

Kaleidoscope: A Graduate Journal of Qualitative Communication Research

Volume 23

Article 1

2024

Kaleidoscope Volume 23 Front Matter

Sean TE Maulding

Southern Illinois University Carbondale, sean.maulding@siu.edu

Follow this and additional works at: <https://opensiuc.lib.siu.edu/kaleidoscope>

Recommended Citation

Maulding, Sean TE (2024) "Kaleidoscope Volume 23 Front Matter," *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*: Vol. 23, Article 1.

Available at: <https://opensiuc.lib.siu.edu/kaleidoscope/vol23/iss1/1>

This Article is brought to you for free and open access by OpenSIUC. It has been accepted for inclusion in Kaleidoscope: A Graduate Journal of Qualitative Communication Research by an authorized administrator of OpenSIUC. For more information, please contact opensiuc@lib.siu.edu.

E D I T O R**SEAN MAULDING***Southern Illinois University Carbondale***A D V I S I N G E D I T O R****JANINE ARMSTRONG***Manchester University***A S S O C I A T E E D I T O R S****T BROWN, INDIA HAGEN-GATES, MARIO SANDERS***Southern Illinois University Carbondale***F A C U L T Y A D V I S O R****CRAIG GINGRICH-PHILBROOK***Southern Illinois University Carbondale***E D I T O R I A L B O A R D**

- Tony E. Adams**
Bradley University
- Bryant Keith Alexander**
Loyola Marymount University
- Jay Baglia**
DePaul University
- Teresa Bergman**
University of the Pacific
- Keith Berry**
University of South Florida
- Gwendolyn Blue**
University of Calgary
- Alison Fisher Bodkin**
James Madison University
- Deborah C. Breede**
Coastal Carolina University
- Travis Brisini**
Louisiana State University
- Lacey C. Brown**
University of Tampa
- Barry Brummett**
University of Texas at Austin
- Bernadette Calafell**
Gonzaga University
- Karma Chávez**
University of Texas at Austin
- Devika Chawla**
Ohio University
- Chris Collins**
Missouri State University
- Nicole Cox**
Valdosta State
- Alex Davenport**
St. Cloud State University
- Jenny Dixon**
Marymount Manhattan College
- Natalie Dollar**
Oregon State University- Cascades
- Deanna L. Fasset**
San José State University
- Lisa Flores**
University of Colorado- Boulder
- Sonja Foss**
University of Colorado- Denver
- Matt Foy**
Upper Iowa University
- Jenn Freitag**
University of Dayton
- Cathy B Glenn**
Independent Scholar, The Relational
Democracy Project
- Angela Glunz**
University of Tennessee at Martin
- Stacy Holman Jones**
Monash University
- Jade Huell**
California State University, Northridge
- Greg Hummel**
SUNY Oneonta
- Sonia Ivancic**
University of South Florida
- Elaine Bass Jenks**
West Chester University
- Douglas Kellner**
University of California, LA
- Grant Kien**
California State University, East Bay
- Amy Kilgard**
San Francisco State University
- Lore/tta LeMaster**
Arizona State University
- Alexander Lockwood**
University of South Carolina
- Shauna MacDonald**
Cape Breton University
- Tema Milstein**
University of New South Wales
- Jennifer Scott Mobley**
Grove City College
- Kent A. Ono**
University of Utah
- Andy Opel**
Florida State University
- James T. Petre**
Bloomsburg University of
Pennsylvania
- Caroline Joan (Kay) S. Picart**
Florida Agricultural & Mechanical
University- College of Law
- Christopher N. Poulos**
University of North Carolina at
Greensboro
- Shelley Rawlins**
Utah Tech University
- C. Kyle Rudick**
University of Northern Iowa
- Timothy R. Steffensmeier**
Kansas State University
- Omar Swartz**
University of Colorado- Denver
- Lisa M. Tillmann**
Rollins College
- Kristen P. Treinen**
Minnesota State University, Mankato
- Darren J. Valenta**
Concordia College
- Rebekah Whitaker**
Union University
- Colin Whitworth**
Georgia College and State University
- Yusaku Yajima**
University of Louisiana Monroe
- Naida Zukic**
Borough of Manhattan Community
College

Call for Submissions for Volume 23: *Resilience and Progress*

In addition to general submissions, the editor encourages the submission of scholarship that emphasizes both *resilience* and *progress*. On their own, both terms are contested. Among other definitions, *resilience* has been defined as coping, continuing to exist, remaining entirely unchanged, and as the ability to return to status quo (McAslan, 2010; Richardson, 2002). *Progress* has been theorized as inevitable and predetermined, subjective, and as decided by specific benchmark metrics (Palmer, 2017). However contested, together, these concepts can move in important ways between and among theoretical and lived, instructional and survival. This call seeks research demonstrating an interplay of *resilience* and *progress*.

This special call asks authors to consider the concepts, strategies, and impacts of *resilience* and *progress* at the personal or community levels. As you are preparing your manuscript, consider the following guiding questions: How are the concepts of *resilience* and *progress* theorized in communication scholarship? How are the two terms intertwined? How do we communicate *resilience* and *progress*? Who has the authority to declare the existence of *resilience* or *progress*? Who has the power to decide which *resilience* or *progress* strategies to pursue? What do these concepts look like when enacted at the personal or community levels? What ethical obligations need to be considered when enacting *resilience* and *progress*?

The editor welcomes submissions from a variety of qualitative methodologies and mixed- methodological approaches, including critical/cultural analysis, web-based and new media research, autoethnography, poetic and arts-based inquiry, performance scripts, as well as other qualitative methods. Authors should identify in their cover letter whether their submissions address the special call. All submissions, including those for the special call, should follow regular submission guidelines. All authors must be graduate students at the time of submission.

To submit a manuscript, please visit opensiuc.lib.siu.edu/kaleidoscope.

For additional information and questions, contact Sean Maulding at kalscopejml@gmail.com.

References

- Palmer, A. (2017). On progress and historical change. *Know: A Journal on the Formation of Knowledge*, 1(2), 319-337. <https://doi.org/10.1086/693676>
- McAslan, A. (2010). *The concept of resilience: Understanding its origins, meaning and utility*. Torrens Resilience Initiative. <https://www.flinders.edu.au/content/dam/documents/research/torrens-resilience-institute/resilience-origins-and-utility.pdf>
- Richardson, G.E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58(3), 307-321. <https://doi.org/10.1002/jclp.10020>

TABLE OF CONTENTS

- 1 - 15 The Case of *Cronos*: A Study of Familial Resilience and
Transnational Political Critique
Nicole Tanquary
- 16 - 34 New American Terminology and the Immigrant Identity
Sheyla Finkelshteyn & Kate Nimako
- 35 - 53 Becoming the Protagonist: Finding Oneself Through Studying
Abroad in Japan
Clara N. Barnhardt
- 54 - 76 Decision-Making as Communicated Narrative Sense-Making:
Resilient Experience of Mormon Adoptive Parents
Blake Harms
- 77 - 97 “What Kind of Teacher are you?”: Critical Communication
Pedagogy in *Abbott Elementary*
India Hagen-Gates

PERMISSIONS AND COPYRIGHT

The School of Communication Studies, Southern Illinois University Carbondale, holds the copyright for Kaleidoscope and reserves the rights to all materials published therein. Brief portions of material may be copied and quoted without permission with the proper citation. If making copies for scholarly or classroom use, this citation should be clearly displayed: “Copyright by the School of Communication Studies, Southern Illinois University Carbondale. Reproduced by permission of the publisher.” This permission extends to a limited number of copies of material in Kaleidoscope for scholarly or classroom use if (1) materials are distributed at no charge or for the cost of copying, and (2) the material includes the full bibliographic citation.

Copyright © 2023-2024, School of Communication Studies, Southern Illinois University Carbondale

Support for the Kaleidoscope project is presently provided by the **SIU Office of the Vice Chancellor for Research, The SIU Graduate and Professional Student Council, The SIU College of Liberal Arts, and the SIU School of Communication Studies. The National Communication Association** has also provided past support for this project. Kaleidoscope is indexed, abstracted, and available in full-text electronic format from EBSCO Publishing, 10 Estes Street, P.O. Box 682, Ipswich, MA 01938. Phone 978.356.6500. E-mail ep@epnet.com. Web: www.epnet.com. ISSN: 1552-700X

EDITOR'S NOTE

It's that time, once again, when we release the new volume of *Kaleidoscope*. Volume 23, with its special call of *Resilience and Progress*, adds five new manuscripts to the incredible trove of scholarship from *Kaleidoscope's* twenty-five years of communication studies research. In honor of our quarter century, I'd like to highlight a few points from our readership data. Papers from *Kaleidoscope* have been downloaded over 100,000 times from nearly 7,000 institutions around the world. *Kaleidoscope* is a wonderful journal in terms of the reach and breadth of its publications, which span a variety of methodologies and numerous research interests. The graduate student contributors to this journal have truly helped to shape an expanding discipline in an ever-changing world.

However, to echo some of our past editors, the beauty of *Kaleidoscope* is also found in its contributions to the education and careers of the graduate students, the authors, the editors, and the graduate student reviewers. *Kaleidoscope* is often an entry into the publication process. I'd like to thank my advising editor, Janine Armstrong, for stressing the importance of an ethic of care and our faculty advisor, Dr. Craig Gingrich-Philbrook, for ensuring that patience, demystification, and desire to serve starts from the top. During every stage of the process, from submission to reviews, revisions to publication, *Kaleidoscope* is a place that nurtures the skills graduate students in our discipline will need in their academic careers. I'm proud to be part of continuing this tradition, now 25 years in the making, with the publication of volume 23.

Of course, this would not be possible without that proverbial village. I would like to thank our associate editors India Hagen-Gates, Mario Sanders, and T Brown, for taking the time out of their doctoral studies to review submissions and assist authors during the revise and resubmit stages. I would also like to thank Alicia Utecht for serving as a doctoral student reviewer, as well as our entire editorial review board for lending their unmatched expertise to our journal. In addition, I would like to thank Dr. Tsatsoulis, the Vice Chancellor for Research & Dean of the Graduate School; Dr. Joddy Murry, the Dean of the College of Liberal Arts; and the SIU School of Communication Studies for your financial and institutional support. Please know that we are truly grateful for your contributions, without which we very well could have ceased to exist twenty-four years ago.

The first essay, written by Nicole Tanquary, is an insightful analysis of Guillermo del Toro's *Cronos* and the North American Free Trade Agreement. In a critique of neoliberalism and its focus on the individual's need for resilience, Tanquary highlights the power in the collective resilience of family.

In the next essay, Sheyla Finkelshteyn and Kate Nimako investigate the resilience of the American immigrant, while problematizing the term *new American*. Through interviews with American immigrants, Finkelshteyn and Nimako display a diversity of immigrant identities and varying attitudes toward the hegemonic *new American*.

In *Becoming the Protagonist*, Clara N. Barnhardt uses autoethnography to process the experience of traveling abroad. Using a creative blend of theory, personal narratives, and elements of anime, Barnhardt takes the reader through her journey of self-discovery and transformation as an American student traveling abroad in Japan.

In our fourth essay, Blake Harms displays the ongoing nature of decision making by proposing a narrative approach to the decision-making process of Mormon adoptive parents. Through conducting and analyzing interviews with Mormon adoptive parents, Harms argues the need to recognize the resilience of narratives as an important element of how we make sense of our decision-making.

In our final essay, India Hagen-Gates examines the television series *Abbott Elementary*, as a text for showcasing elements of critical communication pedagogy (CCP). Hagen-Gates explains how *Abbott Elementary* is useful for recognizing CCP's commitments of culture as central, language as constitutive, and reflexivity, in an ongoing effort to improve one's pedagogy.

Again, thank you all for supporting and engaging with *Kaleidoscope*. We can be here for you, because of you. On behalf of *Kaleidoscope*, I hope you enjoy volume 23.

-Sean Maulding, Editor