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Roundtable Discussion Questions

1. What barriers do we imagine/suspect/know students experience to seeking support through the writing centre at their academic institution?
2. How does the location of the writing centre serve to position it as **culturally neutral** or **culturally good**, and how does this positioning impact students' perceptions and experiences of the services we offer (perhaps especially if they do not feel welcome)?
3. In academic institutions where "standard English" is a core writing expectation, what are the writing centre's ethical responsibilities to students? How can writing centres empower students' voices and individual writing practices within these environments?

What is Structural Violence?

 Term introduced by Johan Galtung in "Violence, Peace, and Peace Research" (1969): "There may not be any person who directly harms another person in the structure. The violence is built into the structure and shows up as unequal power and consequently as unequal life chances" (p. 171)

 The uneven distribution of literacy/education is named directly.

¹ These graphs represent only an initial, cursory survey that I did speaking with staff in student services at SFU (Back on Track program, Fraser International College, International Services for Students, and the Centre for Students with Disabilities) and comments made by staff and student representatives at a panel discussion hosted at a Student Learning Commons staff retreat in February 2018. The student narrative circles are also informed by comments from a Graduate Writing Facilitator colleague and by my reading of Collins and Sims (2006).

Invisible/Invisiblized Barriers

“Personal violence *shows*. The object of personal violence perceives the violence, usually, and may complain – the object of structural violence may be persuaded not to perceive this at all [...] Structural violence is silent, it does not show” (Galtung, 1969, p. 173)

“the powerless do not recognize their exploitation or their position of subjugation. Even if they [do] they tacitly accept the legitimacy of their position” (Thomas-Peter, 2017, np.)

Selected Additional Resources:²

Nayak, A. (1997) Tales from the darkside: Negotiating whiteness in school arenas, *International Studies in Sociology of Education*, 7(1), pp. 57-79.

Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), pp. 167-191.

Hathcock, A. (2015). White librarianship in blackface: Diversity initiatives in LIS. *In the Library with the Lead Pipe*, <http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity/>

Heng Hartse, J. & Kubota, R. (2014). Pluralizing English? Variation in high-stakes academic texts and challenges of copyediting. *Journal of Second Language Writing*, 24, pp. 71-82.

hooks, b. (1994). *Teaching to transgress*. New York: Routledge.

Karabenick, S.A. & Newman, R.S. (2006). *Help seeking in academic settings: Goals, groups, and contexts*. Mahwah, NJ and London: Lawrence Erlbaum Associates.

Especially Chapter 5: *Help Seeking in Cultural Context* by Simone Volet and Stuart A. Karabenick and Chapter 8: *Help Seeking in Higher Education Academic Support Services* by William Collins and Brian C. Sims

Thomas-Peter. B.A. (2017, November). *Structural violence in forensic psychiatry: The harm we do when we do good*. Paper presented at the 37th Annual ANZAPPL Annual Congress, Perth, Australia.

Vowel, C. (2016). *Indigenous writes: A guide to First Nations, Metis & Inuit Issues in Canada*. Winnipeg, MB: Highwater Press.

Zuroski, E. (2018). Holding patterns: On academic knowledge and labor. *Medium*.
<https://medium.com/@zugenia/holding-patterns-on-academic-knowledge-and-labor-3e5a6000ecbf>

² I read these texts while preparing for this session and thought that they would make for interesting and worthwhile further reading. Since I have so far been unable to find any texts that directly address the themes of structural violence and writing centres, I am drawing on a number of related texts from outside of the specific writing centre context.