonderful little Hobbit hole of an apartment was a large, very tacky black velvet painting of a bright pink flamingo, nestled in an insanely ornate golden frame. Ever since that time, I have had a deep and abiding love for any image of a flamingo. Not the real things, mind you. For all I know, they are graceful and benevolent creatures. On the other hand, for aught I know, they may well be the world's most pestilential and irritating creatures. What I most love is the image of them, the idea of them, the audaciously flamboyant beauty of them.

Here's a fun fact: the feathers of flamingos are naturally grey, and they only turn their signature brilliant pink as a result of chemical pigments contained in their diet, which consists mostly of tiny pink brine shrimp and blue-green algae. Wouldn't it be wonderful if our appearance could be gradually mutated by the ways in which we sustain ourselves? What if my passion for bloody marys gave me a red right hand? How perfect would it be if my obsession with the blues resulted in a cerulean jaundice? If only, by virtue of the countless hours I have spent frittering away my time in discotheques and nightclubs, I could begin to take on the luminosity of neon signs and glitter balls.

Or does this already happen? Do all of our experiences, our encounters, our passions, the interests we pursue, the knowledge we acquire, the symbolic objects we possess and are possessed by, the people who enter and affect our lives, transform us, if not in physical appearance, at the very least in the ways in which we see the colours of our lives? I like to think that might be true. I choose to believe we are all fellow travellers, all flight attendants attending to the needs of our passengers, all poetic souls, collectors of whatever is remarkable, watching clouds and flocks of birds passing by the windows of our eyes.



Gypsies of the Digital World

Wanda Waterman



In one of the final scenes of the brilliant documentary *Latcho Drom* the gypsy chanteuse known as “La Caita” sings “The Blackbird” before an unnamed European city:

*Why does your wicked mouth spit on me?
What harm is it to you that my skin is dark and my hair gypsy hair black?
From Isabelle the Catholic, from Hitler to Franco
We have been the victims of their wars
...
Some evenings I find myself envying
the respect that you give to your dog.*

What is a gypsy? Not just a homeless person, because it’s assumed that homelessness is temporary and afflicts individuals, not whole societies. Gypsies are those belonging to communities who at some point in their origins lost their homes and have been forced to continue moving on, developing a specialized way of life that turns around continuous travel.

A bunch of question arise, perhaps the most obvious being, *Why couldn’t the gypsies find a place to settle?* The very existence of gypsies on this planet is testament to the essential bigotry of human nature. In their beginnings most gypsy groups were cast out of their homelands by enemies who pursued them for long distances. Eventually they would arrive in lands where their appearance and way of life seemed so strange to the locals that they were quickly hounded out.

What haters often forget about gypsies in general is how incredibly artistic they are, large portions of their time being devoted to music, dance, and artisanal crafts. They’re often guardians of ancient knowledge, oral traditions, musical styles, and occult practices. They’re brilliantly skillful at horse breeding, a talent that makes them appear even more of an anachronism. Far from commending them to the peoples among whom they wander, these practices and talents render them more suspect than ever.

There are parallels to be drawn with the creative class in today’s digital world. You find these sorts of gypsies in cities like the semi-abandoned Detroit, where artists have taken up residence in empty factories and warehouses, organizing into communes and collaborating on projects. You

can find them at cafés in Thailand, where the low cost of living lures digital nomads with the possibility of financial, if lean, independence. You'll find digital gypsies on sites like *Fiverr*, where all manner of creative services can be purchased from them for less than what they're worth.

Scratch that last remark; "worth" is of course a relative concept, dependent on prevailing conditions, and it's pretty clear that creative services have become increasingly devalued. It's pretty rare to find true artists who can claim positions as social media influencers — that honour still belongs to the Kens and Barbies. This makes it harder and harder for the creative class to put down roots anywhere, to belong, not just geographically, but in cyberspace, where artists find their work increasingly shoved aside and ignored, and where they're obliged to postpone meaningful work in favour of drone labour. The Web has become the new territory from which the artist gypsy is being driven out.

Might you be a gypsy of the digital age? If so, this is a call to you to occupy the Internet in such a way that you and your ilk get a fair deal. Patronise other gypsies as often as you can, seeking every opportunity to consume and use what they have to offer. Seek to enrich your mind, not to distract your world-weariness with mindless entertainment and useless or spurious information.

The Quran often employs the expression "neither of the east nor of the west" to signify something or someone of a divine nature. Similarly Jesus alluded his divine nature when he said "Foxes have dens and birds have nests, but the Son of Man has no place to lay his head." (Luke 9:58). There is something sacred in placelessness, something that speaks of the divine spark at the heart of the creative urge. Let's honour it.

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



Scholarship of the Week

Digging up scholarship treasure for AU students.

Scholarship name: Scholarship for LGBTQ2 Students

Sponsored by: National Union of Public and General Employees (NUPGE)

Deadline: July 4, 2019

Potential payout: \$1500

Eligibility restriction: Applicants must be LGBTQ2 children/grandchildren of NUPGE current or retired members (see [list of NUPGE Component organizations](#).) and must be planning to enter the first year of a Canadian public, post-secondary education institution full-time in 2019/2020. See full [eligibility requirements](#).

What's required: A completed application form, along with a 750- to 1000-word essay on the importance of trade unions in supporting the LGBTQ2 community.

Tips: Check out all the awards available from [NUPGE's scholarship program](#).

Where to get info: nupge.ca/content/national-unions-scholarship-program-2019



The Struggling Student Rants Making the Most of Your Yard and Garden

Angela Pappas



Now that summer is here, spending time outside in the sunshine can have significant and wide-ranging health benefits. Exposure to green space reduces stress, and all the ailments that go along with it ("University of East Anglia: It's official - spending time outside is good for you.", 2018). We don't have to go on a ten-day hiking trip to reap all the benefits of the outdoors, either. We can do so, in comfort and style, in our back yards after our 9 to 5, or on the weekends while enjoying a nice cold brew with friends and family. Outdoor spaces can also increase enjoyment of our homes. When the weather is nice and the sun is shining, it's like having an extra room in the house. Make the most out of your outdoor space, no matter how large or small it is. If your yard is so tiny it

brings on bouts of claustrophobia, or you live in a condo with no green space to call your own, all hope is not lost. Even a small yard or balcony can be great for gardening, entertaining, or unwinding—you just need to make some small adjustments. Your yard can even make you, or save you, some extra spending cash. Don't forget that we're all struggling students, after all.

Use Natural Structures for Privacy

If your yard is already small, try not to further compress it inward with privacy fencing. It will just feel smaller. I get it, not having your neighbour talk your ear off every time you step foot outside is the objective. There are, however, other ways to achieve this besides putting up a ten-foot brick wall around the perimeter of your property. Use your property lines as an opportunity to grow more plants with a living fence of hedges or trees. This will let your yard blend visually with your neighbour's, and you'll have something lush to look at, too. Planting a living fence is a sustainable, eco-friendly alternative to a hardscaped privacy fence, but that's not the only advantage.

The benefits of using trees for this purpose are countless. Trees can be low-maintenance, help separate you from nosey neighbours, shield your property from the ugly prairie winds or Greater Toronto Area noise, create shade, and give you a beautiful visual to look at every day. There are many options when it comes to deciding on the best trees for all this, but there are many factors to keep in mind, too, before you rent a bulldozer to come in and level the entire back yard. To find the best trees, shrubs, and climbers, you have to be cognizant of what you are trying to achieve and what you are getting into before you start planting. Do your research—piece of cake for AU students—and note down the pros and cons of each option, first.

Now here comes the money-making bonus: trees that bear fruit should be in the top ten when doing your research and weighing your options. There are certain fruit trees that grow better for every climate, so you need to choose carefully. Even a fruit like the apple has been known to

withstand the bitter Saskatchewan winters. Moreover, what better way to fill the household coffers than to sell the fruits of your labour—pun intended. I'm not saying you should quit your day job and go get a permanent stand at the local farmers' market—unless that's your calling. There are things you can do, however, to see a difference in your budget.

You could make a bulk batch of delicious fruit pies and marmalades, for starters, and freeze them. The next time you attend that office potluck or need to show up to the neighbourhood BBQ bearing gifts, you'll have a choice of either forking over \$25–\$40 for a pre-made fruit tray, or a lesser amount of \$4–\$5 for a homemade pie, baked with love. And, don't forget about all the Christmas get-togethers, or the year-round birthdays and home-warmings that creep up and can throw you way off budget. You will end up spending a minimum of \$50–\$100 per gift, if you genuinely like that person, which adds up fast throughout the year, or you can buy some wrapping and a nice gift-basket at a local craft store for \$10–\$20 and fill it to the brim with homemade jams & jellies. All this extra cash stays in your pockets, just from using fruit trees, rather than an ugly plastic or wire fence. The gift receiver will also genuinely acknowledge your gift as the loving, heartwarming gesture it was meant to be. Not that there's anything wrong with one more Rudolph Christmas sweater in the closet.

Containers and Window Boxes

But if you live in a condo and don't have an outdoor space to call your own, don't give up just yet. I'm not saying you can bring in contractors to dig up the common area lawn, but I would suggest getting your gardening on in containers. You might be thinking of Tupperware and used margarine containers—that could work too—but I'm thinking of elongated, compact, special-purpose planters. They can be monochromatic or colourful, according to your style, and can add personality to any dreary balcony. You can find discounted ones at gardening centres at the end of the summer season, or for pennies to the dollar at all the yard sales that sprout up every spring. Many folks use containers and planters for their favourite flowers because they look pretty. I don't think there's anything wrong with that, but I'm more pragmatic by nature; I say, use these planters for veggies. I'd much rather pour my love and labour into something healthy my family can consume in a salad year-round, than something that's 'nice to look at' five days out of the

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

AUSU Council Meeting

Sat, Jun 15, 1:30 to 3:00 pm MDT
AUSU Meeting Room, 207 Energy Square,
10109 106 Street NW, Edmonton AB
In person or online
Hosted by AUSU
www.ausu.org/event/june-council-meeting-3/
No pre-registration required; e-mail
governance@ausu.org for meeting package

BMgmt/CPHR Info Session

Tues, Jun 18, 5:00 to 6:00 pm MDT
Online
Hosted by AU Faculty of Business
business.athabascau.ca/event-details/bmgmt-cphr-information-session-2019-06/
Register online at above link

Bannock and a Movie "Woodland Cree First Nation: A Vision for the Future"

Fri, Jun 21, 12:00 to 1:00 pm MDT
Athabasca University, Peace Hills Trust Tower,
12th floor, Room 1222,
10011 - 109 Street, Edmonton AB
In-person; limited seating
Hosted by Nukskahtowin (Meeting Place)
news.athabascau.ca/events/bannock-and-a-movie-5/
Register by phone (780)428-2064 or e-mail
ivyl@athabascau.ca

All events are free unless otherwise specified

year, when a rare flower blooms. You can have free chives and green peppers all year round, and avoid the cost of organic veggies altogether!

The good thing about planters is you can transfer them indoors over the winter if need be. Vessel gardens are flexible, above anything else. A large window box can signal the beginning of a beautiful, year-round, friendship—with a salad! Most veggies need direct sun to thrive. If your living room or kitchen faces south, can you say “fresh tomatoes in January?” Regardless, place the containers and window boxes wherever they’re most convenient, and plant away. You can move pots and planters around your yard, create different spaces, and even change your mind on what to grow from season to season. Creativity abounds with the possibilities. Mix colors or work with a visual theme, even with veggies or herbs. Container gardening is a great way to grow vegetables, more so when you lack the yard space or only have a small patio, balcony, or rooftop to work with. An extra tip: hanging baskets make good use of extra space. Moreover, you can care for and harvest herbs, cherry tomatoes, and strawberries at eye level without breaking your back.

If you’re not quite sold on all this, that’s ok too. If you insist on flowers, window boxes can line your balcony railings and provide a nice visual to cover up the dull, grey city landscape. But if you’re a wee bit adventurous, I challenge you to try the following: window box flower gardening can yield both beauty and brain food—edible flowers, such as nasturtiums, calendula, and marigolds also add color to the plate. When looking into this, a co-worker told me they often sprinkle dried up marigolds on their salads and marinades, which gives off a unique, aromatic taste.

Use Every Inch—Even the Side Yard

If your backyard wraps around to a side yard, don’t let that small piece of heaven go to waste. It’s easy to forget about side yards because they’re often narrow, simple, patches of dirt or grass, with perhaps some stepping-stones to lead you around the house. The truth is, they can be so much more. Rather than parking the recycling there, turn it into a private garden nook, a place where you can go to reclaim your peace and quiet. Two rustic, salvaged, repurposed chairs and a small, round, reclaimed table facing can be a great place to hide out and have a quiet moment or work on your assignments in peace.

Most side yards have just enough room to fit a path around the home, so furniture pieces may not work. Slopes can also be a challenge. Instead, think of these hurdles as opportunities to get creative! Terraced stones, retaining walls, and steps can turn an eyesore into a showstopper. You might just be wondering how this relates to making any money. They key is not to think small (potatoes) but to think big, in terms of sales and value. If your house is on the market, a groomed lawn and yard can make the difference in getting asking price. This doesn’t mean you need to use up all your savings to fix up the back and side yards either. If you’re even a little bit handy, and willing to put in the work, your side yard can give off the polished, put-together look buyers seek. It will give off the vibe that your home is well looked after and turnkey ready—no landscaping needed—which is what most home-buyers look for. If you’re feeling exceptionally creative and want to take it a step further, landscape lighting can take a neglected tiny side yard and turn it into a graceful piece of art. Talk about a living room under the stars!

Finally, no matter how you spend your gardening days this summer, keep your small backyard or veranda open and airy. Don't forget to let the sun shine in and get your daily dose of vitamin D. And, if you just happen to make some beer money thanks to my tips, let me know if I can use your testimony because sometimes my family says I take my frugal ways way too far.

References:

University of East Anglia: *It's official - spending time outside is good for you.* (2018). Retrieved from <http://0-link.galegroup.com.aupac.lib.athabascau.ca/apps/doc/A545873069/AONE?u=atha49011>

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



Course Exam

Brittany Daigle

HERM 312 / HIST 316 (Heritage Research) is a three-credit heritage resources management course that is based on the premise that the principles of historical thinking and analysis are fundamental to heritage practice. The course focuses on the practice, skills, and understandings of applied historical research. HERM 312 introduces multiple types of sources of evidence ranging from documentary (including everything from textual and visual sources to oral interviews), artifacts, archaeological resources, buildings, and cultural landscapes.

Students should note that HERM 312 is a cross-listed course, meaning that it is a course that is listed under another discipline, HIST 316. HERM 312 may not be taken for credit by students who have already obtained credit for HIST 316. Also, students who complete HERM 312 / HIST 316 will not be eligible to register in HERM 512.

Heritage Research is made up of ten units, three assignments (analyzing visual images, learning to listen, and researching heritage building) worth twenty percent each, and one assignment weighing forty percent (a research plan). The ten units within this course cover several interesting topics such as examining pictorial records, archaeological resources, and artifact-based resources. There is no final examination for this course. In order to receive credit for HERM 312 / HIST 316, students must complete all the assignments and achieve a minimum course composite grade of 'D,' which is fifty percent. All assignments must be completed and submitted before your final mark can be calculated.

Dr. Shabnam Inanloo Dailoo has been with Athabasca University since January of 2014 and has been coordinating HERM 312/HIST 316 since joining. Alongside HERM 312, she also coordinates HERM 301 (Introduction to Heritage Resource Management), HERM 322 (Heritage Collections), HERM 327 (Heritage Policy in Canada), HERM 339 (Conservation), HERM 342 (General Principles of Planning Historic Places), HERM 361 (Interpretive Programming), HERM 512 (Advanced Methods in Heritage Research), HERM 542 (Issues in Planning Historic

Places), [HERM 561](#) (Advanced Issues in Interpretive Programming), [HERM 670](#) (Industrial Heritage), [HERM 671](#) (Documentation and Condition Assessment), [HERM 672](#) (Heritage and Risk Management), and [HERM 673](#) (Architectural Conservation). She also teaches [HERM 501](#) (Issues in Heritage Resources Management and supervises students taking [HERM 491](#) (Heritage Certificate Practicum) and [HERM 691](#) (Heritage Diploma Practicum).

I wanted to give Dr. Shabnam Inanloo Dailoo the opportunity to introduce herself to students, academically and personally, and so she shared, “I am Shabnam Inanloo Dailoo, Associate Professor/Director of Heritage Resources Management Program within the Centre for Interdisciplinary Studies in the Faculty of Humanities and Social Sciences at Athabasca University. I am based in Edmonton, Alberta.”

She continues, “I coordinate undergraduate and graduate HERM courses within the program, teach a graduate course, and supervise undergraduate and graduate practicum students who are completing their University Certificate or Post-Baccalaureate Diploma programs in Heritage Resources Management. I am also the director of the Historical Resources Intern Program (HRIP) at Athabasca University. The HRIP is an innovative partnership between Athabasca University and Alberta Culture Multiculturalism and Status of Women-Heritage Division in which the University provides scholarly training in heritage resources management for interns working at various museums, historical places and sites operated by the Province.”

“I serve as Co-Chair of the National Trust for Canada’s National Roundtable on Heritage Education. I co-coordinate the Canadian Chapter of the Association of Critical Heritage Studies, and I am also a member of the World Heritage Task Group of ICOMOS Canada (the National Committee of the International Council on Monuments and Sites) as well as a member of the Virtual Museum of Canada Advisory Committee.”

Dr. Inanloo Dailoo concludes, “My research interests are cultural landscapes, nature-culture interrelationships, community engagement in heritage resources management, and World Heritage. My current research examines cultural representations in Canadian Landscapes and the state of World Heritage Sites in Alberta.”

Dr. Inanloo Dailoo also described HERM 312 / HIST 316, for us, starting “In HERM 312 (Heritage Research), students will learn about the roles historical information and their analysis play in heritage resources management. This course is centered in an awareness of the broad context of heritage resources management, but it focuses on the practice, skills, and understandings of applied historical research. A revised version of HERM 312 opened in 2018.”

When asked to provide students a bit of insight to the structure of the course, she states “This course is an individualized course and students have six months to complete the course requirements. The course includes ten different units each discussing different aspects of planning and implementing heritage research from identification, collection, documentation, to evaluation and interpretation of relevant heritage resources. The course activities to be completed to receive credit include analyzing visual images, learning to listen, researching heritage buildings, and developing a research plan for a heritage resource. Students are required to write a 1,500 word essay about film analyzing the visuals (after completing unit 4 of the course).”

She continues, “In the second assignment, students listen to selected audio interviews; they first critically review and analyze the interviews (750 words) and then write a short essay (750 words) summarizing the value of oral history as a research method, due at the end of unit 5. At the end of unit 8, students write a report (1,500 word) about researching a heritage building at risk of demolition or remodeling (either selecting from photos provided or choose a building from their

community). The last assignment is about developing a research plan for a heritage place. Detailed information about this imaginary place will be provided to students. The plan should be approximately 4,000 – 5,000 words and is due two weeks after completing unit 10.”

As with any course, Dr. Shabnam Inanloo Dailoo believes that “students should ensure that they follow the course schedule to be successful in the course and complete the course requirements within six months. A study schedule is provided in the course information as a guide. The course activities / assignments could be easily completed within this timeframe. Regular communication with the course tutor is really significant. Student can reach out to their tutors and seek advice and clarifications throughout the course.”

As for advice, she states that “This course is an important course in heritage resources management or other Arts disciplines / majors such as history, archaeology, paleontology, art/architectural history, and other relevant fields. Students taking the course, as part their University Certificate in HRM or as non-program students, and prospective students might be interested to know that as of July 1, 2018 AU has a new Heritage Resources Management Minor (BA-HRM Minor): “The Minor in Heritage Resources Management is designed to provide the tools to understand contemporary heritage conservation as a theoretical and applied field. It offers an opportunity for students to add variety and depth to their studies and expand the scope of their BA Major fields.”

“The students in the University Certificate in HRM program can ladder their studies towards BA studies.”

She concludes, stating “This course will equip students with knowledge and skills required to conduct research for their assignments, term papers, and final projects in many disciplines. It is highly recommended that students take HERM 312 early in their studies to benefit from research skills.”

As for what students will take away from HERM 312 / HIST 316, she states “The course introduces students to some of the formative issues and practices in heritage research. They will gain a better understanding of the importance of research in multi- and interdisciplinary fields such as heritage resources management. Students will learn how to identify, use, and analyze historic information from a wide range of documentary (both non- digital and digital) and non-documentary sources. They also develop skills in developing research plans and exercise how they can undertake basic historic research on a given topic.”

She continues, “Also, students would have the option in one of the assignments to work on a local heritage resource, which provides the students with the opportunity to connect with their local decision-makers and serve their communities.”

Dr. Inanloo Dailoo concludes, stating “The course is developed in a way that includes many examples and visuals to help with the understanding of key topics and themes throughout the course. The course readings and commentary are all relevant and focus on each unit’s topic. As long as students follow the study schedule and continue communicating with their tutor, they would not face any particular challenge in completing this course.”

Whether HERM 312 / HIST 316 is a degree or program requirement of yours, or the topics discussed above are of interest to you, this course will have you learning several interesting topics surrounding the topics of heritage research.

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



A Vacation From School Why you Need One

Francesca Carone



Time off is important, not just from work, but from school too. Just like work, students need to have time off to refresh themselves and increase their performance for the next set of courses. School time is busy, and usually there isn't much time to do any fun or relaxing stuff. For a vacation, summertime seems like the right time to me. Starting back up in the fall and stopping in June can give you a nice full summer of focusing in on other important aspects of your life. There is just a great feeling of waking up with a beautiful day and having nothing to do. Without a vacation, it's all work and no play, which can make you feel bad, but it can also affect your health.

There are short- and long-term benefits to recharging yourself by going on a vacation. It doesn't even have to be to someplace only reachable by plane, though that would be nice. Having time off school to relax, enjoy family and friendships, practice a hobby, or just reflect on

your future plans is important. That time allows your brain to relax and reflect on what you have learned over past semesters. Spending time with an old friend, taking a family vacation together, or catching up on your favourite TV show all sound like a good idea once and a while.

Some people, though, take semester after semester without summers off. I used to do that, but you just can't relax at all. Doing that for year after year can really drain you and it could also have a negative impact on your health, relationships, and overall happiness. Getting enough sleep is especially important for learning too. For example, one research article states, "sleep--particularly rapid eye movement (REM) sleep--is a way for the brain to store new information into long-term memory ... through a process called sleep spindles". This research also shows that getting less than six hours of sleep will stop sleep spindles and hinder new information from being stored into long-term memory.

Taking a vacation sounds like a thing for the rich, some may say, but you don't even have to have a lot of money to do it because you can just take it easy at home and catch up on all the things you love doing. Even just taking a week off completely (if you have any vacation days at work) could make a huge difference in your health and mood. So really, vacation time is for everyone.

Yes, you may still have a job either part-time or full time, but just removing that responsibility of having to do schoolwork through the summer can really make a difference. If vacations relieve stress, that in turn would improve our health by reducing heart disease risk, improving our immune system (to keep illnesses away), and might even improve our sleep quality. All these benefits would have long-term effects too. So, I know I won't neglect to take a vacation this year, and probably every year.

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



Fly on the Wall

Turning the Tables of Interpretive Dogmas

Jason Sullivan



With Help from Charles Darwin

The mere mention of Charles Darwin brings to mind fishy bumper stickers (imploping us all to evolve), bespectacled chimpanzees on t-shirts (proclaiming our 98% DNA match with monkeys) and flustered debates about human nature (where everyone goes home a little bit hurt and disgruntled). Happily, there's more to the man's work than a series of dogmatic assertions. If we don our scholarly spectacles we can read him in his own words, and thereby bring to fruition the essence of interpretation: understanding based on

facts. Often a text speaks for itself in a different way than our previous assumptions allow; developing our skills at critical investigation is part of what AU is all about.

Following his *Origin of Species* Darwin wrote a book called *The Descent of Man*. On its pages he interpreted animal behaviour as illustrating a variety of human characteristics. We AU students are human animals too, and hopefully we embody the best and brightest intellectual capabilities of our species. The trick is to translate our learning into ways that our peers will comprehend, such that we can understand one another and even make the world a better place. We're not ordinary students like humans aren't ordinary primates; our talents develop according to their own logic and contexts and away from institutionalized university life. (Although, if you've not been to Athabasca it is a beautiful town and the library is particularly epic!)

Darwin saw human traits everywhere in the behaviour of animals. In his own time animals were typically considered vastly lesser and incommensurately different from humans. This is easy to forget in our century where seeing ourselves as hairless apes is as commonplace as feeling an intimate bond with a pet. To Darwin, much of the best of homo sapiens was naturally present in the animal world; rather than reducing us to the level of beasts his research elevated animals to our level. To do that he had to acquire some interpretive commonality across the animal world; this illustrates the necessity of any method in limiting its scope.

The More Human, The More Animal (and vice versa)

Darwin interpreted from a human point of view and his insights, rather than being projections of anthropocentric assumptions, shed light on both the natural world and the human condition. His detailed observations are hard to quibble with. Darwin began by asserting that humans are different than animals and yet exist on a shared spectrum, one which we can appreciate when we adopt a stance of adequate humility. He freely admitted that homo sapiens are "capable of incomparably greater and more rapid improvement than is any other animal...and this is mainly due to the human power of speaking and handing down his acquired knowledge" (Darwin, 95). However, animals certainly learn and improve, such as "where the fur-bearing animals have long been pursued...they acquire an incredible amount of sagacity, caution and cunning" (Darwin, 95). Yet, at the philosophic level, "no animal is self-conscious, if by this term it is implied that he reflects on such points as whence he comes or whither he will go, or what is life and death, and

so forth” (Darwin, 95). To this day there is no evidence that animals ruminate, ponder and stew in such a way as humans do.

At AU we might note that, say, our psychology courses allow us a different reflective approach to the inner workings of our mind than non-psychology students. What had previously felt intuitive or instinctive comes under closer scrutiny in the human mind, especially when taking academic courses. In psychology coursework this thought translates into acquired tools such as Cognitive Behaviour Therapy. In CBT we learn to analyze our feelings in response to a stimulus and uncover the core belief that leads to emotional upset. Animals do not sit in repose and ponder the abstract meanings of their responses; they live freely in the moment even as they learn from their environment. This expresses an admirable and desirable Zen-like posture, one that we do well to appreciate.

How do We See Without Our Human Mind's Eye...We Can't!

While one might accuse Darwin of anthropomorphizing animals by seeing human traits in their behaviour, he clearly believed that animals were more like us than was typically believed. He was generous for his time and stated unequivocally that “animals not only love, but have desire to be loved” (Darwin, 86). Likewise, the range of uniqueness found in nature parallels the many fascinating types of people and their experiences we encounter in our lives as distance students. AU also liberates us from the brick and mortar fishbowls of traditional university campuses. We're all attendant in the class of human life after all, and Darwin's study of other species suggests a healthy humility in this regard.

Finding the unique components in social interactions allows us to glean the most from others. In terms of other species, he stated that “Unless we wilfully close our eyes, we may, with our present knowledge, approximately recognize our parentage; nor need we feel ashamed of it. The most humble organism is something much higher than the inorganic dust under our feet; and no one with an unbiased mind can study any living creature, however humble, without being struck with enthusiasm at its marvellous structure and properties” (Darwin, 181). Lest we ever feel like experts in a given field, let us AU pupils ponder how much we have in common with other beings, including non-students. The sky's the limit.

One thinks here of Pico della Mirandola who, in the 15th Century, wrote of humans: “the Great Artisan mandated that this creature who would receive nothing proper to himself shall have joint possession of whatever nature had been given to any other creature. He made man a creature of indeterminate and indifferent nature, and, placing him in the middle of the world, said to him:

“Adam, we give you no fixed place to live, no form that is peculiar to you, nor any function that is yours alone. According to your desires and judgement, you will have and possess whatever place to live, whatever form, and whatever functions you yourself choose. All other things have a limited and fixed nature prescribed and bounded by our laws. You, with no limit or no bound, may choose for yourself the limits and bounds of your nature. We have placed you at the world's center so that you may survey everything else in the world. We have made you neither of heavenly nor of earthly stuff, neither mortal nor immortal, so that with free choice and dignity, you may fashion yourself into whatever form you choose. To you is granted the power of degrading yourself into the lower forms of life, the beasts, and to you is granted the power, contained in your intellect and judgement, to be reborn into the higher forms, the divine.” Imagine! The great generosity of God! The happiness of man! To man it is allowed to be whatever he chooses to be! As soon as an animal is born, it brings out of its mother's womb all that it will ever possess.” (Mirandola, online).

Our human powers of intellect, language and technology suggests that Mirandola saw with acute clairvoyance the potentials and pitfalls of our species. Like a swinging saloon door, our potential swings in both directions.

Who Wears the Caprice Pants? We all Do!

Darwin also gives animal examples of all-too-human traits like revenge and caprice. In terms of AU we can note that other people might acquire great knowledge in fields like sociology or political science and do so outside and separate from a post-secondary education. To see non-AU peers in terms of their commonalities with us and our studies can only benefit our growth. We are unique and privileged in our AU studies and yet we don't want to over-estimate our value. At root we are all human. Taking issue with human exceptionalism Darwin notes that much of the best of humanity is also present in other species as is much of the worst. "If man had not been his own classifier, he would never have thought of founding a separate order for his own reception" (Darwin, 165). We don't want to think of our educated status as above, beyond or distant from our fellow citizens. Non-students are not only potential students, they also can teach us much about ourselves and our studies; there's a reason that good textbooks are replete with case studies and anecdotes from the so-called real world. To learn is to learn practically and to gain the tools to apply our learning to daily life and work.

'New Footholds in an Interpretive Abyss: AU and the Ascent of Assessment'

The fact remains that as students we can only interpret our world and those in it from our personal educational perspective. At an essential level we also only have recourse to our human minds and senses. The insightful prose of counter-culture theorist Alan Watts summarizes this reality:

"One can only attempt a rational, descriptive philosophy of the universe on the assumption that one is totally separate from it. But if you and your thoughts are part of this universe, you cannot stand outside them to describe them... As the philosopher tries to stand outside himself and his thought, so, as we have seen, the ordinary man tries to stand outside himself and his emotions and sensations, his feelings and desires. The result is a fantastic confusion and misdirection of conduct which discovery of the mind's unity must bring to an end" (Watts, online).

We are never outside our world in a place of total objectivity. Yet, we may use the best of our abilities, and at AU this means all we learn in our coursework, to illustrate a more detailed and fecund interpretation of events. Darwin gives two examples of those most human of traits: revenge and caprice:

"Humboldt saw in South America a parrot which was the sole living creature that could speak a word of the language of a lost tribe" (Darwin, 197).

And:

"An officer had often plagued a certain baboon, and the animal, seeing him approaching one Sundar for parade, poured water into a hole and hastily made some thick mud, which he skilfully dashed over the officer as he passed by, to the amusement of many bystanders. For long afterward the baboon rejoiced and triumphed whenever he saw the victim" (Darwin, 85).

Although we cannot know with pristine certainty the nature of the thoughts and instincts these animals express, we can certainly interpret them in terms of our human minds. Rather than being solipsist in our assumptions; that is, assuming that no one exists as we do because we have

no final proof of their inner thoughts, we can take these humanesque examples from the natural world and consider them good evidence that nature is like us and indeed reflects the best and worst of our human natures. Interpretation requires a certain leap of faith but only insofar as we realize that all we have are the abilities we possess and that, just as all beings are made out of the same stardust, other creatures likewise also experience similar responses to their worlds, no matter the differences in vocalization or brainpower. Do animals philosophize about the nature of higher truths? Probably not. But they do react and behave in ways we can relate to.

One aspect of interpretation that makes humans special is our ability to recursively reconsider an event or individual. There's a ghostly countenance to our thought process, one uniquely fertilized by our studies as our coursework teaches us to don various theoretical lenses as they apply to given topics and issues. Interpretation is nothing if not an artful science. It depends on our disciplinary background as well as an apprehension of the raw facts at hand. There's no putting lipstick on a pig; some stuff just is.

And yet, much of what we encounter may seem different ways to different people at different times. For instance, a psychology major might look at the economist Adam Smith (notorious for claiming that capitalist marketplace relations are guided by an invisible hand of consumer preference) as unconsciously founding his philosophy on a moral expression of his upbringing as a fatherless child. When an adult figure is lost early in life it's common for that to affect our beliefs; Smith's invisible hand may well personify the ethical guidance he imagined his deceased father would have provided were he there: "His father died shortly before he was born, and his mother's loss doubtless explains the lifelong attachment that flourished between her and her son" (Sprague, 461). In the absence of a father, the mother took both roles, but young Adam would have been aware of the absence of his Dad. Psychologists could interpret Smith's lack of father as a key basis for his outlook on the world. After all, when an absence exists in our mind it tends to inform our thought. Yet, other disciplines might ignore this personal fact. Who's to say if this is a reasonable interpretation of Smith's thought any more than whether a parrot really ceased to speak certain words upon the death of a certain human.

What's absent is often what's most important; just think of that one person or course you always wondered about! AU gives us a unique chance to fill in a few unique blanks in our lives. Academic interpretation depends on the application of new perspectives and methodologies; no approach or person can imbibe all the facts under consideration if a rigorous analysis is to be applied. This is why disciplines have limits just as do the behavioural bounds of species. It all depends on how we choose to see the world and where our AU studies lead us. It's part of being a student to use our new-found academic resources to consider new approaches to material we encounter.

Learning to Beware of Dogmas: Critical Thought at Work

Darwin, and the 'ism' that bears his mind, tends to have been interpreted by some as sort of gospel that reduces the best of being human to the common denominator of being animal. A certain elevation of one dogmatic version of Darwinism has occurred; an apotheosis where assumptions of meaning surpass the reality of their interpretive ambiguity and elevate themselves to the status of a master-narrative. This *Fly on the Wall* is here reminded of Jean-Francoise Lyotard who wrote an elegant critique of grand narratives and expressed "incredulity toward meta-narratives" and their capacity to unconsciously maintain expansive epistemological blind spots (Lyotard, online). This parallels the tendency of some peers to downplay our educational endeavours as somehow lesser than activities in that nebulous real world. Everyone assumes they have an explanation for their world and this tends to extend to the world of others. Yet we know that our distance education studies not only enrich who we are, but also give us tools to understand our surroundings with greater intuitive richness.

Much of our intuition is learned, no matter what kind of animal we are. As scholars we learn to add a series of 'ands' to the possible interpretations facing us in our world. Rather than binaries of 'or', interpretation adds colour and possibility to our life's work. The more ways of seeing the better our view will be. And that makes all the difference; AU allows us new footholds on the abysses of meaning that embody our daily lives. We don't learn what's right and wrong so much as we learn to see from a panoply of new and exciting lookouts.

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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.



Student Sizzle — AU's Hot Social Media Topics

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

AthaU Facebook Group

Erika wonders why a withdrawal fee was assessed when withdrawing for medical reasons; waiting on an answer from AU for this one. Katy seeks advice on the best place to print off 300 pages of etext; responders suggest the library, among other places. Casey submitted two assignments for the same course on the same day and wonders what the marking turnaround will be.

Other posts include convocation, waiting for final marks, 3-year versus 4-year degrees, Jason's cat, and courses PHIL 152, POLI 330, and PSYC 200.

reddit

A trio of course questions about ACCT 250, ANTH 499, and SCIE 326.

Twitter

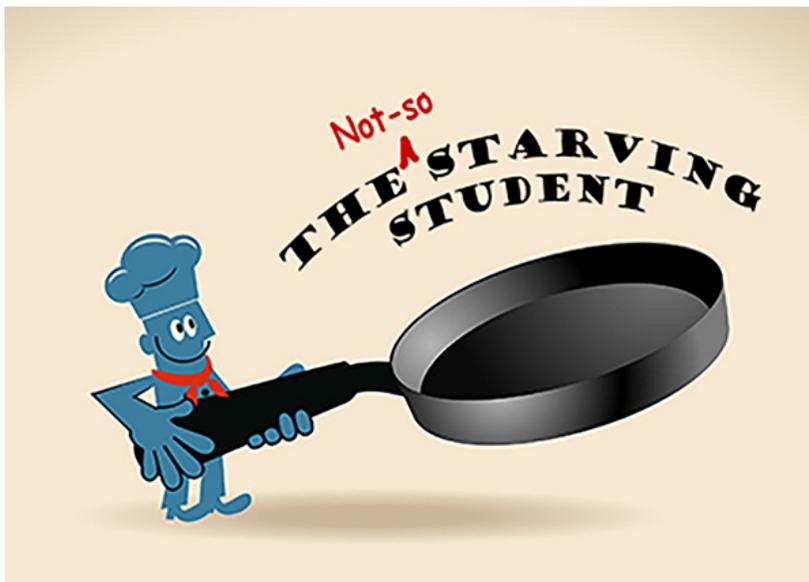
[@AthabascaU](#) tweets: "Incredibly excited about this announcement. Here we GO! #CFL #AthabascaU twitter.com/CFL/status/1138870845722566656."

[@austudentsunion](#) tweets: "Hop aboard the Hogwarts Express to the Winspear Centre! [@AthabascaU](#) has partnered with the Edmonton Symphony Orchestra to present the Music of Harry Potter on June 21 & 22. AU students and alumni can get 15% off tickets! <https://bit.ly/2Zl3eRW>."



The Not-So Starving Student Gourmet Canned Soup Recipes

Xin Xu



For AU students craving homemade Italian meals with minimal effort required, look no further. One easy way of preparing Italian meals is with canned soup assortments. While the idea may warrant some raised eyebrows, I can vouch that not only does this cut the amount of effort, but also guarantees some quality meals you can count on for a simple weekday dinner. By adding a touch of original ingredient, sometimes it's difficult to tell it came from a Campbell's Soup can.

Cream of Mushroom Fettucini

In the past month, during my practicum, I lived in Wainwright, a town in Eastern

Alberta. In my time there, I had some time to invent some new recipes that I could take home with me. A can of Cream of Mushroom soup alone is high in salt content and oftentimes not the healthiest option available. However, in making several tweaks, the Cream of Mushroom base can be a fast option for students that tastes gourmet and feels healthier.

Recipe:

1 can of cream of mushroom soup

1 cup of fettucini

200 g of ground beef

1/4 cup scallions

1 tsp olive oil

4-5 Mushrooms

2 Kraft Singles or other slices of cheese of your own choice

Chopped parsley for garnish

Instructions:

i) Boil fettucini until cooked and transfer to a plate

ii) Bring heat to medium and add olive oil to a sauce pan

iii) Add scallions, mushrooms, ground beef for 1 minute to bring out flavors

iv) Add cream of mushroom soup, ground beef and stir consistently for 20 minutes on medium heat

v) Add Kraft singles or cheese of your choice and wait until fully melted

vi) Add cooked fettucini to the sauce mixture

vii) Add chopped parsley for garnish

viii) Serve



Gourmet Italian Wedding Soup

Recently, I had a craving for Italian Wedding Soup. The fragrant herbs and hearty Italian sausage that accompany such an abundant and flavourful soup was a childhood favourite of mine. However, upon recalling the lengthy preparation involved, I lost interest in adding this masterpiece to my dinner. Instead, I opted for something that was simple but equally savoury. While you can buy traditional Italian Wedding Soup in a can, the health value of this option is quite low. Especially being reminded of the salt content, I knew I had to tweak this recipe to improve the canned version.

Recipe:

1 can of Italian Wedding Soup
 1 cup of chopped Romaine lettuce
 1/4 cup of chopped onions
 1 tsp olive oil
 1-2 chopped garlic
 200 g of ground beef
 Chopped basil or herbs of choice

Instructions:

- i) Add olive oil to a frying pan and slightly char garlic and chopped onions
- ii) Add ground beef to frying pan and cook until brown
- iii) Add Italian Wedding Soup and chopped lettuce to the mixture
- iv) Stir consistently on medium heat for 15 minutes or until lettuce is cooked
- v) Add fresh basil or herbs of choice
- vi) Serve



Tomato Soup Linguini

If you have leftover tomato soup in a can, don't be in a hurry to make yourself a highly mediocre and sodium-infused cup of hot soup. Instead, you can greatly improve your canned soup experience with a few tweaks. Pasta seems to have a strong affinity for canned soups. After adding linguini to the mix, you suddenly have a presentable dinner option.

Recipe:

1 cup of tomato soup
 1 cup of Linguini
 1 cup dried parsley flakes
 1-2 chopped garlic
 1/4 cup of chopped onions
 1-2 slices of Kraft singles or cheese slices of your choice

Instructions

- i) Bring water to a boil in a sauce pan and cook linguini for ~12 minutes or until ready
- ii) In a separate sauce pan, add chopped garlic, tomato soup and chopped onions
- iii) Stir sauce pan constantly for 5 minutes on medium heat
- iv) Add 1-2 Slices of Kraft singles or cheese slice of your choice
- v) Add linguini to the sauce mixture
- vi) Serve



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



The Study Dude

Four Ways to Wash Away School Worries

Marie Well



Studies can lead to stress. So, as students, our brains might chatter nonstop. We might second guess ourselves. We might toss and turn rather than drift into lullaby land. We might complain of headaches, sore muscles, and tiredness. We might even mingle with mental illness—after all, anxiety and depression can stem from negative thoughts, overthinking, and endless worries (Hill & Sharp, 2019). But if you worry often (like I do), then take comfort. We can more than heal; we can become our own best versions. Beef patties to triple A's? I'm in!

So, how can we stop worrying?

For one, we can exercise.

“Go for a mindful jog, a relaxing yoga class, or do sit-ups and on-the-spot exercises you can do right in your own home, like running in place, squats, and push-ups. It may be a

good idea to enroll yourself in boxing classes or join a sport” (Hill & Sharp, location 535 of 1998, 27%). Not much releases exam tension better than punching pads. But be careful your upper cut punch doesn't clip your own chin. (Yes, that hurts.)

For another, we can practice mindfulness.

“When a worry arises, don't pick it apart, don't judge it, don't get anxious about it, simply understand that this worry is just a thought and that is all it is. There is no action you need to take; there are no feelings you need to attach to it; there is nothing you need to do with this thought except be mindful that it is there” (Hill & Sharp, 2019, location 535 of 1998, 27%). I've learned that sometimes we can't control our situations. Events occur and emotions arise. No-one is perfect. And often new doors open when bad stuff strikes. So, the next time an ice storm brews, think popsicle stands.

For yet another, instead of changing the people around us, we can change ourselves.

“[We] cannot control someone else's behavior, but [we] can control how [we] react and what [we] perceive from their words or actions. Understand that, in most cases, [we] can only control how [we] react or behave in situations or when confronting someone else” (Hill & Sharp, 2019, location 550 of 1998, 27%). If I feel jealousy, I turn it into unconditional love. If I feel hopeless, I seek out projects that whip up zest. If I feel anger, I practice patience and forgiveness. And, at first, such healthy changes sting like my chin

after a misplaced upper cut punch. But listen to the Buddhist monks. They say, once it no longer hurts, we've arrived. Ouch!

Lastly, we can meditate.

“Meditation is one of the most effective relaxation strategies ... Meditation is not just a quick fix to calming [us] down, but a long-term, effective solution in training [our] mind to handle stressful situations better” (Hill & Sharp, 2019, location 565 of 1998, 28%). I started meditating for fifteen minutes a day, broken up into 5-minute stints. And today I doubled my meditation time. According to an article, when we meditate not only do we benefit, but our loved ones do, too. The study says that, when we meditate regularly, the people we interact with show reduced negative emotions. So, next time you spend the house down-payment on textbooks, meditate.

Now to meditate on that exam—or upper cut punch. But before the face reddens, remember the monks' motto: when it no longer hurts, we've arrived.

References

Hill, Chase, & Sharp, Scott. (2019). *How to Stop Overthinking: The 7-Step Plan to Control and Eliminate Negative Thoughts, Declutter Your Mind and Start Thinking Positively in 5 Minutes or Less*. E-book.



The Fit Student Could Breast Implants Cause Disease?

Marie Well



“Many thousands of women were told that breast implants were safe and ‘would last a lifetime’”

(Kolb, location 147 of 3363, 4%).

As students, you likely don't carry much cash. Some broke AU femmes might ponder working part-time at pubs. And some of these women may opt for breast implants. But I urge you—do neither. Did you know that breast implants might leave you stricken with silicone immune disease?

But what is silicone immune disease?

Let's get it straight, you may not find silicone immune disease in any medical textbook. Dr. Susan E. Kolb in her book dated 2009, claims, “Patients are suffering from silicone immune disease, a new illness that has not been identified or characterized and for which laboratory tests confirming their diagnosis do not yet exist” (location 1010 of 3363, 30%).

So, what is this disease? According to Dr. Kolb, a pioneer on identifying the disease, and a sufferer herself, “Silicone Immune Disease can occur when silicone gel leaks outside the silastic shell of breast implants” (location 883 of 3363, 26%). So, if you have breast implants, should you fear this so-called disease? Well, “a number of studies have shown that silicone implants are likely to leak within ten years of surgical placement, releasing free silicone into the body” (location 907 of 3363, 27%). But ten years seems far off, right? Be cautious as Dr. Kolb claims “symptoms from the newer generation of silicone implants may appear after only a few years of exposure, while the older implants typically took eight to ten years” (location 125 of 3363, 4%).

Dr. Kolb says she “receive[s] phone calls almost daily from women who begin to suffer health problems shortly after receiving implants Based on the symptoms patients describe, [she] suspect[s] that some of these implants may be leaking or leeching chemicals” (location 795 of 3363, 24%). I always wondered where leaked silicone goes: does the body sweat it out? Or does the body eliminate it through defecation and urination? I shudder when I recall a talk show guest whose breast implants ate through her skin. Dr. Kolb claims that “when the silicone leaks from the casing, it migrates throughout the body, affecting every organ and system of the body” (location 895 of 3363, 27%).

What happens if your breast implants leak? According to Dr. Kolb, “patients can present more than twenty symptoms, many of them vague, like muscle aches, chronic fatigue, and brain fog. The illness progresses slowly over a number of years and can be difficult to diagnose. Nonspecific diagnoses of arthritis, chronic fatigue syndrome, and fibromyalgia are common” (location 883 of 3363, 26%). I believe I suffered chronic fatigue syndrome—and it felt hellish. Some people with chronic fatigue syndrome wind up bedridden for years—even decades—unable to tolerate light or sound.

Many of Dr. Kolb’s breast implant patients “complained of fatigue, muscle aches, and mental clouding, which were common symptoms in a condition called fibromyalgia” (location 1202 of 3363, 36%). Fibromyalgia shows similarities to chronic fatigue syndrome—both, in my mind, devastating diseases. “Research, published in *The Journal of Rheumatology*, showed that women with ruptured implants had an increased incidence of fibromyalgia, a disease known to be associated with chemical toxicity” (Kolb, location 1033 of 3363, 31%). The chemicals in a scented laundry detergent caused my brain to ache. So, I threw out a hardly touched jug of the detergent. But I shiver at the helplessness I’d feel if chemicals leached *inside* my body. Dr. Kolb says, “Thirty-seven chemicals are used in making silicone implant gel” (location 977 of 3363, 29%). And “since it is well known that chemicals can trigger autoimmune disease, it should not be a surprise to anyone that once these chemicals leak into the body, an autoimmune disease results” (location 999 of 3363, 30%). To top it off, Dr. Kolb (2009) noticed that most of her breast implant patients who died succumbed to lymphoma.

In light of her discoveries, Dr. Kolb asserts, “The extensive effect that silicone and the chemicals contained in it can have on the neurological, immune and endocrine systems of the body was becoming increasingly clear to me” (location 1144 of 3363, 34%).

So, why doesn’t everyone know about the perils of breast implants?

Dr. Kolb suggests corporate interests keep research hushed on the risk of silicone implant disease. “The irony here is that science, a field of endeavor designed to systematically

uncover to the truth, has been used to sabotage the truth in the service of corporate survival” (Kolb, location 1109 of 3363, 33%).

Dr. Kolb claims research on silicone immune disease is riddled with biases. “It is common practice for the institutions conducting the research into the safety of breast implants to receive endowments from the Dow Corning, Dow Chemical or other interested corporate concerns” (location 1010 of 3363, 30%). As for “medical research on the problems with both silicone and saline implants ... much of it was financed by the companies who were manufacturing and profiting from the industry and then carried out by plastic surgeons who were hardly objective in the matter” (Kolb, location 714 of 3363, 21%).

Dr. Kolb hints that more than just corporations may be complicit: “Even the federal government, including the FDA and Institute of Medicine ... are heavily influenced by the corporations involved in the manufacturing of the very products under consideration. Much of the research that has been done in this area has been done by the research and development divisions of the corporations themselves or in academic or medical research facilities endowed by the same corporations” (location 1022 of 3363, 30%). So, if you do academic research, pay close attention to any biases linked to your funding.

What can you do if you have breast implant disease?

To address silicone immune disease, Dr. Kolb developed the *Silicone Immune Protocol*. “The Silicone Immune Protocol addresses diet, exercise, nutrients, inflammation, immune function, detoxification, pain, infection, nerve pain, fatigue, insomnia and miscellaneous conditions” (location 1180 of 3363, 35%). In my view, though, prevention offers the best remedy—don’t ever get breast implants.

But the other side disagrees.

A report titled *Safety of Silicone Breast Implants* says, “There was insufficient evidence to establish that either saline or silicone breast implants caused systemic health effects” (Kolb, location 761 of 3363, 23%). Other reports say the same.

But Dr. Kolb questions whether studies on an unidentified disease can be deemed trustworthy.

As well, Dr. Kolb claims that “the scientific studies the FDA reviewed only followed women with breast implants for three years after implantation and four years [But] the shell starts to break down eight to ten years after implantation, so any study that does not follow the women’s health for more than ten years is seriously flawed” (location 1057 of 3363, 31%).

And the debate continues.

Even if breast implants are deemed safe, I say stick with nature.

References

Kolb, Susan E. (2009). *The Naked Truth About Breast Implants: From Harm to Healing*. Minnesota: Lone Oak Publishing.





Dear
Barb

Barbara Godin

A Condition of Family

Dear Barb:

I look forward to reading your column as often as I can. Recently my younger brother was diagnosed with a mental illness. We always knew there was something different about him, but we hoped he would outgrow it. He seems to have gotten worse over the years, very unstable; some days he seems okay and the next he is totally out of whack. As a family we want to support him, but most days he rejects us, by either withdrawing or lashing out. His behaviour is very difficult for all us especially my mom. When Jamie has a good day, mom thinks he will be okay, then the next day, he is seeing things and yelling at every one. How are family members suppose to deal with this? We need some support and advice, can you help? Rebecca.

Hi Rebecca:

Thanks for taking the time to write. I'm sorry your brother and your family have to go through this. I also had a sister with mental illness and it was a very challenging and stressful experience for everyone. A person living with a psychiatric disorder may push family members beyond their tolerance level, even though they try their best to support the person. Your emotions will go from compassion and concern all the way to anger and frustration, which can lead to feelings of guilt. Keep the lines of communication open. Watch for times when your brother is calm and receptive and take the time to sit down and talk about his feelings, or what is bothering him. Also take the time to go for a walk, or to a

movie with your brother, sometimes just being with a person is the best medicine. At the times when your brother seems open, try to discuss his diagnosis, but if you notice him becoming agitated, don't pursue it, just let it go. When the time is right and he is ready to discuss it, ask if he would be interested in doing some research to learn more about his condition and how to manage it. Offer to go to doctor's appointments with him. It is most important to support your brother so that he does not feel alone with his condition. You also need to recognize that your brother may not be ready to accept help or even believe there is anything wrong with him. At that point there is really nothing you can do. You cannot force someone to get treatment. An individual has the right to decide if they want to accept help or refuse it. There is only so much you can do and it is essential that you and your family members take care of yourselves. If the situation is becoming more than you can handle reach out to health care professionals, such as your family doctor, to find out what resources are available for you and your family.

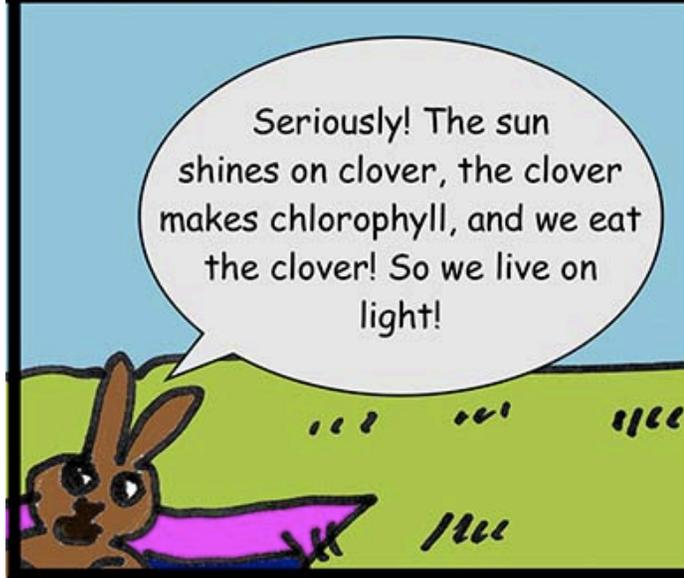
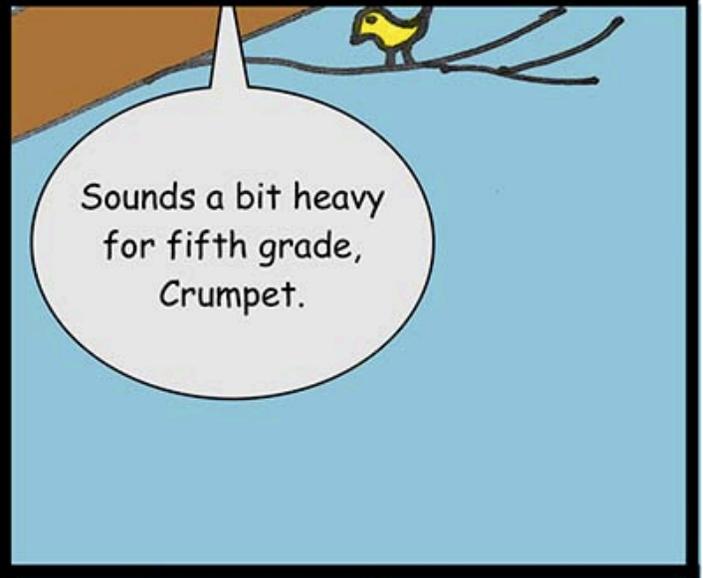
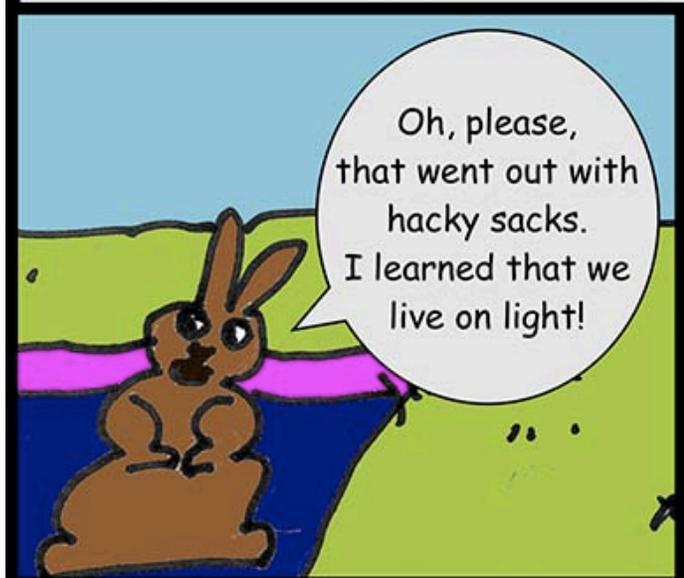
Best of luck Rebecca, all you can do is your best.

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
Living on Light

Wanda Waterman



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IMPORTANT DATES

- Jun 15: [AUSU In-Person Council Meeting](#)
- Jun 15: [July degree requirements deadline](#)
- June 30: [Deadline to apply for course extension for Aug](#)
- Jul 10: [Deadline to register in a course starting Aug 1](#)
- Jul 15: [Aug degree requirements deadline](#)
- **NOTE:** No Council Meeting in July

Last day to enter the #igo2AU Contest

AUSU has over \$1000 in prizes to give away!

HOW TO ENTER:

- FOLLOW AUSU on social media ([Facebook](#), [Instagram](#), or [Twitter](#))

AND

- TAG A SOCIAL MEDIA POST with the hashtag [#igo2AU](#)

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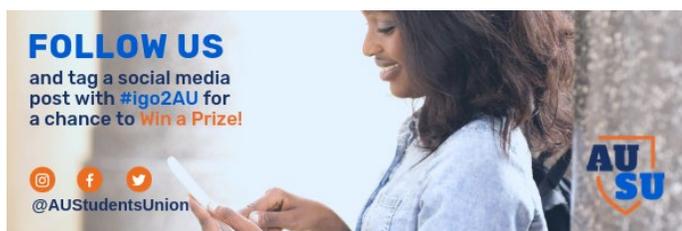
CONTEST DEADLINE: TODAY, June 14, 2019

One entry per person. Winners chosen by random draw.

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For more information visit our website [here](#).



In-Person Public Council Meeting

AUSU's June Council Meeting will be held *in-person* in Edmonton during our 2019 Council Retreat. Members are welcome to attend the council meeting either in person or by teleconference. Great chance to see your elected student council representatives in action, all together!

The agenda & teleconference instructions are posted on our website [here](#).

When: Saturday, June 15 from 1:30 - 3:00pm EDT

Where: [207 Energy Square](#), 10109 106 Street NW, Edmonton, AB. T5J 3L7

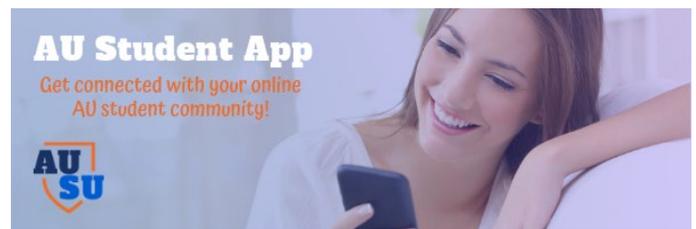


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