

# Kaleidoscope: A Graduate Journal of Qualitative Communication Research

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## Front Matter

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Volume Thirteen

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# KALEIDOSCOPE

A Graduate

Journal

of

Qualitative

Communication

Research



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**Submission period for Fall 2015 Issue:  
November 15, 2014 – February 15, 2015**

*Kaleidoscope* is a refereed, annually published print and electronic journal devoted to Communication Studies graduate students who work at the intersections of *philosophy, theory, and/or practical application of qualitative, interpretive, and critical/cultural communication research*. We especially encourage contributions that are both innovative and rigorous in their approach, and that expand understanding of a diverse range of communication phenomena.

In addition to print-based scholarship, *Kaleidoscope* welcomes scholarship forms such as video/audio/photo of staged performance, experimental performance art, or web-based artistic representations of scholarly research. Regardless of form, all submissions should represent a strong commitment to academic rigor and should contribute to and advance salient scholarly discussions. Web-based scholarship should be accompanied by a word-processed artist's statement of no more than five pages. We also invite web-based content that is supplemental to manuscript-based scholarship (e.g., a manuscript discussing a staged performance could be supplemented by video footage from said performance).

Each submission received during the submission period and deemed by the editor to be appropriate to the style and content of *Kaleidoscope* will receive a blind assessment by two outside reviewers: (1) a faculty member and (2) an advanced Ph.D. student. Blind review will always be employed for manuscripts: authors always remain anonymous and should remove all identifying references. For works presented in video/audio/photo form, however, we may not be able to guarantee author anonymity. The editors of *Kaleidoscope* will take reasonable action to ensure all authors receive an unbiased review. Reviewers have the option of remaining anonymous or disclosing their identities to the author via the editor.

Submissions must not be under review elsewhere or have appeared in any other published form. Manuscripts should be no longer than 25 pages (double-spaced) or 7,000 words (including notes and references) and can be prepared following MLA, APA, or Chicago style. All submissions should include an abstract of no more than 150 words and have a detached title page listing author name, institutional affiliation, and contact information. To be hosted and available for download on the *Kaleidoscope* website, media files should not exceed 220 MB in size. Larger video and audio files can be streamed within the *Kaleidoscope* website but must be hosted externally. Authors must hold rights to any content published in *Kaleidoscope*, and permission must be granted and documented from all participants in any performance or presentation.

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## EDITOR'S NOTE

This year, I am happy to report that *Kaleidoscope* remains the very best journal for showcasing graduate-student scholarship, and one of the few journals that takes seriously its mission to create an open, nurturing, and reflexive pedagogical experience for reviewers and authors. Importantly, we do not see our focus on quality and mentorship as mutually exclusive; that is, to create the best scholarship, one must foster a culture that rewards intellectual risk-taking through affirmation and trust. And, with nearly 15,000 full-text downloads in the past year alone, other researchers from around the world obviously agree that our journal's approach has helped create some of the best scholarship in our field.

Although *Kaleidoscope* is recognized as a premiere journal for graduate-student scholarship, its reputation does not come easily. The labor that goes into making each issue is enormous, and much of it goes unseen. Luckily, our journal has a long list of people from around the country who are willing to contribute their time and energy. First and foremost among these volunteers are the associate editors: Benny LeMaster, Hsun-Yu (Sharon) Chuang, Steven K. Farias, Nico Wood, and Samuel S. Sloan. Each associate editor reviewed a high number of manuscripts, collaborated on reconstituting the editorial board, and mailed out over a hundred issues to subscribers (to name just a few of their duties). Second, our editorial board. This year, we welcomed 11 new members to our board: Bryant Keith Alexander, Theresa Bergman, Bernedette Calafell, Karma Chavez, Jennifer Dixon, Deanna Fassett, Jennifer Freitag, Chuck Morris, Kent Ono, Tracy Stephenson Shaffer, Blair Thompson, and Naida Zukic. All of these members were prompt in their communication and gracious in their feedback. Third, graduate students across the country who volunteered to review. These students are already over-worked and under-appreciated within academia, and yet still found time to review the work of their peers. Finally, our faculty advisors, Drs. Suzanne Daughton and Nilanjana Bardhan. Each was a tireless advocate for the journal both within and beyond our university. It would be safe to say that this issue would not be published without their advocacy.

This year we accepted 43 submissions for review, the highest in our journal's history. We accepted only six manuscripts for publication, which demonstrates the competitiveness of the review process. The first four articles of this issue respond to our general call. The lead article, written by Jessica A. Pauly, utilizes a politically attentive relational constructionist (PARC) approach to understand how an often hard-to-recruit demographic (i.e., faculty members at a research intensive university) conceptualize and practice service-learning pedagogy. Next, we visit the dynamics of fathering and mothering. Matthew R. Dealy, in his autoethnographic account, visits moments of "avoided connections" and poignantly reminds us of the relational work that goes into fathering. Molly W. Cummins draws upon

Foucault's notion of the panoptic gaze to understand how pregnant bodies, and reproductively-primed (i.e., female body that has reached menarche) bodies, are disciplined through different societal logics. Finally, Christina L. Ivey delves into the tensions that arise from identifying as both Christian and queer in her autoethnographic essay.

In addition to the general call, we issued a special call: Pushing the Boundaries: New Developments in Qualitative Methodologies. These submissions are brief essays that highlight new and exciting directions for qualitative research. This portion of the issue is introduced by associate editors Steven K. Farias and Hsun-Yu (Sharon) Chuang. Both do an excellent job of conceptualizing important tenets of qualitative research and introducing our two featured authors. Our first essay is by Meggie Mapes, who utilizes Derrida's notion of the "supplement" to navigate tensions between presence and absence in performance. Our second essay is by Renata Kolodziej-Smith, who introduces us to Bahktin's notion of the carnival, and argues for an expanded understanding of its analytical power in organizational communication studies. Both essays showcase the creativity and rigor that young scholars can offer the field of qualitative communication studies.

As my tenure comes to a close, I am happy knowing that Benny LeMaster will be the new editor. Benny has been a gracious reviewer and a reliable associate editor for the past three years. I am excited by many of the ideas that ze has for the new issue, and know that *Kaleidoscope* will continue to prosper under hir leadership.

— C. Kyle Rudick, Editor