



Sociology  
of Childhood



NEWSLETTER

DECEMBER 2024



*“Un/desired mobilities”*  
Synthography by [Olga Tjukova](#)

<a href="#">Editorial</a>	2
<a href="#">Letter from the President</a>	3
<a href="#">Interview</a>	4
<a href="#">Essays, Commentaries, Reviews</a>	7
<a href="#">Calls &amp; Events</a>	12
<a href="#">Publications</a>	18
<a href="#">Photography by Childhood Researchers</a>	19
<a href="#">Call for Content</a>	25
<a href="#">Call for Translators</a>	26
<a href="#">RC53 Board and Communications Team</a>	26
<a href="#">Invitation to Membership</a>	27

  Follow ISA RC53 on [Twitter/X](#):  
[@IsaChildhood](#)

International Sociological Association (ISA),  
RC53 Research Committee on Sociology of Childhood

# Editorial

Dear Colleagues and Members of the ISA RC53,

We are pleased to present our December 2024 newsletter, packed with significant content showcasing diverse everyday realities of childhoods around the world. This issue features an interview with a Turkish childhood storyteller, a letter to two Gazan babies, an essay on intergenerational trust among young Argentinians and updates on new publications and events.

Preparations for the 5th ISA Forum are progressing fantastically in collaboration with you. Be sure to check the *Calls & Events* section for the list of the RC53 sessions, for which abstracts have now been selected. A truly exciting programme is taking shape for our research committee at the Forum!

Furthermore, we invite you to check out the timeline leading up to the 5th ISA Forum and of course, the registration grant call on pages 14-15! We look forward to seeing you in Rabat, Morocco.

As a new initiative, our newsletter now includes a *Photography by Childhood Researchers* section, featuring images and photographs related to childhoods taken by scholars. In this issue, we are delighted to exhibit the first submissions. We warmly encourage you to contribute your creative work for the upcoming June 2025 issue!

On a different but equally important note, we would like to draw your attention to recent email scams claiming to be from ISA or RC management team members, requesting money for ISA activities from fraudulent email accounts. ISA reminds us that its management team will never request money in the name of the ISA.

As always, we extend our heartfelt thanks to our readers and contributors from around the world for enriching this newsletter with such diverse content. Your contributions enhance both its contemporary relevance and archival significance.

We encourage you to continue submitting your contributions for the upcoming June 2025 issue. A wide range of proposed content and guidelines can be found in the *Call for Content* section of this newsletter!

As the Gregorian calendar turns to a new year, may the novelty of time remind us of the timeless value of peaceful playgrounds for children across the world.

Warm regards,  
Hamide Elif Üzümcü  
ISA RC53 Communications Manager

## Disclaimer

RC53 and the Communications Team disclaim any responsibility or liability for inaccuracies or incompleteness in the content of this newsletter. The content is provided at the contributor(s)'s request. Contributors bear the responsibility for their own content and are liable for ensuring data ethics, appropriate consents and privacy standards related to content involving child or adult participants.

# Letter from the President

Dear Members of RC53, colleagues and friends,

I wish you, your families, and communities a happy New Year. Wishes of Peace and Health are ever meaningful, this year -as many years before- make them urgent.

We spent many months this year working towards the upcoming Forum, and we like to thank warmly to all of you that committed to make our RC sessions a huge success. Twenty-two sessions, eight of the shared with others RC, 157 papers, one fantastic keynote speaker and two great book presentations comprise our exciting program. We are happy to hopefully be meeting most of you next July in Rabat and work together in building a fruitful international dialogue around the sociology and social studies of childhood.

In the meantime, I wish you an inspiring year of 2025, in a world that is a better place for all children irrespective of race, gender, class, country of origin, and religion.

Warmly,  
Valeria Llobet



Estimados miembros de RC53, colegas y amigos,

Les deseo a ustedes, a sus familias y a sus comunidades un feliz Año Nuevo. Los deseos de Paz y Salud son siempre significativos, este año -como muchos años antes- resultan urgentes.

Pasamos muchos meses este año trabajando para el próximo Foro, y nos gustaría agradecer calurosamente a todos ustedes por el compromiso para hacer de nuestras sesiones del RC un gran éxito. Veintidós sesiones, ocho de ellas compartidas con otros RC, 157 ponencias, una fantástica conferencia principal y dos grandes presentaciones de libros componen nuestro emocionante programa. Nos complace encontrarnos con la mayoría de ustedes el próximo mes de julio en Rabat y trabajar juntos en la construcción de un diálogo internacional fructífero en torno a la sociología y los estudios sociales de la infancia.

Mientras tanto, les deseo un inspirador 2025, en un mundo que sea un lugar mejor para todos los niños, independientemente de su raza, género, clase, país de origen y religión.

Calurosamente  
Valeria Llobet



# Interview

## Hamide Elif Üzümcü interviews Özgür Aras Tüfek

*"Shall we journey to the Simurgh together?"*

**Hamide Elif Üzümcü (Elif):** Dear Özgür, as one of the closest admirers of your work, I am excited to have the opportunity to do this interview with you. Thank you for accepting our invitation. As the award-winning author of *Türkçenin Muhafızları (The Protectors of Turkish)* series and other stories, the storyteller of the *Masalıcı* programme on our national station, TRT Radio 1, and a Turkish language teacher, you have made a significant impact on children's literature and education in Türkiye. Could you introduce yourself and your valuable contributions, which have touched the lives of so many children, in your own words?

**Özgür Aras Tüfek (Özgür):** First and foremost, dear Hamide Elif, this sincere invitation to interview has made me very happy and honoured. Thank you for your kind compliments as well.

I was fortunate to grow up as a child who listened to tales, anecdotes, and memories from my grandfather. Over time, I began narrating the tales and stories I had heard and read to my siblings. The more my audience grew, the more enthusiastically I would tell these stories. During gatherings my mother and her friends held, which we referred to as *gün*, I was the little girl who gathered the children in a room to entertain and occupy them.



Dreaming, getting to know others, and forming connections with them has always been a great source of joy for me. When I realised that books and libraries were a wonderful gateway to meeting more people and hearing more stories, I started spending more time in that world.

As I grew older, I, the older sister who once told, created, and shared stories with her siblings and their friends, picked up pen and paper to start writing her own stories. I must mention the encouragement and support of my Turkish teacher, who was a great inspiration to me. Perhaps, for this reason, I chose the department of Turkish Language Teaching for my undergraduate studies. While teaching native language education to middle school students, I continued reading and writing stories and tales with them.

For my master's studies in the Department of Turkish Education at Marmara University, I focused on the works of Ali Şir Nevaî, a linguist who lived in the 1400s and contributed significantly to Turkish literature, as well as old Turkish vocabulary. During this period, my son, who was nine at the time, and my daughter, who was five, often accompanied me to my classes. Soon enough, they began asking, "Mum, who is Ali (Ali Şir Nevaî), and why do you keep reading his books?" I tried to explain it to them in terms they could understand.

This inspired me to write a delightful children's novel titled *Simurg'a Yolculuk (A Journey to the Simurgh)* to introduce today's children to this important linguist, powerful poet, and cultural figure. My publisher loved the idea, which led to *Türkçenin Muhafızları (the Protectors of Turkish)* series – a collection of five books introducing the pioneers of Turkish literature. In this series, I aimed to depict figures like Mahmud al-Kashgari, who authored the first known Turkish dictionary a thousand years ago, in an engaging and adventurous manner for children, showcasing both their contributions to the Turkish language and their exemplary character. I am grateful that my books have reached their audience, achieving 18 editions so far.

Visiting around 40 cities across the country to meet with children who have read these books has been a source of great joy for me. Following this series, I wrote a storybook titled *Evsiz Ben'in Hikayesi* (*The Story of Homeless Me*), which also became a favourite among children.

**Elif:** I thoroughly enjoyed reading the *Protectors of Turkish* series and eagerly await your next book. What was your motivation behind writing this series?

**Özgür:** My greatest motivation while writing *The Protectors of Turkish* was to introduce my children and future generations to these remarkable individuals who accomplished invaluable work—saving a language, and thereby a culture, from being forgotten and lost in the face of other languages. Reading and trying to understand Ali Şir Nevaî's Chagatai Turkish poems, written centuries ago, guided me in my own search for meaning. I felt a deep sense of gratitude toward him.

I wanted future generations to know, appreciate, and emulate those who dedicated their lives to preserving the Turkish language by writing dictionaries and protecting it. Beyond simply introducing these figures, it was also important to convey their determination and the virtues they embodied—friendship, respect, loyalty, unconditional love, and selflessness—through their stories. Achieving this made me feel fulfilled.

**Elif:** I know from your book signing events, school talks, and the number of editions your books have had that children are drawn to your works. Could you share with us a unique request, complaint, expression of gratitude, or question from children that has most impacted or intrigued you so far?



**Özgür:** Dear Hamide Elif, as I mentioned, I've met with children in around 40 cities. In fact, I'm answering this interview in Antalya, just two hours before I meet with children to tell them stories. Every journey and every encounter, despite all its challenges, fills me with immense joy. The moments I share with children are so precious. When people ask, "Don't you ever get tired?" I reflect and think, "What have I done to feel tired?" I'm still doing what I did as a child—telling stories, sharing tales, and playing games with children. How fortunate I am to remain connected to the person I was in childhood.

There are so many memories I could share, but I'll try to recount a couple briefly.

On the cover of *A Journey to the Simurgh*, there is an illustration of a boy—representing the young Ali Şir Nevaî—and a bird perched on his head, drawn by the book's illustrator. During one of the reader meetings, a child asked, "Why is the bird sitting on the boy's head on the cover?" Honestly, I wasn't expecting such a question, so I turned it back to the audience: "Does anyone have an idea?" Another child replied, "Because, by the end of the story, Ali Şir Nevaî realises that he himself is the Simurgh." I was stunned. I hadn't anticipated such a profound observation.

In another meeting, we were discussing *Bir Kelime Seyyahu* (*A Voyager of Words*), a book in which I narrate the story of Mahmud al-Kashgari, the author of the first known Turkish dictionary. A young girl reminded me of a passage and asked, "When you wrote this part, you cried a lot, didn't you?" The section she referred to is where Mahmud al-Kashgari returns to the village he fled 21 years earlier, only to find his entire family deceased. Searching for a trace of his past, he discovers a sapling he planted with his grandfather as a child, now grown into a large tree. He embraces the tree and weeps.

I had indeed cried a lot while writing that part, remembering a tree I had planted with my own grandfather. My grandfather is no longer with us, but the tree remains. But the most remarkable thing

was how this child could be so certain I had cried while writing it. I asked her, “Yes, I cried a lot writing that part, but how did you know?” Her reply sent chills down my spine: “I know because I cried a lot reading that part too.” Through words and stories, we had connected deeply across hundreds of kilometres.

**Elif:** My family and I very much enjoy listening to the *Masalçı (Storyteller)* programme on the radio every Saturday morning. You have also coordinated the project İstanbul Masal Okulu (Istanbul Storytelling School). I know that storytelling and tales hold a special place in your heart. In your opinion, why should the culture of tales be preserved?

**Özgür:** Tales invite us into a world where anything is possible. They gently teach us that for the characters to reach their happy endings, they must listen to the goodness in their hearts, the sense of justice, the joy of sharing, and the bonds of friendship. While doing this, tales remind us of the boundless imagination that many adults, unfortunately, forget over time. I believe tales have played a significant role in shaping societies and humanity for the better throughout history.

Just like in many regions of the world, tales have been told for thousands of years in the lands of Anatolia. Some of these tales have travelled along migration routes, taking on new forms while retaining their core structure. For instance, in Anatolia, we have *Nohut Oğlan (Chickpea Boy)*; in Central Asia, *Yartu Kulak*; in Japan, *Moon Child*; and in Europe, *Tom Thumb*. I find this incredibly fascinating.

The layered yet effortless language of tales is also enchanting. I think tales are the most liberating genre of literature. In tales, anything is possible. A storyteller can shape a tale in real time, weaving it together with their imagination and the audience’s reactions, rather than reciting it from memory. This process feels as delightful as freshly baked bread straight from the oven.

Furthermore, tales adapt to individual imaginations while carrying cultural codes. Simultaneously, they possess a timeless, placeless, and universal perspective and language, which makes them so valuable. Even today and in the future, fairy tales are essential because they allow people to connect through shared values while also nurturing the freedom and consciousness of individuality.



That’s why I perform storytelling at many events I am invited to and provide storytelling training for adults through various institutions in our country. Like in tales, I dream of a world where goodness always triumphs—and I believe in it wholeheartedly.

**Elif:** “Shall we journey to the Simurgh together?” says young Ali Şir Nevaî to his friend Hüseyin Baykara—I remember reading that in your book. In your words today, I too found myself in the Simurgh. Doing this interview has been especially meaningful for me, as it allows me to share your work with my colleagues, who are childhood scholars around the world. Thank you from the heart for sharing your time and your invaluable work with us.

**Özgür:** I, too, thank you, Hamide Elif, for bringing me together with the dear newsletter team, who do such great work for children, and with the esteemed readers.

And yes, Hamide Elif, I say, we did journey to the Simurgh together.

### **Some of Özgür Aras Tüfek's works:**

Aras Tüfek, Özgür. (2019). *Kelimelerin Işığı / Türkçenin Muhafızları 4 [The Light of Words / Protectors of Turkish 4]*. Erdem Çocuk Yayınları. ISBN: 9786052790717.

Aras Tüfek, Özgür. (2020). *Mutluluk Bilgisi / Türkçenin Muhafızları 3 [The Knowledge of Happiness / Protectors of Turkish 3]*. Erdem Çocuk Yayınları. ISBN: 9786053499459.

Aras Tüfek, Özgür. (2021). *Bir Kelime Seyyahı / Türkçenin Muhafızları 1 [A Voyager of Words / Protectors of Turkish 1]*. Erdem Çocuk Yayınları. ISBN: 9786053497691.

Aras Tüfek, Özgür. (2021). *Evsiz Ben'in Hikayesi [The Story of Homeless Me]*. Nesil Çocuk Yayınları. ISBN: 9786057092007.

Aras Tüfek, Özgür. (2021). *Gönüllerin Hocası/ Türkçenin Muhafızları 5 [The Master of Hearts / Protectors of Turkish 5]*. Erdem Çocuk Yayınları. ISBN: 9786052793114.

Aras Tüfek, Özgür. (2021). *Simurg'a Yolculuk / Türkçenin Muhafızları 2 [A Journey to the Simurgh / Protectors of Turkish 2]*. Erdem Çocuk Yayınları. ISBN: 9786053497707.

Özgür Aras Tüfek's Masalcı (Storyteller) programme airs every Saturday at 10:05 on TRT Radio 1 (in Turkish). Listen at this link: <https://radyo.trt.net.tr/kanallar/radyo-1>

## Essays, Commentaries, Reviews

### Letter to New-born Twins Asser and Ayssel

Ethel V. Kosminsky



Dearest Asser and Ayssel,

I look at your picture and I see your pink skin color, and that you are not identical twins, what is good. Besides you are a baby-boy, Asser, and a baby-girl, Ayssel. I see that you are both wrapped in white cloth, so that you don't feel cold. You sleep showing that you are in a good humor, what means you had just been fed. Your mother, Dr. Jumman Arfa, takes good care of you both. Probably she breast-feeds you and complements with baby formula, that your father, Muhamad Abu al-Qumssan, bought in advance.

They prepared everything before your arrival on August 10, 2024. Your father had gathered clothes, a baby crib, soap, diapers, baby formula, everything that a baby needs. Even with all financial difficulties he rented an apartment in the upper floor of a small building, thus your mom and grandma could take good care of you.

Unfortunately, your parents didn't think of the Israelis' vengeance. How could anyone have this kind of thought against new-born babies? Only supremacist immoral people, who consider themselves the rulers of the universe.

Four days after your arrival on this world, on August 14, 2024, while your father went to the hospital to pick up your birth certificates, the apartment that sheltered all the family was bombed. An Israeli strike destroyed it entirely. Only this one was smashed.

Reasons for this crime? Your mom, Dr. Jumman Arfa, was a pharmacist at a hospital, and in her Facebook she used to put pictures of dead and wounded children, children dead of hunger, Israeli soldiers stealing money from an abandoned house – all pictures related to the Palestinian genocide. I suppose that Israelis didn't accept any denigration of their image. It's preferable for them to lie. They are in a "war against terrorist", instead they are bombing a deprived and surrounded population.

I'm writing to you, Asser and Aysel, because I don't want the world to forget you. I'm sure you could barely see, maybe the difference between light and dark. But I'm sure you could feel the aroma and the warmth of your mom's body and how she used to breast-feed you both.

While Muhammad Abu al-Qumssan, your dad, was - on August 14th, Tuesday - registering your births at a local government office, neighbors warned him that the family's home, near the central city of Deir Al-Balah, had been bombed. Muhamad told AP that he couldn't understand the reason because they were living in a place allowed by Israeli army. He went to the hospital holding his babies' birth certificates to wait for the bodies.

Muhamad got desperate, he screamed and cried, tried to reach his murdered family. His brother embraced him and held him still, and people around him started praying to God to give him endurance. "I did not have time to be happy with them," Muhammad said without stopping crying. Tareq S. Hajjaj, his longtime friend, called him, "There's no one left for me, Tareq. They killed everyone. I couldn't even see their faces to say goodbye" (Hajjaj, Tareq S., Gaza Correspondent. Mondoweiss).

Muhammad wanted to see his family's bodies, but the hospital staff didn't let him do it. "They were burned beyond recognition, and there were no faces to see."

The strike only killed Muhammad's family in the building, following a pattern of killing anyone who disclosures Israelis' crimes in Gaza, and Jumman did it in her Facebook page.

Mohamed Abuel-Qomasan holds up the birth certificates of his four-day-old twins, who have been killed along with their mother and grandmother.



Ethel V. Kosminsky

Retired Professor of Sociology at São Paulo State University – Marília, Brazil

## References

The twins' picture, published by Alon Mizhrai, in "The Helplessness and Pain", in Substack, August 14, 2024. <https://alonmizrahi.substack.com/p/the-helplessness-and-pain>

Hajjaj, Tareq S. (21.08.2024). Palestine Letter: My dear friend, how did you become a story? *Mondoweiss*. <https://mondoweiss.net/2024/08/palestine-letter-my-dear-friend-how-did-you-become-a-story/>





## The Transformation and Trust of Argentinian Youngers in Healthy Relationships and Intergenerational Dialogues and Their Life Projects

Patricia Alejandra Rodriguez Aguirre & Cecilia Barni

The following research was presented at the 16th ESA Congress –Tension, Trust and Transformation held from August 27 to 30, 2024 in the city of Porto– Portugal. Being selected in the panel of RNO4 – sociology of childhood– intra and international relations I.

This research, which aimed to study the transformation and trust of Argentinian youngers, especially in healthy relationships and intergenerational dialogues among friends, adults, parents.

It was focused on changes in behaviours and family life, that youth experienced during and after the COVID-19 pandemic. The questions that this study aimed to answer were (a) How intergenerational dialogues in families have helped young Argentinians to transform their ties based on trust and to generate healthy relationships with their own life project?; (b) What happened in Argentina with adolescents (now age 18-21 years old)?; (c) How did their behaviours and relationships change in Pandemic?, and (d) How were they affected in their personal life (life projects) in Postpandemic years?

### ***The theoretical concepts:***

1) *Intergenerational dialogues* (D'Angelo & Hernandez, Ovidio, 2011; Wyness, 2012) involves experiences, reasoning, actions. It is about understanding vital issues even in areas of conflict with others allowing social integration, and strengthening identity, generational belonging and recognizing social diversity with the other.

2) *The importance of listening to young people* (Spyrou, 2015) is about considering the power imbalances that shape them, and the ideological contexts that inform the production and reception, or issues of representation. The notion of 'voices' must focus on one of its most problematic features, namely 'silence'.

3) *Life Attitude* is the construct in which life projects are developed (Barni, 2021). It is based on the existential certainty that life has a purpose, and that people find meaning in a variety of sources, such as interpersonal relationships, personal achievements, recreational issues and purposes.

### ***Methodology***

This study employed a qualitative approach using biographical life stories (Perelló, 2009). Interviews were administered to 20 young people living in the Global South (Twum-Danso et al. 2019) who are currently between the ages of 18 and 21, and were 14–18 years old throughout the pandemic.

The interviews were administered by young psychologists and technicians in Community Promotion of Children and Adolescents as collaborators (November- December 2023) achieving generate greater empathy and trust.

The interviews were recorded via zoom, and the questions were sent in advance to participants. Participants provided informed consent allowing the use of their photographs or videos for exclusive academic.

The interviews, workshops and the game were conducted with young people from different social strata and ethnic backgrounds.

The evidence and results showed that during Covid 19-confinement.

- a) Youngsters were able to reflect on their life project. They managed their emotions depending on their family characteristics. Youngsters who had a positive experience found that their families helped them to guide their lifestyle choices (study, work, friendships, including sexual orientation). Greater communication and sharing activities (games, exchanging life experiences, affective intergenerational dialogues) generated solid family bonds of support that improved their development of autonomy, self-knowledge and self-esteem.
- b) Youngsters from rural and urban areas whose families were not open in their communication felt more emotionally affected. Some had to deal with depression and panic attacks and others experienced social isolation and addiction to drugs.

Young people who were 17 and 18 years old during the pandemic, expressed positive views about their relationship with parents:

“It took me a long time to talk to my parents, the opinion of adults is important.”

“I was more about listening to the grown-ups and there has to be space for them to listen to you.”

“My family respects me a lot, and my parents wanted to do things in the middle of the Pandemic with me for example (board games).”

Young people who were 14-15 years old during the pandemic experienced conflicting relationships with their parents:

“Talking to an adult is a complicated issue because there are many people who have different minds and youth now have a very different mind and that conflicts a lot.”

“We didn't listen to each other with my parents, and it was shouting and we ended badly.”

“Youth didn't talk to adults in Pandemic, and that was a mirror that adults didn't want to talk or listen to them.”

“My parents didn't listen to me, especially in terms of helping me to know myself, vocationally and in terms of life visions, and in terms of relationships.”

## **Conclusions**

A greater understanding between parents and children- youngsters and emotional and intergenerational dialogues are necessary to have healthy bonds with peers. Collaborating with the community allows youth to develop a life project grounded in self-knowledge, self-esteem and identity and greater freedom and autonomy.

The relationship of trust between youngsters with their parents depends more on their generational ages. We found that social class and ethnicity did not influence participants' responses.

Based on the research findings, we organised two events with young people. Stage 1: Awareness workshops on life projects and intergenerational dialogues in different cities and educational institutions, NGOs in Jujuy and Misiones- Argentina. Stage 2: A game to develop their self-reflexivity and self-knowledge to allow young people to express their emotions during the pandemic. The event took place in an NGO in Córdoba- Argentina

We believe that researchers should develop interventions to make an impact. Our actions aimed to promote greater reflection and positive self-awareness in young people.

**1. Some photographs (interviews with young people. November – December 2023)**



**2. Workshops in educational institutions in Argentina (April and August 2024)**



**3. Application of a game with young people in an NGO (July 2024)**



Patricia Rodríguez Aguirre. PhD.  
Dr in Sociology, Political Scientist  
University Professor in 21st Century University  
Universidad Siglo 21, Republic of Argentina  
Córdoba - Argentina  
[patriciarodriguezaguirre@gmail.com](mailto:patriciarodriguezaguirre@gmail.com)

Cecilia Barni. PhD.  
Dr in Psychopedagogy  
Researcher and Associate Professor. EEDU  
Universidad Austral, Republic of Argentina  
Buenos Aires - Argentina  
[cbarni@austral.edu.ar](mailto:cbarni@austral.edu.ar)

## References

- Barni, C. (2021). *El Sentido de la Educación Integral. Proyecto de Vida (The Meaning of Comprehensive Education. Life Project)*.
- D'Angelo Hernández, Ovidio S. (2011). Young people and intergenerational dialogue in community and social transformation. *Center for Psychological and Sociological Research (CIPS)*. Recovered from <https://biblioteca-repositorio.clacso.edu.ar/handle/CLACSO/5581>
- Perelló, S. (2009). *Social Research Methodology*. Dykinson.
- Syprou, S. (2015). Researching children's silences: Exploring the fullness of voice in childhood research, *Childhood*, 23(1): 7-21. <https://doi.org/10.1177/09075682155716>
- Twum-Danso Imoh, A., Bourdillon. M., & Meichsner, S. (2019). *Global Childhoods beyond the North-South Divide*. Palgrave MacMillan.
- Wyness, M.G. (2012). Children's participation and intergenerational dialogue: Bringing adults back into the analysis. *Childhood*, 120(4): 429-442. <https://doi.org/10.1177/0907568212459775>

## Calls & Events

### ISA Reminder on Combating Email Scams



In recent months (especially after new Board Members' contact information on the ISA website was updated), there has been an alarming rise in scam emails targeting the members of RC/WG/ TGs. As the digital world expands and our online influence grows, protecting ourselves entirely from these fraudulent activities becomes increasingly challenging.

Despite the risks associated with scam emails, it is important to note that we cannot hide your email addresses from the ISA website, as we aim to maintain accessibility and ease of communication. Concealing email addresses would hinder our member' ability to connect with one another and limit opportunities for collaboration within our community.

It is impossible to eliminate scam emails entirely. By strengthening email security, maintaining transparent communication, and raising awareness, Research Committees, Working Groups and Thematic Groups will be better prepared to combat these fraudulent activities.



### 5th ISA Forum of Sociology

#### ***Knowing Justice in the Anthropocene***

Rabat, Morocco | July 6–11, 2025

For more information, click [here](#).

To register, click [here](#).





## 5th ISA Forum of Sociology

### ISA RC53 Sociology of Childhood Research Committee Sessions

We are pleased to announce that **the selection of abstracts has been completed** for sessions on a wide range of childhood research topics organised by our RC53 Research Committee on the Sociology of Childhood for the International Sociological Association's 5th Forum of Sociology.

#### Paper presentation sessions

- **Asian European Childhoods Beyond the “Model Minority” Myth: Perils, Paradoxes and Potentials** – English

Session organizers: Jessica SCHWITTEK, Xiaorong GU, & Jiayin Kitty LI GOTTWALD

- **Child Well-Being, Education, and School** – English

Session organizer: Tobia FATTORE

- **Childhood and Migration** – English

Session organizers: Anne RAMOS & Vida CESNUIITYTE

- **Childhood, Geontopower and the Anthropocene** – English

Session organizer: Veronica PACINI-KETCHABAW

- **Exploring Narrative and Arts-Based Approaches in Childhood Studies** – English

Session organizer: Hamide Elif ÜZÜMCÜ

- **Intergenerational Justice as Radicalized Democracy** – English

Session organizers: Lucia RABELLO DE CASTRO & Paülah SHABEL

- **Methodological and Ethical Challenges in Qualitative Fieldwork with Children** – English

Session organizers: Lise MOGENSEN & Tobia FATTORE

- **Sociological Insights into Children's Relationships with the Environment** – English

Session organizer: Hamide Elif ÜZÜMCÜ

#### Poster session

- **Researching Childhoods: Social Issues, Methodologies and Theoretical Approaches** – English

Session organizer: Hamide Elif ÜZÜMCÜ

#### Joint Sessions

- **Reimagining Justice in Early Childhood Education: Multispecies Pedagogies for the Anthropocene** – English

Session organizer: Türkan FIRINCI ORMAN

RC04 Sociology of Education (host committee)

RC53 Sociology of Childhood

- **Early Smartphone Access: Navigating Parental Decisions and Adolescent Wellbeing in a Digital Age** – English

Session organizers: Brunella FIORE & Chiara RESPI

RC06 Family Research (host committee)  
RC53 Sociology of Childhood

• **(Un)Heard Voices: Children’s Perspectives on Sexuality** – English  
Session organizers: Bruna ALVAREZ & Zenaida ANDREICA GHEORGHE  
RC53 Sociology of Childhood (host committee)  
RC32 Women, Gender and Society

• **Contested Everyday Temporalities. Children and Youth in Contemporary Changing Worlds.** – English and Spanish  
Session organizers: Ana MIRANDA & Valeria LLOBET  
RC53 Sociology of Childhood (host committee)  
RC34 Sociology of Youth

• **Perspectives on Linguistic interaction and Meaning negotiations in Multilingual Settings** – English  
Session organizer: Nadja THOMAS  
RC53 Sociology of Childhood (host committee)  
RC04 Sociology of Education

• **Vulnerabilities of Children and Older people: A Linking-Ages Perspective on Experiences of Violence**  
Session organizer: Anne RAMOS  
RC11 Sociology of Aging  
RC53 Sociology of Childhood

• **Sociology of resistance: Palestinian society as a case study**  
Session organizer: Dalal BAJES  
RC53 Sociology of Childhood  
RC18 Political Sociology  
RC48 Social Movements, Collective Action and Social Change  
RC54 Body in the Social Sciences  
RC01 Armed Forces and Conflict Resolution  
RC22 Sociology of Religion  
RC32 Women, Gender and Society  
WGo8 Society and Emotions

Descriptions of all RC53-hosted sessions can be found at this [link](#).



## ISA Registration Grants Allocation

### Rules

Each Research Committee (RC), Working Group (WG) and Thematic Group (TG) is responsible for allocating registration grant(s) to person(s) selected by its Board, following the criteria established by the ISA.

### Eligibility

**Individual ISA member** - Registration grants can be allocated to individual ISA members in good standing (i.e., those who have paid the individual membership fee) and who are active participants in the conference program.

**Program Coordinator** - In addition to registration grants for active program participants, each RC/WG/TG will receive a registration grant for one Program Coordinator. (Note: In the event of multiple program coordinators in an RC/WG/TG, only one grant will be provided.)

## How to apply

The participants must send an e-mail requesting a registration grant directly to the RC/WG/TG Program Coordinators by **January 31, 2025**. Applications for a grant can be submitted to only one RC/WG/TG. Program Coordinators for our RC53 Sociology of Childhood Research Committee are Anne RAMOS ([anne.ramos@unifr.ch](mailto:anne.ramos@unifr.ch)) and Valeria LLOBET ([vllobet@unsam.edu.ar](mailto:vllobet@unsam.edu.ar)).

## Selection process

1. Each RC/WG/TG will select candidates and allocate the funds available for that group. The Program Coordinator will decide on allocation in consultation with the RC/WG/TG President and Secretary, and the results will be published on the ISA conference website.
  - A backup list of potential grant recipients in order of priority shall also be prepared to be used in case someone cancels participation or has been allocated a grant by another RC/WG/TG.
  - It is recommended to avoid repetition of the same persons who have received grants for previous conferences.
  - The full amount of the registration grant has to be allocated to a grantee; grants are not paid in cash, but a special code will be given to each participant.
2. A list of selected individuals (including the program coordinator) and registration grant amounts must be sent by the Program Coordinator to the ISA Secretariat at [isa@isa-sociology.org](mailto:isa@isa-sociology.org) before **February 15, 2025**, for verification and approval.
3. Each Registration grant will be handled directly by the ISA Secretariat prior to the early registration deadline of the conference, **March 22, 2025**.



## Key Dates & Deadlines for the V ISA Forum 2025



We look forward to seeing you in Rabat!



#### IV. International Child Rights Festival (Istanbul, 12-20 November 2024)

Since 2021, the Istanbul Metropolitan Municipality has organized the Child Rights Festival in November. In its first two years, the festival activities were hosted by the City Theatre. In 2023, Department of Culture began to organize the festival in cooperation with other services by expanding in scale. This year, the festival will run for an entire week during the autumn semester break, concluding on November 20th, International Children's Rights Day. Between November 12 and 17, a variety of workshops will be held, including drama, dance, theater, cinema, traditional shadow play, painting and art, storytelling and creative writing, and singing and music workshops tailored for children of different ages. Additionally, there will be activities for adults and caregivers to remind them that children's rights are grounded in adult responsibilities. There will also be day trips for children, and with international participants, the festival has gained an international dimension.

In recent years, rights-based approaches and participatory environments have been central to the festival. This year, the organizing committee also sought to involve children from the start, during the festival planning stages. To achieve this, a half-day workshop was held with children from the Istanbul City Council's Child Advisory Board. They emphasized that children's rights are human rights, highlighting that every action taken by adults should consider children's rights. Accordingly, children raised their voices through the following slogans in a final activity before the festival program was completed:



- **“Not Just a Child’s Mind, But a Child’s Right!”** (Çocuk Aklı değil, Çocuk (H)aklı)
- **“We Want Fun, Not Violence!”** (Şiddet değil, eğlence istiyoruz!)
- **“We Are Children, and We Exist with Our Rights!”** (Çocuğuz ve haklarımızla varız!)
- **“Don’t Dismiss Us as ‘Just Kids’!”** (Çocuk deyip geçme!)
- **“A Child’s Place is in School or the Park, Not the Factory!”** (Çocuğun yeri sanayi değil, okul ve parktır)
- **“It’s My Right to Express My Ideas Freely!”** (Fikirlerimi rahatça söylemek benim hakkım)

While amplifying children's voices, the festival also strengthens cooperation among civil society organizations working in children's rights and human rights and builds connections between the municipality and these associations. This year, the festival locations have expanded, with activities at Child and Community Centers in various districts of the city, aiming to reach a broader range of children. Workshops will also be offered in sign language to make activities more inclusive for children with disabilities, representing a step towards more inclusivity. Additionally, activities will take place in historic urban sites in Istanbul, such as Bulgur Palas, ArtIstanbul Feshane, and Çubuklu Silos, providing children with tangible examples of Istanbul's transformation from industrial spaces to cultural hubs. The festival will culminate on November 20th, when children will take the stage to sing, perform, and share their experiences from the week.





## Children's Rights and Participation in the Digital World (ICC, Ankara, 21 November 2024)

On November 21st in Ankara, the International Child Centre will hold the closing meeting for its Digital Participation Project under the Mikro-fon Grant Program. Representatives from 82 civil society organizations across the country are expected to attend, with child participants prioritized to share their insights and experiences from the project.



### Critical Childhood Studies Centre Global Launch

Please join us for a webinar to mark the global launch of the [Critical Childhood Studies Centre \(CCSC\)](#) at UCL:

#### Childhoods and the global polycrisis: New directions for critical childhood studies

6th December 2024, 5-6.30 pm London-time, online

[Pre-registration is essential](#). A zoom link will be sent to you after you register.

The world we live in is confronted with multiple crises—from the crisis for the dispossessed and the climate change crisis to the ongoing crisis of war and violence that lies at the heart of racial capitalism. These crises affect children disproportionately, increasingly with more and more detrimental consequences for their lives and well-being. How might a critical childhood studies produce knowledge that is relevant, appropriate, and responsive to these crises? How might it produce knowledge that is ethical, responsible, and even perhaps transformative at this historical juncture?

Join us for the global launch of the [Critical Childhood Studies Centre at UCL](#), as our keynote speaker and respondents reflect on these challenges and possible new directions for the further development of critical childhood studies.

#### **Keynote speaker:**

**Ann Phoenix** is Professor of Psychosocial Studies in the Thomas Coram Research Unit and a member of the Critical Childhood Studies Centre at UCL. Her research focuses on the ways in which psychological experiences and social processes are linked and intersectional. It explores racialised and gendered identities, mixed-parentage, masculinities, consumption, motherhood, families, migration and transnational families. Professor Phoenix is widely published, and her latest books include *Environment in the Lives of Children and Families: Perspectives from India and the UK* and *Nuancing Young Masculinities: Helsinki boys' intersectional relationships in new times*.

#### **Respondents:**

**Nara Milanich** is Professor of Latin American History at Barnard College, Columbia University, and directs the Center for Mexico and Central America. She researches the history of kinship, childhood, reproduction, gender, and law in Latin America and is the author of *Children of Fate: Childhood, Class, and the State in Chile, 1850-1930* and *Paternity: The Elusive Quest for the Father*. With Fanny García, she has developed *Separated: Stories of Injustice and Solidarity*, an oral history project.

**Lucia Rabello de Casto** is Professor of Childhood and Youth at the Universidade Federal do Rio de Janeiro, Brazil. She was the president elect of RC53 Sociology of Childhood of the International Sociological Association from 2018-2023 and is currently the Chief Editor of [DESIDADES](#), a peer-reviewed journal about childhood and youth. Her research explores children's and young people's social and political participation through decolonial epistemologies.

**Spyros Spyrou** is Professor of Anthropology and Acting Deputy Dean of the School of Humanities, Social and Education Sciences at European University Cyprus. His work explores, among others, the political lives of children, youth activism and more recently surveillance capitalism. He also maintains an active interest in questions around knowledge production in childhood studies.

**For more information:**

The [Critical Childhood Studies Centre](#) is a home for world-leading scholarship about childhood as a socio-political, cultural, and historical phenomenon in diverse global contexts. The Centre provides a focal point for faculty and students at all levels in UCL to engage in innovative and multi-disciplinary research, teaching, and public engagement geared towards achieving social justice with and for children and young people.

For more information, email us at [critical.childhood@ucl.ac.uk](mailto:critical.childhood@ucl.ac.uk)

## Publications

Demiral, Seran; Erdiller-Yatmaz, Zeynep & Erdemir, Ersoy. (2024). [Roadblocks in child participation practices in academia and civil society: Insights from a Turkish case](#). *The International Journal of Children's Rights*, 32(3): 776-798. <https://doi.org/10.1163/15718182-32030003> [Open Access].

Demiral, Seran. (2024). Technological relationality and transforming perceptions of childhood. In A. Wanka, T. Freutel-Funke, S. Andresen & F. Oswald (Eds.), [Linking Ages: A Dialogue between Childhood and Ageing Research](#) (pp. 162-175). Routledge. <https://doi.org/10.4324/9781003429340>

Demiral, Seran, (Forthcoming). Unveiling digital pedagogy tools for citizenship through a child-led study setting. *International Journal of Social Pedagogy*, “Wellbeing and Resilience in Times of Crisis” Special series.

Fıncı Orman, Türkan. (2024). Exploring the lived experiences of youth in the context of climate change: a geo-social and performative approach to study environmental citizenship. In S. Spišák (Ed.), [Participation, collaboration and cocreation: Qualitative inquiry across and beyond divides. Congress Proceedings](#). 7th European Congress for Qualitative Inquiry 2024. Helsinki University. [Open Access].

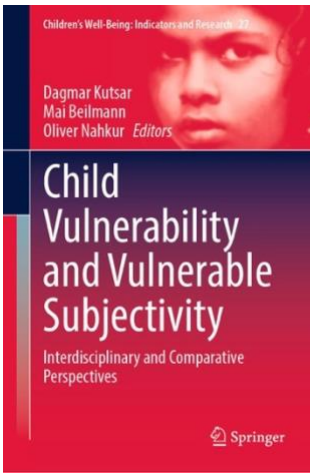
Fıncı Orman, Türkan. (2024). [Exploring youth eco-literacy through lived experiences. 'When you purchase a pair of jeans, you bear the burden of child labor in South Asia](#). *The Journal of Environmental Education*, 55(5): 363-377. <https://doi.org/10.1080/00958964.2024.2345354> [Open Access].

Nahkur, Oliver & Zarina, Karoliine. (2025). [Children's profiles of subjective well-being change during the covid-19 pandemic and its correlates: A multi-national study](#). In C. Suter, J. Chesters and S. Fachelli (Eds.), *Well-being During the Pandemic. Social Indicators Research Series* (pp. 253-278). Vol 90. Springer Cham. [https://doi.org/10.1007/978-3-031-63440-6\\_12](https://doi.org/10.1007/978-3-031-63440-6_12) [Open Access].

Üzümcü, Hamide Elif. (2024). [At the nexus of gender and generational order: Constructions of childhood masculinities and femininities in negotiating individual privacy in Türkiye](#), U. Mukherjee (Ed.), *Debating Childhood Masculinities: Rethinking the Interplay of Age, Gender and Social Change* (pp. 151-167). Emerald Advances in Masculinities. Emerald Publishing. <https://doi.org/10.1108/978-1-80455-390-920241010>

Zin, Mnemo; Millei, Zsuzsanna; Piattoeva, Nelli & Silova, Iveta. (Eds.) (2024). [\(An\)Archive Childhood, Memory, and the Cold War](#). OpenBook Publishers. <https://doi.org/10.11647/OBP.0383> [Open Access].





## Child Vulnerability and Vulnerable Subjectivity *Interdisciplinary and Comparative Perspectives*

Kutsar, Dagmar; Beilmann, Mai & Nahkur, Oliver. (Eds.). (2024). [Child Vulnerability and Vulnerable Subjectivity: Interdisciplinary and Comparative Perspectives](#). Children's Well-Being: Indicators and Research Series. Springer Cham.

ISBN: 978-3-031-61332-6 (Hardcover), ISBN: 978-3-031-61333-3 (eBook)

- Discusses how vulnerability develops within subjects in relationships, is created, and empowered
- Contributes to measuring child vulnerability in a cross-country, comparative perspective
- Analyses the ethical considerations of involving children with trauma in researching sensitive topics.

### Chapters by Oliver Nahkur

Nahkur, Oliver. (2024). [Conceptual framework for understanding child vulnerability](#). In D. Kutsar, M. Beilmann and O. Nahkur. (Eds.), *Child Vulnerability and Vulnerable Subjectivity. Children's Well-Being: Indicators and Research* (pp. 11-34). Vol 27. Springer Cham. [https://doi.org/10.1007/978-3-031-61333-3\\_2](https://doi.org/10.1007/978-3-031-61333-3_2) [Open Access].

Nahkur, Oliver. (2024). [Child vulnerability from a cross-country comparative perspective](#). In D. Kutsar, M. Beilmann and O. Nahkur. (Eds.), *Child Vulnerability and Vulnerable Subjectivity. Children's Well-Being: Indicators and Research* (pp. 53-74). Vol 27. Springer Cham. [https://doi.org/10.1007/978-3-031-61333-3\\_4](https://doi.org/10.1007/978-3-031-61333-3_4) [Open Access].

Soo, Kadri & Nahkur, Oliver. (2024). [Subjective well-being and vulnerability of children during the covid-19 pandemic](#). In D. Kutsar, M. Beilmann and O. Nahkur. (Eds.), *Child Vulnerability and Vulnerable Subjectivity. Children's Well-Being: Indicators and Research* (pp. 193-214). Vol 27. Springer Cham. [https://doi.org/10.1007/978-3-031-61333-3\\_11](https://doi.org/10.1007/978-3-031-61333-3_11) [Open Access].

## Photography by Childhood Researchers



**End of the year fun.** The 2023 end of the year party took place in the streets of the neighbourhood of Carcova. Children played water battles, danced, and had tons of fun.

Photography by Valeria Llobet



**Workshop on Caring in Carcova.** Children participants of “Rebeldes de Carcova”, a grassroots organization in San Martín, Buenos Aires, Argentina, debate and evaluate the results of the cycle of workshops developed with the research team from San Martín University.

Photography by Valeria Llobet

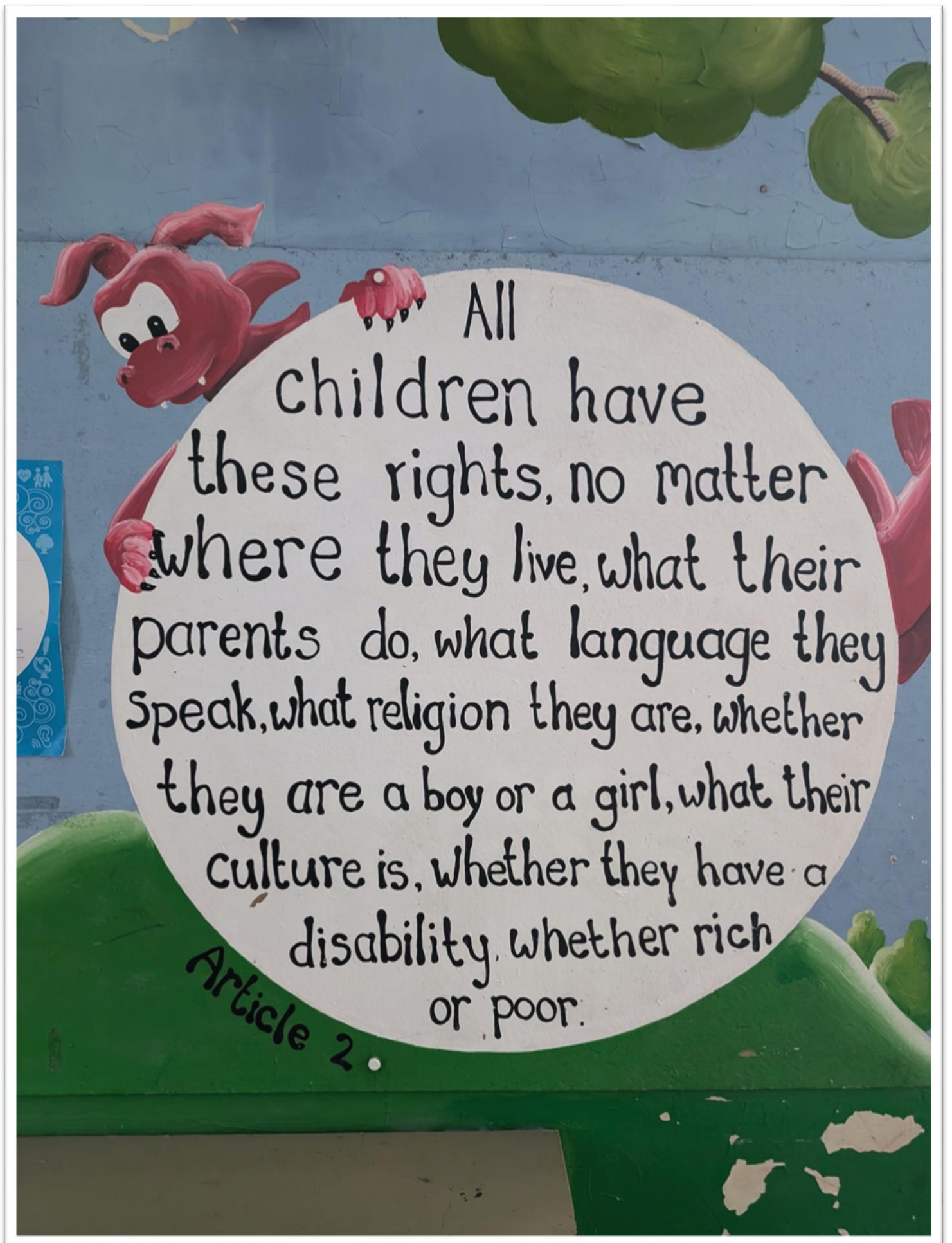




**Figuring fear.** The youngest children from “Rebeldes de Carcova” are drawing about their fears.

Photography by Valeria Llobet

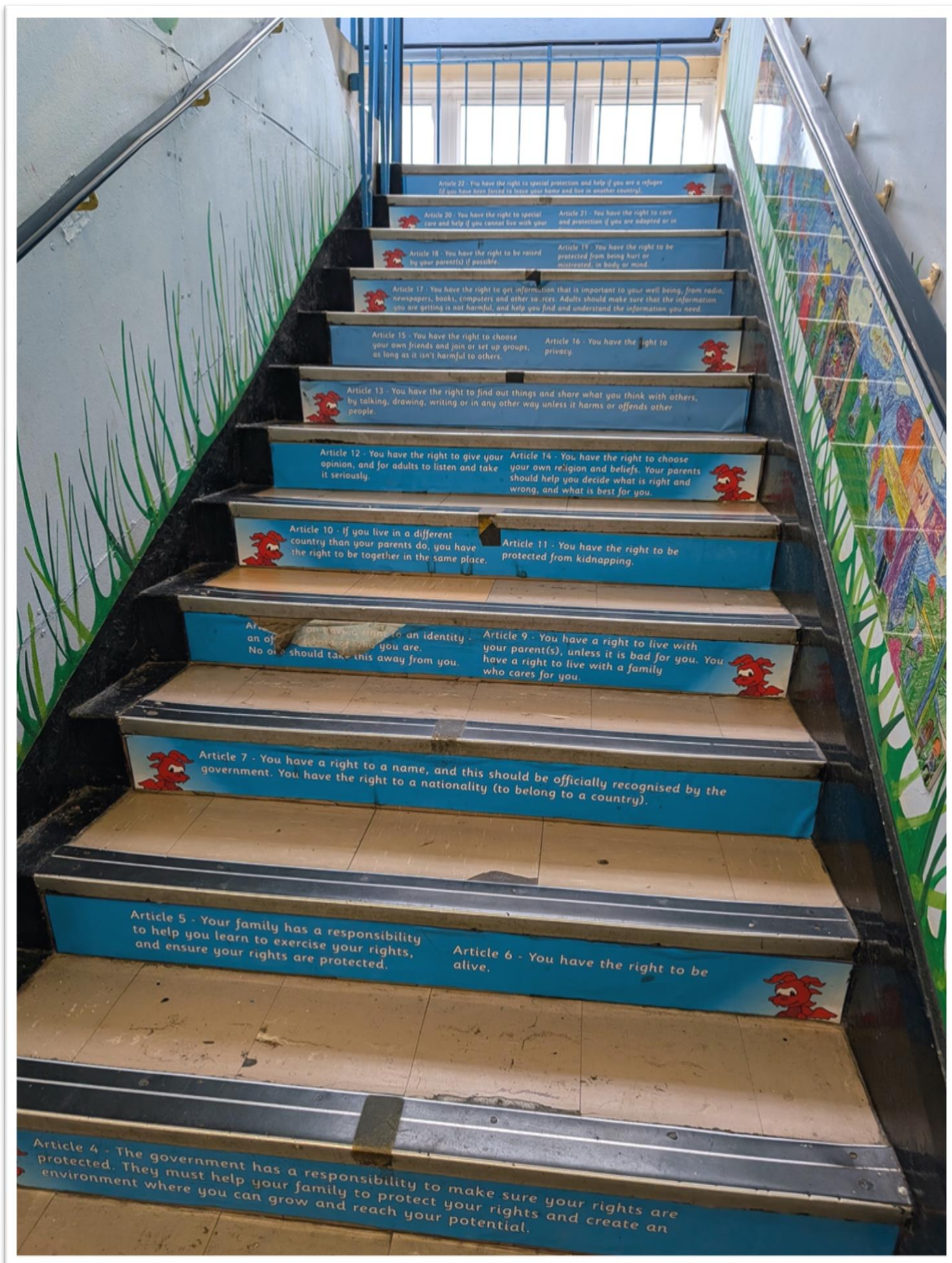




*At Blaen y Maes Primary School in Swansea, Wales, CRC articles are posted throughout the school, with special attention to Article 2.*

Photography by Yvonne M. Vissing





Blaen y Maes Primary School in Swansea, Wales is a Rights Respecting School painted the CRC articles on all of their stairs so children will learn to walk with knowledge of human rights.

Photography by Yvonne M. Vissing





## Our Dining Hall Charter

### Article 24-We have a right to:

- Eat in a clean and safe environment
- Eat nutritious food



### We promise to:

- Line up quietly and say please and thank you at the hatch.
- Sit quietly in one place to eat our food.
- Eat sensibly and try not to spill food or drink on the floor.
- Use paper towel that is available to wipe up spills.
- To try to recycle where possible. Plastic cartons or bottles can go in pink bags kept by the food trolley.
- To try to eat all our dinner including our vegetables.
- To take our trays to scrape at the waste trolley.
- Learn in class about healthy food choices.

*The CRC articles are posted throughout the Blaen y Maes Primary School in Swansea, Wales - the relevance of each article is showcased in everyday activities, such as Article 24 in the lunch room.*

Photography by Yvonne M. Vissing



# Call for Content

Dear childhood researchers,

The Communications Team is thrilled to announce the commencement of preparations for the **June 2025 issue** of the ISA RC53 Sociology of Childhood Newsletter. This newsletter is an excellent platform to showcase the diverse and rich array of work within our academic community.

We are eager to make the Newsletter a true reflection of our vibrant academic community, and hereby invite you to submit your content. You may choose to highlight your research, share insights, and engage with fellow members and beyond. We propose the following sections:

1. **"Children's Voices"**: Send us short essays (up to 1000 words) based on your research where the voices of children, as your research participants, are heard. This section intends to create a space where children's voices are directly conveyed.
2. **"Research Centre in the Spotlight"**: Provide information about your university's research centre dedicated to childhood issues. Describe its research areas and structure, and feel free to include photos and to extend invitations to visiting scholars, if applicable (up to 750 words).
3. **"Early Career Scholars in Childhood Research"**: Early career researchers, please send us a short text (up to 1000 words) introducing yourself. Share your bio, your work, methodologies, and include photos (of yourself and from your research) if you wish. We would like to make your hard work visible. 'Early career' can be understood in its broadest sense.
4. **"Interview"**: Are there childhood academics, professionals, NGOs or volunteers around you whose work you find invaluable for its contribution to understanding childhoods? Send us your interview with them to explore their work, values and viewpoints (up to 1500 words). It is essential that those participating in the interview provide their consent for its publication to the Communications Team.
5. **Essays, Commentaries, Reviews**: This is your column where you can share your opinions, reflections and reviews on books, movies, events (etc.) concerning childhoods (up to 1000 words).
6. **Calls & Events**: Keep us informed about any conferences, seminars, and workshops (both at local and international levels) related to childhoods that have recently taken place or are upcoming. Include brief information about the event if you wish (up to 1000 words).
7. **Publications**: Let us know about the bibliographical references of (in APA format) and/or information on your recently published articles, ongoing research projects, exhibitions, podcasts or videos related to childhood research (up to 1000 words).
8. **Photography by Childhood Researchers**: Share images or photographs you have taken or created that relate to childhoods. Please include a title for your work and, if desired, a brief description of a few sentences. Ensure the images are submitted in JPEG or PNG format and that you hold the rights to any images you provide.

Your contributions are vital in making this newsletter a valuable resource and a reflection of our shared passion for childhood research.

Please submit your content to Elif, [hamideelif.uzumcu@ed.ac.uk](mailto:hamideelif.uzumcu@ed.ac.uk) by **May 15th, 2025**.

Please ensure text content is submitted in Word format, and images are provided in either jpeg or png format. Please provide all references in APA format and include DOI or ISBN information where applicable. Please also note that the contributors are responsible for ensuring data privacy of child and adult participants and obtaining appropriate consent regarding the publication of data concerning them.

Thank you for your continued support and engagement. We look forward to receiving your contributions!

Elif, on behalf of the ISA RC53 Communications Team

# Call for Translators

The Communications team would like to invite members to translate our RC53 December 2024 newsletter issue into their respective languages. As a translator, your role will involve translating the content of the December 2024 issue making it engaging and accessible in your language. Previous experience in translation is not essential. We warmly encourage you to collaborate with your colleagues to bring the issue into your language.

Please submit the translated edition in your language by **February 15th, 2025**. This initiative is a great opportunity to contribute to our aim of enhancing inclusivity and reaching a wider audience of childhood scholars across the world.

We look forward to acknowledging and celebrating your meaningful work as a translator both in your local version and the upcoming issue of the newsletter!

To volunteer in this initiative and for more information, please contact Rossana, [rossana.perez-del-aguila@open.ac.uk](mailto:rossana.perez-del-aguila@open.ac.uk). Thank you in advance for your invaluable contribution!

Rossana, on behalf of the ISA RC53 Communications Team

## RC53 Board and Communications Team

### International Sociological Association RC53 Sociology of Childhood Research Committee Board 2023 – 2027

<b>President</b>	Valeria LLOBET, CONICET / UNSAM, Argentina, <a href="mailto:vllobet@unsam.edu.ar">vllobet@unsam.edu.ar</a>
<b>Secretary/Treasurer</b>	Anne C. RAMOS, University of Fribourg, Switzerland, <a href="mailto:anne.ramos@unifr.ch">anne.ramos@unifr.ch</a>
<b>Online Communication Manager</b>	Hamide Elif ÜZÜMCÜ, University of Edinburgh, the UK, <a href="mailto:hamideelif.uzumcu@ed.ac.uk">hamideelif.uzumcu@ed.ac.uk</a>
<b>Board Members</b>	Tobia FATTORE, Macquarie University, Australia Loretta E. BASS, University of Oklahoma, USA Lise MOGENSEN, Western Sydney University, Australia Yvonne M. VISSING, Salem State University, USA



### ISA RC53 Communications Team

Hamide Elif ÜZÜMCÜ

Rossana PÉREZ DEL ÁGUILA

Lise MOGENSEN

Ghislain LEROY

Ethel V. KOSMINSKY

# Invitation to Membership

Established in 1998, ISA RC53 Sociology of Childhood Research Committee aims to contribute to the development of sociological and interdisciplinary childhood research, uniting professional knowledge, scientific rigour, and dedication of its members to work on childhood issues on the national, regional, and international levels. We invite you to find more information on our research committee, [here](#).

As a member, you will join a diverse and dynamic network of researchers dedicated to advancing research and knowledge in our field. Applications received until October 15 are processed for the current calendar year; applications received after October 15 are processed for the following calendar year.

ISA individual membership fees cover a 4-year period (January 1 - December 31). Membership offers a multitude of [benefits](#).

Information on membership fees based on country of current residence and the affiliation fees to join the RC53 Sociology of Childhood Research Committee can be found [here](#).

We look forward to welcoming you as a [member](#) of our committee.



Sociology  
of Childhood

