

*“Oak Tree and Its Bark”  
Child, aged 10, Scotland.  
Courtesy of Eve Armstrong*

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["I feel connected to oak trees because when I feel their bark, it comforts me."]

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# Editorial

Dear Colleagues and Members of RC53 Sociology of Childhood,

We are delighted to announce that **preparations for the ISA World Congress of Sociology 2027 are now officially underway**. RC53 is actively developing an exciting programme across its own sessions and in partnership with other research committees within the framework of congress theme Global Sociology in Turbulent Times. We encourage you to submit your **session proposals** by 25 June 2026. Further details on the call for session proposal of the RC53 Sociology of Childhood can be found on page 25.

In the meantime, we are pleased to share that **two new podcast episodes** featuring former RC53 Presidents Doris Bühler-Niederberger and Loretta Bass have been added to the **RC53 Spotify channel**. Tune in to hear their reflections on the evolution of our research committee, the key issues that have been addressed in its agenda, and their visions for the future of childhood studies. Details and links to the episodes can be found on page 26.

We are also excited that André Sarli who recently joined our Communications Team as Website Coordinator, is currently leading the development of **a new RC53 website**, which will soon provide a dynamic platform for sharing news, resources, and opportunities across our community. We look forward to announcing the launch.

As a reminder to early-career researchers, please take a look at the details and deadlines for the **ISA RC53 Sociology of Childhood PhD Dissertation Prize** on page 27. This is an excellent opportunity to gain international recognition for outstanding doctoral research and to showcase innovative contributions to the sociology of childhood.



*Image credit: Eve Armstrong*

This issue features a wonderful **cover image** created by a child as part of an initiative led by Eve Armstrong at the **Royal Botanic Garden Edinburgh**, exploring children's connections with plants. Consent for the use of the image was obtained by the Royal Botanic Garden Edinburgh. You can read more about this inspiring project and its contribution to living cultural heritage, on page 20.

From interviews with prominent contributors to childhood studies and an analysis of a digital game, to a new project announcement and new calls and events, this issue offers **a rich collection of perspectives from across the sociology of childhood**. I hope you enjoy reading it!

Warm regards,  
Hamide Elif Üzümcü  
ISA RC53 Communications Manager

## Disclaimer

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# Letter from the President

Dear members of the Research Committee,

It is a great pleasure to reconnect with you as we begin preparations for our upcoming World Congress, which will take place in Gwangju, South Korea, in 2027. We warmly invite you to actively participate in this gathering, a unique opportunity to strengthen our academic community. Dates and participation criteria are available on the official ISA website.

Within this framework, we will hold the first award ceremony for the best doctoral dissertation in the sociology of childhood. We encourage you to apply or nominate your doctoral students. Dissertations may be submitted in any of ISA's official languages. Dates and participation criteria are available in this newsletter.

Aligned with the Congress theme, "Global Sociology in Turbulent Times," we seek to collectively reflect on how childhood is shaped by contemporary crises and, in turn, how it contributes to transforming them. In a historical moment marked by technofascisms and technobillionaires radically degrading human life, this shared reflection is both an analytical necessity and a vital political construction.

We look forward to meeting in Gwangju and receiving your valuable contributions.

Warm regards,  
Valeria Llobet



Queridas/os integrantes del Comité de Investigación,

Es un gran gusto volver a estar en contacto con ustedes mientras iniciamos los preparativos para nuestro próximo congreso mundial, que tendrá lugar en Gwangju (Corea del Sur) en 2027. Les invitamos a participar activamente en este encuentro, que será una oportunidad única para fortalecer nuestra comunidad académica. Las fechas y criterios de participación están disponibles en la página oficial de la ISA.

En este marco se celebrará la primera ceremonia de premiación a la mejor tesis doctoral en sociología de la infancia. Les animamos a postularse o a postular a sus estudiantes doctorales. Las tesis podrán presentarse en cualquiera de los idiomas oficiales de la ISA. Las fechas y criterios de participación están incluidos en este boletín.

En línea con el tema del Congreso, "Global Sociology in Turbulent Times", buscamos reflexionar colectivamente sobre cómo la infancia se ve afectada por las crisis contemporáneas y, a su vez, cómo contribuye a transformarlas. En un tiempo histórico marcado por los tecnofascismos y los tecnomillonarios que degradan la vida humana de maneras radicales, este análisis compartido es también una forma de construcción política imprescindible.

Esperamos encontrarnos en Gwangju y recibir sus valiosas contribuciones.

Con un cordial saludo,  
Valeria Llobet



Caras/os integrantes do Comitê de Pesquisa,

É uma grande satisfação voltar a estar em contato com vocês enquanto iniciamos os preparativos para o nosso próximo congresso mundial, que acontecerá em Gwangju (Coreia do Sul) em 2027. Convidamos todos a participar ativamente deste encontro, uma oportunidade única de fortalecer nossa comunidade acadêmica. As datas e critérios de participação estão disponíveis na página oficial da ISA.

Nesse contexto, será realizada a primeira cerimônia de premiação da melhor tese de doutorado em sociologia da infância. Incentivamos vocês a se candidatarem ou a indicarem seus estudantes de doutorado. As teses podem ser apresentadas em qualquer um dos idiomas oficiais da ISA. Os critérios de participação e as datas são descritos neste boletim.

Em consonância com o tema do Congresso, “Global Sociology in Turbulent Times”, buscamos refletir coletivamente sobre como a infância é afetada pelas crises contemporâneas e, ao mesmo tempo, como contribui para transformá-las. Em um momento histórico marcado pelos tecnofascismos e pelos tecnomilionários que degradam a vida humana de maneiras radicais, essa reflexão compartilhada é tanto uma necessidade analítica quanto uma construção política imprescindível.

Esperamos encontrá-los em Gwangju e receber suas valiosas contribuições.

Atenciosamente,  
Valeria Llobet

# Interview

## Valeria Llobet & Ghislain Leroy interviews Leena Alanen

**Valeria Llobet (Valeria) & Ghislain Leroy (Ghislain):** What initially drew you to the field of social studies of childhood?



**Leena Alanen (Leena):** Initially, I did not plan my university studies to be related to children or childhood in any kind of way. From a quite young age my very firm plan was to go to study architecture. However, I reluctantly abandoned that path and embarked on university studies in mathematics, physics and statistics. I greatly enjoyed life at the university, not only because of intellectually stimulating subjects (I went to lectures in musicology and others) but also due to the vibrant atmosphere of student activism in those years. The feminist movement also was experiencing a resurgence world-wide. I became involved in both movements, participating in a variety of actions, demonstrations, street events and study groups. My reading spanned particularly feminist and Marxist theory, both of which steered me towards social science and philosophy. Ultimately, I shifted my focus to sociology and philosophy and completed my master's degree in sociology.

After graduating, I undertook several teaching and research positions both in and outside university, none of which had any connection to children or childhood. This changed when I was invited to join a three-year project led by a distinguished and highly respected psychology professor. The aim of this project was to examine young children's social competences and how they develop within different family contexts. My three fellow researchers were psychologists, and my role was to contribute sociological perspectives and research methodologies to the team.

It became clear to me in the very first project meeting that to collaborate effectively with my colleagues, I would need a much deeper understanding of their disciplinary discourse. Recognising that much of educational research is essentially applied psychology, I reasoned that studying education would facilitate our communication within the project. Consequently, I pursued and completed my (second) master's degree with a thesis that offered a critical analysis of *socialization* as a thought form (*Denkform*, in German). After the project was finished, I continued to work with some of the project's data and with sociological ideas and wrote my licenciate's (i.e. pre-doctoral) thesis in sociology.

In the next years I wrote several academic texts – papers, articles, book chapters – critiquing the concept of socialization and sociological thinking that is grounded on this thought form. Drawing upon, among others, Dorothy Smith's Marxist-feminist theorization, I argued that 'socialization' reflects the 'ideological standpoint of adults', which in turn is rooted in the structural power held by adults in social life. All this pointed at the need to start thinking, and theorizing, childhood in structural terms. At this point the international research project "Childhood as a Social Phenomenon" (1987-1993) was started, led by Jens Qvortrup and colleagues at the Vienna Centre. As the project's principal aim was expressly to advance a structural approach for developing a sociology of childhood, I landed in fact in the most opportune place to develop my own thinking. In parallel with the inspiring collaborative work that went on in and during the project I completed my doctoral dissertation (in sociology), in which concepts such as *relationality* and *generational order* were suggested to advance the structurally oriented study of childhood. I have stayed on that path ever since...

**Valeria & Ghislain:** What kept you engaged to the field of social studies of childhood?

**Leena:** This question is partly answered above. However, other experiences further contributed to my engagement with the childhood studies field.

My first experience with ISA was at its World Conference in 1986 in New Delhi, India. Finding an appropriate session to present the paper that I was preparing proved difficult. The remotely possible sessions that were on the programme of the forthcoming world congress were within either RC06 Family research or RC34 Sociology of Youth – childhood did not appear on the pages of the conference programme. I ended up presenting my paper in one of the family research sessions, titled ‘Problems of socialization’. As I had anticipated, the discussion in that session was quite far from where I saw a major problem residing. However, I was happy to see that after presenting my paper, the 20 copies that I had brought with me, were immediately collected from my hands.

Engagement with the Childhood as a Social Phenomenon project, alongside concurrent professional experiences, were instrumental in shaping the trajectory of my career. They not only added to my understanding of the field and the tasks ahead for a sociology of childhood to materialize; they also provided the direction for my subsequent research and teaching. My subsequent position as professor, although in the Department of Early Childhood Education, carried a distinct responsibility to advance the social study of childhood. Furthermore, my appointment as docent (associate professor) in sociology, at the Department of Social Sciences and Philosophy, also directed my subsequent work towards developing and strengthening sociological thinking of childhood. Together with colleagues in other faculties, we established an interdisciplinary and interfaculty childhood studies centre at my university. Similar initiatives were taking place also in some other Finnish universities. In 2008, the network developed into the Finnish Society for Childhood Studies. Since then, the Society has organized annual or bi-annual scientific conferences in childhood studies and has been accepted as a member of the Federation of Finnish Learned Societies.

The journal *Childhood* for which I was one of the editors for more than ten years, also kept me busy, while also providing a vantage point for observing and for commenting (through editorials), on the development of the social studies of childhood.

**Valeria & Ghislain:** [Presidency of RC53 Sociology of childhood \(1998-2002\): Priorities and accomplishments](#)

**Leena:**

#### Bringing childhood into the International Sociological Association

In late 1988, Jens Qvortrup drafted and signed a letter to the International Sociological Association (ISA), proposing that childhood become a focal point within the organisation. This initiative resulted in the organisation of two *ad hoc sessions* at the 12th World Congress in Madrid, Spain, in 1990, under the title Sociology of Childhood. The response was enthusiastic: five sessions for 25 papers were organized, with the result of the initiative advancing to the status of *Thematic Group 3, Sociology of Childhood*. Jens Qvortrup and Sylvia Trnka continued to lead the activities, Jens as programme coordinator and Sylvia as organisational secretary.

By the time of the 13th World Congress in Bielefeld, Germany, in 1994, childhood sociology had made progress within the ISA, earning the designation of *Working Group 3*. And finally, at the 14th World Congress in Montreal, Canada, in 1998, Sociology of childhood achieved recognition as a full *Research Committee 53*.

#### RC53: Aims and accomplishments

Following this milestone, a new RC53 Board was established in Montreal, with myself as president, Sylvia Trnka as secretary, six additional members, and Jens Qvortrup as past president. At this early stage, the Board was predominantly European, with only four members from outside Europe (Australia, Brazil, India, and the USA). Expanding RC53 into a truly international network of childhood sociologists was a central aim for the Board, as well as securing recognition of childhood as a legitimate sociological category across various other fields of sociology within ISA and, more generally, across the global academic sociology field. Early on, joint mid-term conferences with other ISA-RCs were planned to advance these aims. The first proposal for a joint conference came from RC13 Leisure, to be organized

together with RC34 Youth and RC53 Childhood. This original plan shifted to a joint mid-term conference of RC Youth and RC Childhood; the conference was held in Macao in December 2000.

RC53's first interim conference took place in Espoo, Finland, in August 2001, at the shore of the Finnish Gulf. The event focused on comparative methodology in childhood research and was organised together with the Research Network for the Study of Nordic Conceptions of Childhood (*Nordbarn*). The conference featured three keynote papers by internationally recognised experts in the field, and presentations from 17 researchers coming from ten different countries. The 3-day conference was attended by around 40 researchers.

During its four years of activity, RC53 produced three Newsletters at a time of rapid transition to digital communication. The RC53 webpage, launched in late 1998 by Australian Board member Robert van Krieken, marked the RC's shift to digital, but for many years ahead newsletters needed to be printed and distributed also by post to members worldwide.

### **Valeria & Ghislain: On the future of the field: challenges and new directions?**

**Leena:** The sociology of childhood, though relatively young within the broader field of sociology, has already demonstrated notable achievements. The theoretical outlook on children and childhood which it has promoted, has motivated a wide range of empirical research and fostered methodological innovation. The study of children and childhood has also flourished across various disciplines, giving rise to a multidisciplinary field known as Childhood Studies. Researchers from social, educational, and cultural sciences, psychology, children's rights studies, geography, and more, now engage with each other across disciplinary boundaries. This collaborative environment allows for the exchange of knowledge and the development of a multifaceted understanding of children's lives and conditions.

Despite these successes, the influence of sociology of childhood has remained limited within the broader discipline of sociology. This is not a completely new observation. In 2010, the ISA journal *Current Sociology* published a collection of studies on the state of childhood sociology in ten predominantly European countries. In her introduction to the monograph, Doris Bühler-Niederberger (then the President of RC53) observed that although the sociology of childhood was a comparatively young subfield within sociology, it had nonetheless managed to achieve considerable success in several respects. However, Doris wrote, these developments have had limited resonance within broader sociological theory and in general analyses of social structures within which also childhoods are lived.

Jo Moran-Ellis, another prominent childhood sociologist, wrote in 2021, that researchers (in Childhood Studies) have tended to focus on the micro-level of childhood, with little attention paid to wider societal contexts and dimensions than as background contexts. She further points out that "global warming, financial crises, health crises, inequalities and injustices are all felt and experienced at the individual level, but nonetheless they are still operating at institutional and societal levels. As future scenarios unfold, analysis of the connections and mediations of these levels for children and childhood will be key."

I leave this mission to the present and forthcoming RC53s and their members. The challenge is huge, but one form of start could be made by looking for appropriate and interested partners among the other research committees within the ISA in which conducting multi-level research is standard.

#### **Leena Alanen**

Tampere (Finland), March 31, 2026

*I want to express my very warm thanks to Sylvia Trnka and Robert van Krieken for supplying me with some of the RC documents that were missing from me.*

#### **References:**

Bühler-Niederberger, Doris. (2010). Introduction: Childhood sociology – Defining the state of the art and ensuing reflection. *Current Sociology*, 58(2), 155–164.

Moran-Ellis, Jo. (2021). Future-proofing childhood studies? If we can't predict the future, can we at least prepare for it? In R. Braches-Chyrek (Ed.), *The future of childhood studies* (pp. 8–22). Verlag Barbara Budrich.



### Hamide Elif Üzümcü interviews Sue Palmer



Sue (right) & Elif (left)

**Hamide Elif Üzümcü (Elif):** It was a pleasure to meet you, Sue, particularly within Edinburgh's rich literary life, an interest we seem to share. Thank you very much for kindly accepting our invitation to be interviewed for the readers of the International Sociological Association's Research Committee on Sociology of Childhood.

Your work has been taken up by sociologists and educators as part of debates about the social construction and transformation of childhood. You've argued, particularly in *Toxic Childhood*, that contemporary social conditions are producing forms of harm that are qualitatively different from those of previous generations. How do you situate the idea of "toxic childhood" historically? Do you see it as a distinctive feature of late modernity, or part of a longer tradition of moral concern about social change and children?

**Sue Palmer (Sue):** I suspect 'childhood' was pretty healthy throughout most of human history (and across cultures) because children were brought up in families/communities where most under-eights got enough of the two vital ingredients for healthy development: love and play. After the age of two/three, the play would be outdoors with other children until, at around age seven, they'd gradually initiated into the family business, whatever it was.

Things changed for the children of the poor during the industrial revolution, because many were exploited for economic reasons from an early age, and many more neglected because their mothers were working in factories/mines. I therefore see myself more in the tradition of Charles Dickens (a Victorian novelist who drew attention to the plight of poor children) than anyone else!

**Elif:** Much of your work highlights structural pressures, such as consumer culture, screen technologies, early academic formalisation, that constrain children's well-being. How do you think children's well-being should be addressed in social policy, and what priority actions are needed?

**Sue:** Children of all ages are again being exploited for economic gain. Firstly, they and their parents are being sold junk food, junk play and a lot of other junk that's detrimental to healthy development; secondly, in the UK particularly, data collection often interferes with care in nurseries, and at five children enter a data-obsessed, tests-and-targets school system, designed to make them productive economic units. At the same time, many communities are fragmented and therefore less supportive; one-parent/dual-income parents are often under great pressure so less able to enjoy spending time with their children; and, in traffic-clogged streets, opportunities for outdoor, active, social play are practically nil for most kids.

My priorities would be:

- 1) No hand-held devices for children under the age of eight; action to ensure social media are not harmful for under sixteens; clear government guide-lines on screen-based activity at different ages (including the absolute minimum for the under-threes)
- 2) Greater support for low-income parents during their children's first three years, e.g. health visitors, Sure Start centres
- 3) Raise the school starting age to seven and provide a state-funded kindergarten stage for three-to seven-year-olds. This should be play-based, relationship-centred, as often as possible outdoors and staff should be well-trained in child development (see [www.upstart.scot](http://www.upstart.scot))
- 4) Thereafter, less emphasis in education on tests of and targets for cognitive attainment and more on social/emotional skills.
- 5) Far more attention to children's needs within their communities, including plenty of play space (e.g. closing streets to traffic at weekends, opening the grounds of public buildings for play, including school grounds, as opposed to sterile 'playgrounds')

**Elif:** Your critiques frequently address the marketisation of education and the pressures of performativity in schools. How do you understand play not only as a developmental tool, but also as a relational and ethical practice that fosters children's social and moral lives?

**Sue:** Play is a biological drive, often defined as 'freely chosen, personally-directed, intrinsically-motivated activity that actively engages the child'. During early childhood it is an essential element for healthy physical, emotional, social and cognitive development (and thereafter important for mental health). However, while I'm sure play therapy is useful in many cases, I don't think we should go round formalising its 'practice'. Play, like love, is a natural human drive and shouldn't be turned into a 'practice'.

**Elif:** You often refer to the erosion of shared cultural wisdom around childrearing and the weakening of "the village" around the child. How have intergenerational relationships transformed in recent decades, in your observation? What strategies or approaches do you suggest to help revive these supportive networks in raising children?

**Sue:** The movement of women out of the home and into the workforce was a critical change. In the UK it happened in the 1980s/90s, alongside rapid developments in IT and the triumph of consumer capitalism, so one way and another, ancient wisdom about children's developmental needs was swiftly forgotten. We therefore need centres where parents can 'build their own village'. These could be provided via kindergarten and primary schools ... but they'd have to be parent-led, and I don't know how easy that would be in the UK because most adults have now been effectively disempowered by our education system.

**Elif:** Your work often operates somewhat outside traditional academia, yet it has had significant public and academic impact. Do you have any other thoughts or reflections you would like to share with researchers in the sociology of childhood?

**Sue:** We need more generalists. Research – in academia in general – is now usually highly specific: researchers know more and more about less and less. One of the most interesting researchers I interviewed during my research career was Iain McGilchrist. I think his book, *The Master and His Emissary*, should be compulsory reading for all academics!

**Elif:** Thank you wholeheartedly for taking the time to do this interview with us. It has been especially meaningful for me to share with a wider community of childhood researchers some of the discussions we've had and to connect your work and views with conversations in the broader field.

***Some of Sue Palmer's works:***

Palmer, S. & Bayley, R. (2004). *Foundations of Literacy: A Balanced Approach to Language, Listening and Literacy Skills in the Early Years*. Network Educational Press.

Palmer, S. (2006). *Toxic Childhood: How the Modern World Is Damaging Our Children and What We Can Do About It*. Orion.

Palmer, S. (2007). *Detoxing Childhood: What Parents Need to Know to Raise Happy, Successful Children*. Orion.

Palmer, S. (Ed.). (2021). *Play is the way: Child development, early years and the future of Scottish education* (2nd ed., Postcards from Scotland No. 17). CCWB Press.

Palmer, S. (2009). *21st Century Boys: How Modern Life Is Driving Them off the Rails and How We Can Get Them Back on Track*. Orion.

Palmer, S. (2012). *21st Century Girls: How Female Minds Develop, How to Raise Bright, Balanced Girls*. Orion.

Palmer, S. (2016). *Upstart: The Case for Raising the School Starting Age and Providing the Under-Sevens What They Really Need*. Floris.

## Palestinian Childhoods

### The Return of Palestinian Infants to Gaza

Ethel V. Kosminsky

Since the beginning of the Israeli Genocide in Gaza in 2023, pregnant women were terribly affected. Due to famine, they gave birth to premature babies, which they could not breast-feed, and who have had to go to incubators.

Andrea López-Tomàs affirms that, Israel has been doing “reproductive genocide.” Throughout the first half of 2025, the number of births diminished hugely: barely 17.000 babies were born between January and June, compared to 29.000 at the same period of time in 2022, according to data of the Minister of Health in Gaza. The index of birth decreased more than 41% in only three years, observed Reem Amarneh, head of the team of sexual and reproductive health of Palestine of United Nations Population Fund (UNFPA) (López-Tomàs. 2025: 69)<sup>1</sup>.

During the first six months of 2025, UNFPA registered 220 stillbirths, including babies who died within the uterus after the twenty's week of pregnancy, and at least 20 who died after 24 hours after their birth (López-Tomàs. 2025: 70).

Many problems cause this situation, all of them related to the Israeli genocide: famine, lack of medicines, difficulties of reaching a hospital due to the destruction of ambulances, which implies that many women give birth in the tent, and the forced displacements (López-Tomàs. 2025: 72).

It is impossible for a malnourished mother to breastfeed her baby, and there is no formula in the market. It is also very hard to get drinking water. Israeli government prohibit the entrance of formula in Gaza. Even if formula arrives in the market, it is impossible to buy it due to high price. Another problem is the mothers' mental health, facing bombs all the time.

This is the social-historical framework that explains the reasons for premature babies leaving the occupied territory of Gaza to Egypt and welcome back as toddlers in Gaza.

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<sup>1</sup> My own translation from Spanish into English.



“Sundus al-Kurd reunites with her daughter Bissan after 2.5 years in Khan Younis on March 31, 2026. Bissan was born premature and evacuated to Egypt during an Israeli military attack on Al-Shifa Hospital in November 2023.” Photo by Stringer/Anadolu via Getty Images.” In Drop Site News.

In Khan Younis<sup>2</sup>, Gaza, the journalists – Abdel Qader Sabbah, et. al. - who work for Drop Site News, report the arrival of Bissan to her mother’s arms (Sabbah et al., 1 April 2026). The World Health Organization designated the hospital as a ‘death zone.’ After much discussion, 31 premature babies were rescued from Al-Shifa on November 19 and taken to Rafah<sup>3</sup>. UNICEF stated that the health conditions of the babies had been ‘rapidly deteriorating’ inside the surrounded hospital. Five died before they could be retrieved. The next day, 28 of the babies were carried to Egypt for treatment. All of them went without any family members.

Around early afternoon on Monday, a large bus carrying the children from Egypt arrived, accompanied by a Red Crescent ambulance and UN automobiles. They stopped at the Nasser Hospital, families packed around the doors. The children were distributed into the arms of family members, in scenes of joyfulness.

Dr. Ahmed Al-Farra, the director of the pediatric department at Nasser Hospital, said that at least four of the babies who were taken to Egypt died there. He affirmed that the children who returned to Gaza, although healthy, would need further medical and psychiatric appraisal.

Gaza’s health care system has been methodically devastated by the Israeli military since October 2023. Each hospital was struck and 25 were entirely closed while 13 persist partially functioning, according to Gaza’s Health Ministry. Notwithstanding a “ceasefire” that started in October, Israel has sustained daily strikes in Gaza, killing over 700 Palestinians since then. Israel has also determined to cruelly constrain the amount of humanitarian aid, fuel, medicine and other essentials, consenting at that time in an average of only 200 trucks daily instead of the 600 that they had settled.

At the beginning of the U.S.-Israeli war against Iran on February 28, Israel strengthened a total siege on Gaza, mentioning “security concerns.” The Kerem Shalom crossing was moderately reopened three days later. The Rafah Crossing between Gaza and Egypt, which had only unlocked in early February for medical removals and for Palestinians coming back to Gaza, was also shut at the start of the Iran war

<sup>2</sup> Khan Younis was destroyed by Israeli soldiers in 2024 and 2025. It was an old city, founded in 1387-1388 BCE (Wikipedia, n.d.). The houses were replaced by tents.

<sup>3</sup> The Israeli military erased Rafah in 2024 and 2025. Rafah is an ancient city, which dates back to 1303 BCE (Wikipedia, n.d.).

and only reopened on March 18. Approximately 20,000 people are on lists for medical evacuation abroad, 4,000 of them children, according to the Health Ministry.

Notwithstanding of the continued Israeli blockade and daily military assaults, the families who were finally united with their children in Gaza on Monday after two and a half years of separation, defined the moment as a miracle.

Sundus Al-Kurd was one of them. She was severely hurt in an Israeli airstrike on her family home in Beit Lahia on October 22, 2023. Her daughter Habibat Al-Rahman was killed in the attack. As Al-Kurd was eight months pregnant, when she was hurried to hospital, doctors operated her to save her life and conducted an emergency delivery to save her unborn daughter, Bissan.

“On the day I gave birth to my daughter, I lost her only sister,” Al Kurd said. “When I woke up, I asked, ‘Where is my daughter?’ They told me, ‘Your daughter is fine and doing well,’” she added. “They told me she was in an incubator and that due to my health condition I wouldn’t be able to care for her.” Al-Kurd continued to recover from her injuries and was unable to see her daughter before the Israeli military attacked Al-Shifa in November 2023.

“I was evacuated from the hospital with difficulty, and I asked to take my daughter with me, but they said I wouldn’t be able to care for her due to my medical condition,” she said.

Having lost her other daughter, parents, and two siblings during the war, Al- Kurd said she could not bear the thought of losing Bissan, whom she described as “a gift and compensation from God.” Al-Kurd did not know what had happened to her daughter until much later when she found out she had been among the 28 premature babies evacuated to Egypt.

“Today, after two and a half years, God willing, we will be reunited with our daughter,” Al-Kurd said. She brought a traditional Palestinian dress for Bissan to wear. When her daughter finally arrived in the convoy to Nasser hospital, Al-Kurd held her tightly before dressing her in the white and red dress as relatives took turns embracing her.

“I am meeting my daughter for the first time,” she said. “It’s as if today is the day of her birth. I can’t describe my feelings.” (Sabbah, et. al., 1 April 2026)

Bissan was one of 11 toddlers, born prematurely in Gaza and evacuated to Egypt in November 2023, who traveled home to the occupied territory this week. The Palestinians celebrated, although the children returned to a ruined place after two years of a continuing genocide.



The picture above shows the premature babies in incubator (Photo by Samar Abu Elouf for The New York Times, 1 April 2026). Where should be only one baby, there are 4 babies. They were transferred to Egypt for treatment lying in a hospital in southern Gaza in November 2023 before the next step of

their journey. The newborn babies were evacuated through the Rafah border crossing to Egypt in November 2023.

“While the conditions of most of the babies ultimately improved, seven died in Egypt. Six others have yet to return to Gaza.” Four other toddlers returned earlier (Rasgon et al., 1 April 2026).

“Dr. Ahmad al-Farra, head of the pediatric ward of Nasser hospital, said the 11 toddlers who had returned were in stable health, but he added that some face complications such as problems with their eyesight” (Rasgon et al., 1 April 2026)

Very few incubators in a chaotic situation as it was at the Al-Shifa Hospital – few doctors and nurses, lack of medicines, and Israeli strikes all the time – prevent a careful care of the premature babies’ eye sight. “Incubators can cause retinopathy of prematurity (ROP) in premature infants, a condition where high oxygen levels and bright light cause abnormal blood vessel growth in the eye, potentially leading to retinal detachment or blindness” (National Library of Medicine, n.d.).

### **Infants’ living conditions in Gaza**

The infants in Gaza have the love and care of their family’s survival members, a father or a mother, or maybe both, a grandmother or an uncle. Certainly that love is fundamental for the development of a child. However, the situation of Gaza is very dire: people continue living in tents, there is not enough food. “At the end of February 2026, World Central Kitchen announced it would suspend its services in Gaza ‘until further notice.’ The reason was simple but devastating, it had completely run out of food supplies. Estimates suggest that around 60 % of families relied, at least partially, on the meals – especially those living in displacement camps. However, growing restrictions made the situation worse. The number of aid trucks entering Gaza dropped from 25 per day to just five. Today, the greatest fear is famine. Children are the most vulnerable. Their bodies cannot endure prolonged hunger or even small reductions in nutrition quickly affect their health and development” (Nassar, 9 April 2026).

Besides the continuous threaten of famine, the living conditions are terrible, the sewer runs among the tents, there is rubbish everywhere. Israel had destroyed all the garbage collector trucks. There is not enough drinking water, the desalination plant was demolished a long time ago. Water has to come in trucks. Medical resources – doctors, nurses, paramedics and ambulances, buildings and appliances -, and medicines are in number insufficient.

The number of children with skin wounds is unmeasurable. One can see children scratch their legs all the time in any video. Another big problem is the high number of big rats that invade the tents and bite babies and children. In one of these videos a mother showed her baby’s face with scars from rats’ bites. In an article another one shows her daughter’s hand bit by a rat (Azzoum, 17 April 2026. Humaid, 23 April 2026).

Another very sad problem refers to the destruction of schools, universities, historical archives, libraries, churches and mosques. Gaza was a place with a high level of scholarship in the Arabian world. All of these were demolished. And more important than buildings, the killing of medical doctors, teachers, engineers, university professors, poets, writers, journalists – “the people Gaza cannot rebuild” (Skaik, 3 April 2026).

Even when an instructor is teaching children in a tent, nobody is safe from a sniper. An Israeli soldier just killed a nine-year-old girl in her classroom tent a few days ago (Abu Toha, 9 April 2026).

Unfortunately, - it’s so painful to say – Bissan and other infants, together with all children, have to face a daily genocide in Gaza. Sundus al-Kurd, Bissan’s mother, could have been victim of a “reproductive genocide,” but the doctors performed an “emergency delivery,” and saved her baby on the same day that she lost Bissan’s only sister. Probably, that surgery had prevented her to have another child. What could configure a “reproductive genocide.”

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## Essays, Commentaries, Reviews

### **Sociological Analysis of *God of War* (2018)**

Sanem A. Dinler

*God of War* is an action-adventure game with the realm of Midgard, rooted in Norse mythology. The narrative follows Kratos, a violent warrior and his young son, Atreus. The story begins with the death of the child’s mother, Faye. Her final wish for her ashes to be scattered from the highest peak in all of nine realms. To honor this, the father and son who are strangers to one another until now, must go on a long journey across mystical yet dangerous lands.



Image credit: Sony Interactive Entertainment. (2018c).

The representation of Atreus in God of War provides a significant case study for the New Sociology of Childhood. The traditional sociology of childhood assumes a unidirectional relationship between structure and actor, whereas the new sociology of childhood posits a mutual interaction between them (Öntaş & Çarıkçı, 2023). Children are part of society and can act within it individually (James and Prout, 1997). Earlier in the game, Kratos teaches Atreus a warrior lesson: *"A defeated enemy is not worth killing."* During the climax, when Kratos is about to lose control and kill Odin's son Baldur, Atreus says exact words back at him: *"He is beaten, father, not worth killing."* At this moment, Atreus has taken an adult lesson and changed it to regulate the adult's own behavior. He used his father's lesson to guide his father, proving that children are not 'invisible' (Thorne, B. 1987); they have agency in constructing their relationships. With his actions, he changes the course of the narrative. It makes him an example of a social actor; he participates in the Norse society they encounter. While Kratos provides physical protection, Atreus provides a social link to the world: as a linguist, he is the one who translates ancient runes and negotiates with key figures like the Dwarven blacksmiths or the World Serpent.



Image credit: Sony Interactive Entertainment. (2018b)

On the other hand, Atreus leads one to the concept of Interpretive Reproduction, a term coined by William Corsaro (2017) to describe how children reproduce the adult world. In the game, Kratos has a significant problem related to his godhood, which is why he refused his child's true identity. Ultimately, this caused an internal struggle between Atreus's godhood and his mortal life, ultimately resulting in the child's illness. Then, Atreus, rescued by Odin's wife Freya; discovering his godhood and becoming complacent, fights with his mortality and godhood. He speaks cruelly to his dwarf friends Brok and Sindri, and his god complex even caused him to resist his father and to kill Thor's son Modi. Immediately afterward, they fell into Helheim, where those who reside there see their greatest regrets and mistakes as an illusion. As Atreus journeys through this realm, he is forced to witness his past, the moments when he killed Modi and resisted his father, which shocks him. He realizes what he has become asks: *"Did I really behave like this? Is this me?"*

After returning to Midgard, Atreus apologizes to Kratos and to the dwarf brothers. He understands that being a god is not about looking down on people, it is about protecting the weak and taking responsibility. As seen here, Atreus reinterpreted and reproduced himself after the incident. He overcame his identity conflict through interpretive reproduction.

To improve the child's status in this environment, the narrative demonstrates the importance of providing Atreus with opportunities to create and experience his own social environment. In this dynamic, Kratos transforms from a commander to a guide, explaining that Atreus must advance his existence in accordance with his emotional and biological needs. Since children are beings who need controlled conditions to safely realize their potential, (Güçlü, S. 2016) Kratos's role is revealed not to suppress Atreus's free will, but to provide a safe environment where the child can safely explore his identity (Woodhead, 2009).



In summary, God of War (2018) is more than a fantasy story; it is a profound journey from the old to the New Sociology of Childhood. The narrative finalizes when Kratos finally recognizes Atreus as a human being (Qvortrup, 2009) in the present, with his own agency and as a social actor. Finally, Atreus proves that children do not internalize existing social realities, they reproduce them. In the end, the game perfectly illustrates the core claims of the new paradigm: that children affect the world around them just as much as the world affects them.

As Kratos and Atreus say, “we must be better.”

*Image credit: Sony Interactive Entertainment. (2018a)*

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## Sociological Analysis of *the Women King* (2022)

Panashe Denhere

The *Woman King* (2022) caught my eye because it offers a distinctive and captivating perspective on childhood and socialization within a historical and cultural framework. The movie shows the Agojie, an all-female military regiment in the Kingdom of Dahomey, emphasizing how young children are socialized into adult responsibilities, cultural norms, and societal expectations. The film is inspired by real-life historical events and figures, particularly the Agojie warriors who existed between the 17th and 19th centuries. This historical grounding is important because it situates the narrative within real social relations, where gender, power, and childhood experiences were lived and negotiated in specific cultural and political conditions.

This makes the film a useful artistic medium for exploring childhood as more than just a biological stage of life, but as a socially and culturally constructed phenomenon that emerges through relationships, institutions, and historical context. Rather than being “shaped by” a single social force, childhood in this analysis is understood as something that relates to, emerges through, and connects with broader social and cultural dynamics.

The story centers on Nawi, a young 12-year-old recruit whose journey exemplifies the passage from childhood to socially recognized competence, and General Nanisca, the leader of the Agojie. Nawi actively makes choices about her life, in contrast to conventional depictions of children as passive. Her father asks her, “You don't want to get married?,” after she is brought before the king and forced into an arranged marriage. After that, you'll understand what it means to be a fighter. “I don't want to marry an old man,” declares Nawi boldly. I'd like to be a fighter. I wish to defend my king. This instance shows that kids are capable of navigating social expectations, exercising moral judgment, and claiming autonomy. Nawi also decides to enlist in the Agojie, where she undergoes intense physical and moral training and soon rises to the position of one of the best fighters. Intergenerational relationships and mentoring are crucial: while adult warriors impart cultural knowledge, social norms, and moral guidance, children like Nawi exercise agency in navigating these frameworks. *The Woman King* offers a rich portrayal of childhood that is consistent with the sociology of childhood frameworks put forth by Mayall (2002), Spyrou (2018), and Qvortrup (2009) by fusing historical representation, cultural norms, and personal development.

Childhood is portrayed in *The Woman King* as a socially and culturally constructed stage of life that is influenced by historical background, societal norms, and gendered expectations. Nawi, a young recruit, is portrayed in the movie as a vivid example of a child with both autonomy and responsibility, drawing on Mayall (2002), who stresses children as active social actors rather than passive “becomings.” “I don't want to marry an old man,” she said, rejecting an arranged marriage. I'd like to be a fighter. “I want to fight for my king”—shows that kids are capable of exercising personal agency, questioning adult authority, and making morally important decisions. This instance demonstrates how childhood is a time when children actively negotiate social roles and cultural expectations rather than just being a stage of preparation.

Another example of the dynamic interaction between agency and socialization is Nawi's decision to become a warrior. “Strength doesn't come from size, it comes from courage and the heart,” General Nanisca tells her during training, highlighting the importance of mentoring in directing children's moral and social development. “I will not fail,” declares Nawi after internalizing these lessons. I'll stand up for my sisters. “I will fight for my king” demonstrates how kids can embrace social norms without sacrificing their independence. Alanen & Mayall's (2001) concept of child-adult relations in which guidance, discipline, and acknowledgment of children's abilities coexist is best illustrated by these exchanges.

Furthermore childhood is further depicted as a time when experiences are constructed by cultural and gendered norms. As a reflection of society's values of bravery, loyalty, and group responsibility, girls

are trained as warriors. Children like Nawi successfully and independently negotiate the intersections of class, family, and societal pressures. Nawi exhibits strategic leadership in combat by saying, "If we go left, the enemy expects it." We proceed directly and catch them off guard. In line with Spyrou's (2018) belief that children's voices and choices are important in understanding childhood, this shows that children in the movie are, active social actors capable of influencing social outcomes.

The movie does, however, also highlight the vulnerabilities of young people: young recruits must deal with risk, strict discipline, and emotional strain. Some people make mistakes because they are inexperienced, demonstrating how both empowering and dangerous childhood can be. However, Nawi's fortitude, intelligence, and moral clarity show that kids can overcome obstacles, rise to the occasion, and take charge of their own lives.

Despite being fictional, *The Woman King* (2022) draws heavily from the real Agojie warriors of Dahomey and their historical significance in West African political and military structures. The movie questions prevailing beliefs that children are passive dependents waiting for adulthood by placing childhood within this actual historical and cultural context. Rather, it portrays childhood as shaped by both agency and constraint, socially constructed, and historically embedded. The movie shows how kids actively shape their social environments through Nawi's journey her defiance of forced marriage, her military training, and her growth as a leader.

This analysis is consistent with childhood sociology viewpoints (Mayall, 2002; Spyrou, 2018; Qvortrup, 2009), which emphasize children as social actors involved in power dynamics as opposed to passive socialization recipients.

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## A New Research Project on the History of Childhood:

### ***The Social Position of Children and Childhood Experience in Ancient Phrygia***

The history of childhood has become one of the most dynamic fields of historical research over the last five decades. Yet our understanding of children in antiquity continues to be influenced by evidence produced in major urban centres and by sources created by adult members of socially privileged groups. Consequently, the experiences of rural children, non-elite families, and local communities beyond the cultural and political centers of the Greek and Roman worlds often remain underexplored. The project *The Social Position of Children and Childhood Experience in Ancient Phrygia* ['Antik Çağ'da Frigya Bölgesinde Çocukların Toplumdaki Konumu ve Çocukluk Çağı Yaşantısı'], launched in May 2026, seeks to contribute to this discussion by investigating childhood in a distinctive historical region of Asia Minor.

Childhood studies in antiquity have been informed by two fundamental debates. First, most of the available evidence concerns free children living in urban areas and reflects adult perspectives rather than children's own experiences. Second, studies have often focused on major centers such as Athens and Rome, leaving the experiences of children in rural and provincial communities comparatively overlooked. By focusing on material culture and local context, our project aims to broaden these discussions and increase the visibility of children as active participants in social life.

**The ancient region of Phrygia**, located in central-western Asia Minor and corresponding today to parts of the Turkish provinces of Afyonkarahisar, Kütahya, Eskişehir, Ankara, Uşak, and Denizli, provides a particularly promising case study. Settled by Phrygian populations from the early first millennium BCE and later coming under the rule of successive powers, Lydia, Hellenistic Kingdoms and Roman Empire, the region maintained distinctive cultural traditions, linguistic practices, and religious identities for centuries. Recent archaeological and epigraphic discoveries have expanded the available evidence, creating new opportunities for the study of childhood in a provincial context.

Rather than treating children merely as members of households or passive recipients of adult decisions, our project approaches them as historical subjects whose experiences can be reconstructed through archaeological and epigraphic evidence. The primary objective is to investigate children's place within family and community during the Hellenistic and Roman periods, as well as their legal status, education and upbringing, participation in religious life, interaction with the environment, everyday activities, and play practices. Preliminary observations suggest that childhood in Phrygia may have been affected by social structures and cultural traditions that differed in important ways from those known from Greek and Roman societies. In this respect, the project will explore whether childhood experience was influenced by local forms of kinship, household, and social class. It seeks to contribute not only to the history of childhood, but also to broader debates concerning identity and social organization.

Funded by the Scientific Research Project Office of **Eskişehir Osmangazi University in Türkiye** with an initial budget of 1.000.000 TRY (approx.20.000 USD), the project brings together historians, archaeologists, sociologists, and students in social sciences from Eskişehir Osmangazi University, the Social Sciences University of Ankara, and Anadolu University. Over a two-year period, the research team will document and analyze archaeological and epigraphic evidence related to children from museums, archaeological sites, and local collections throughout the Phrygian region.

One of the project's principal outcomes will be the development of an open-access digital corpus including archaeological artefacts, inscriptions, photographs, drawings, geospatial data, and scholarly commentary. This digital resource is intended to support future research on childhood, family life, and social history in antiquity while providing a sustainable platform for comparative studies across different disciplines. The project also places strong emphasis on public engagement. Travelling exhibitions featuring artefacts, replicas, digital reconstructions, and educational materials will introduce the history of childhood in ancient Phrygia to broader audiences.

We warmly welcome communication and collaboration with researchers working in childhood studies, archaeology, ancient history, epigraphy, sociology, digital humanities, and related fields. Through interdisciplinary dialogue and comparative perspectives, we hope to contribute to a richer and more inclusive understanding of childhood in the ancient world.

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## Stories of Plant Connection Royal Botanic Garden Edinburgh

Plant connection stories like this one have been collected from pupils across Scotland as part of the **Scottish Roots** programme delivered by **Eve Armstrong** at the **Royal Botanic Garden Edinburgh**.



This programme is a series of workshops which aim to explore the deep-rooted traditional connections between people and plants in Scotland. It weaves together storytelling, language, traditional plant uses and personal connections to help pupils connect to their heritage and the natural world. As part of the workshop pupils are asked to choose a plant that they feel connected to and share that connections through writing and drawing. These stories are then bound into books and read to other pupils across the country. In this way the voices and thoughts of young people are valued and shared as an intrinsic part of Scotland's cultural knowledge of plants. These stories are a snapshot of how young people in Scotland view the plant world and show that their connections are varied and fascinating. Their stories range from memories of people and places, folklore uses, foods and games as well as silly jokes. The connections they share is deliberately unbounded to allow for personal expression and creativity. When the project ends at the end of the year the stories will be added to the archive at the Botanic to preserve this important collection.

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## **Children from La Cárcova creating possible futures**

Carolina García-Cejudo

### **Book Review Essay**

Llobet, Valeria. (2026). *Llegar a ser de otro modo: Futuridad, violencia e infancias en los márgenes urbanos* [Becoming Otherwise: Futurity, Violence and Childhoods on the Urban Margins]. UNSAM Edita. Colección Ciencias Sociales.



This book is a record of the diverse, human processes that formed part of an ethnographic study in La Carcova, one of the neighbourhoods in the Buenos Aires metropolitan area, Argentina. The title “Becoming Something Else”, for example, was chosen together with the children amidst the hubbub of conversation and snack time. And La Carcova is referred to without an accent on the first “a”, just as the people who live there call it. At the heart of the relational nature of ethnography, the author’s careful observation and reflection reflect her commitment to engaging with children and, in particular, with the subjects she studies in their uniqueness.

To explore how children and young people construct notions of the future from the margins of La Carcova, the author analyses how structural inequality, the slow violence of environmental degradation and the complexity of care networks are interwoven in everyday life. In addressing these dimensions, the reader senses the explicit intention not to succumb to dichotomies, oversimplifications or overarching concepts, but rather to focus one’s gaze and listening on the minutiae and fragilities of ordinary life.

It is from this critical stance that, from the very first chapter, a central question is posed: the linear nature of the relationship between temporality and childhood presented in pedagogical, state and neoliberal discourses is challenged; childhood is treated as a territory of investment and preparation for the future. Furthermore, it is noted that discussions on children’s agency and contributions questioning adult-centrism have not sufficiently addressed this relationship between temporality and childhood. The question is therefore raised as to how children experience the failure of promises of the future and what horizons of possibility those living in poverty are capable of creating.

Chapter 2 begins to answer the above question by situating it in La Carcova. It problematises the academic and state representations that present the experience of urban poverty in a homogeneous manner and explores the ways in which the slow violence of environmental degradation disrupts the fabric of daily life and intrudes upon it.

Chapter 3 seeks to understand how women, girls and boys manage their daily lives to provide care in contexts of poverty and amidst multiple intersecting processes. Care was observed as a space of struggle and negotiation of possible futures, which redefines bonds and builds dignity in the face of uncertainty and institutional neglect.

The analysis of how children construct and negotiate their visions of the future takes place in Chapter 4. Through children’s experiences, it explores how the tension arises between neoliberal narratives of individual self-improvement regarding care responsibilities and ‘hybrid narratives’ that present other, new possibilities for ways of life.

One of the events that affects the perception of time and the future is death. Chapter 5 distinguishes three types of experiences of death: those resulting from environmental pollution, deaths due to interpersonal conflicts, and ‘banal deaths’. In light of these, the book analyses how the inhabitants of

La Carcova, through collective mourning practices and beliefs, process a perception of time and the future that is more complex and goes beyond what the linear concept of ‘life project’ can encompass.

Using the concept of “dystopian double consciousness” in Chapter 6, the author argues that in narratives about children’s futures, both imaginings of global crises and conspiracy theories have helped to make sense of exclusion and state neglect.

In conclusion, Valeria Llobet suggests that, rather than accepting the dichotomy of the “child without a future” versus the “child as an investment”, we should approach futurity as a field of contestation in which children are subjects who actively create their own temporal horizons. In La Carcova, it was possible to observe that futures emerge from practices of care and resistance, and that present inequalities also translate into an unequal distribution of futures. With these findings, we are invited to consider the importance of the materialities of everyday life under late capitalism and to broaden our understanding to avoid falling into new abstractions in childhood studies.

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## Las niñas y niños de La Carcova creando futuros posibles

Carolina García-Cejudo

Llobet, Valeria. (2026). *Llegar a ser de otro modo: Futuridad, violencia e infancias en los márgenes urbanos* [Becoming Otherwise: Futurity, Violence and Childhoods on the Urban Margins]. UNSAM Edita. Colección Ciencias Sociales.



Este libro es una objetivación de múltiples y humanos procesos que integraron una investigación etnográfica en La Carcova, uno de los barrios del conurbado de Buenos Aires, Argentina. El título “Llegar a ser de otra forma”, por ejemplo, se elige con los niños y niñas en el fragor de charla y merienda. Y a Carcova se le refiere sin acentuar la primera “a”, tal y como le nombran las personas que le habitan. En el centro del carácter relacional de la etnografía, la observación y reflexión minuciosa de la autora refleja su compromiso de implicación para con las infancias y en particular, con los sujetos que investiga en su singularidad.

Para indagar cómo las infancias y juventudes construyen nociones de futuro desde la marginalidad de La Carcova, la autora analiza cómo en la vida cotidiana se entretajan la desigualdad estructural, la violencia lenta de la degradación ambiental y la complejidad de las redes de cuidado. En el tratamiento

de estas dimensiones se palpa en la lectura la intención explícita de no ceder a las dicotomías, las reducciones o super conceptos, sino a esforzar la mirada y la escucha en las minucias y fragilidades de la vida ordinaria.

Con tal posición crítica es que desde el primer capítulo se parte de un cuestionamiento central: se cuestiona el carácter lineal de la relación entre temporalidad e infancia que presentan los discursos pedagógicos, estatales y neoliberales; la niñez se trata como un territorio de inversión y preparación para el futuro. Por otra parte, se identifica que las discusiones sobre la agencia infantil y los aportes sobre el cuestionamiento del adultocentrismo no han abarcado suficientemente esta relación entre temporalidad e infancia. Se plantea, entonces, la pregunta sobre cómo experimentan el fracaso de las promesas del porvenir y qué horizontes de posibilidad son capaces de crear los chicos que viven en la pobreza.

En el capítulo 2 se comienza a responder la anterior pregunta situándola en La Carcova. Se problematizan las representaciones académicas y estatales que presentan de manera homogénea la experiencia de la pobreza urbana y se indagan las formas con las que la violencia lenta de la degradación ambiental rompen la trama cotidiana, irrumpen la vida.

En el capítulo 3 se busca conocer de qué manera las mujeres, niñas y niños gestionan su vida cotidiana para cuidar en contextos de pobreza y atravesados múltiples procesos. El cuidado se observó como un espacio de lucha y negociación de futuros posibles, que redefine vínculos y construye dignidad frente a la incertidumbre y la desidia institucional.

El análisis de cómo los niños construyen y negocian sus visiones de futuro ocurre en el capítulo 4. Se explora a través de las experiencias de los niños cómo se presenta la tensión entre las narrativas neoliberales de superación individual respecto a las responsabilidades del cuidado, “narrativas híbridas” que presentan otras y nuevas posibilidades de formas de vida.

Uno de los acontecimientos que afectan la percepción del tiempo y el futuro es la muerte. En el capítulo 5 se distinguen tres tipos de experiencias de muerte: las derivadas por contaminación ambiental, las muertes por conflictos interpersonales y las “muertes banales”. Ante éstas, se analiza cómo los habitantes de La Carcova procesan a través de prácticas de duelo colectivo y creencias, una percepción de tiempo y porvenir que son más complejas y exceden a lo que el tiempo lineal de conceptos como “proyecto de vida” puede abarcar.

Con el concepto de “doble conciencia distópica” en el capítulo 6, la autora argumenta que en las narrativas sobre el futuro de los niños, tanto la imaginación de las crisis globales y las teorías conspirativas han ayudado a dar sentido a la exclusión y el abandono estatal.

Para concluir, Valeria Llobet invita que en lugar de aceptar la dicotomía de “niño sin futuro” frente a “niño como inversión”, se aborde la futuridad como campo de disputa en donde los niños son sujetos que crean activamente sus horizontes de tiempo. En La Carcova fue posible distinguir que las futuridades emergen de las prácticas de cuidado y resistencia, que las desigualdades presentes se traducen también en una distribución desigual de futuros. Con estos hallazgos, se invita a mirar la importancia de las materialidades de la vida ordinaria del capitalismo tardío y a ampliar las comprensiones que eviten incurrir en nuevas abstracciones en los estudios de infancia.

Carolina García-Cejudo  
Universidad de Panamá  
[carolina.g.cejudo@gmail.com](mailto:carolina.g.cejudo@gmail.com)

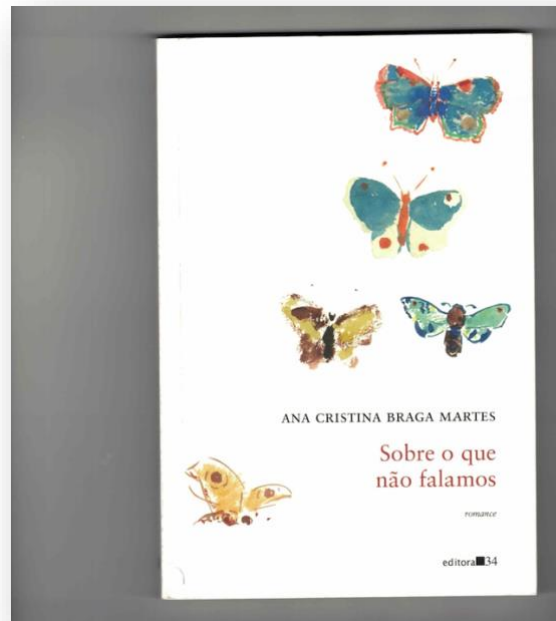


## A political and humanitarian reading

Ethel V. Kosminsky

### Book Review Essay

Martes, Ana Cristina Braga (2023). *Sobre o que não falamos* [We don't talk about it]. São Paulo: Editora 34.



This is the story of an adolescent girl between 12 and 14 years of age, who is raised by her grandparents. Her name is Clara of her grandmother, Chiara in Italian, translated into Clara. This name in Portuguese means white. However, Clara is from mixed heritage, African-Brazilian and white. Her mother was her grandmother's daughter.

Her grandmother insists Clara should always have a wrist-band, thus, to be able to keep her hair straight in a pony-tail. They live in a working-class village in the outskirts of a big city. Clara shares her time between school, a free-swimming pool and grandfather's emporium. He sells oil, wheat, sugar and so on – everything on credit, signed in a notebook. Whenever the customer receives his/her salary, a payment is done. Clara uses to help his grandfather – from Lebanese origin – runs the store during lunch time.

As a teen, Clara starts questioning her origin. She wants to find out about her parents. But her grandparents do not speak. At Clara's school there is a picture of General Ernesto Geisel, the president of Brazil – from 1974 to 1979, the fourth of five military presidents during the Brazilian military dictatorship 1964-1985<sup>4</sup>.

Finally, after talking to her teacher, who said she was her mother's closest friend, visiting an abandoned house, - his parents' house – she arrives to the meat store. The butcher tells her the story of her parents. Her mother was a teacher at Clara's school, and her father was a lawyer, who came to the village to propagate the ideas of a political movement to overthrow the dictatorship. Both loved each other and married. They were very happy expecting a baby – Clara.

Then, there was a shot and the captain from the army, who exerts authority and lives nearby, said he found her mother with a shot in her head. He called an ambulance that took her to a hospital, where doctors performed surgery and gave the baby for the solace of her grandparents. Her mother never

<sup>4</sup> Wikipedia contributors. (n.d.). *Ernesto Geisel*. Wikipedia. Retrieved May 7, 2026, from [https://en.wikipedia.org/wiki/Ernesto\\_Geisel](https://en.wikipedia.org/wiki/Ernesto_Geisel)

recovers conscience, dying soon. Her father was missing – what could mean that he was killed by the militaries or was able to escape. Probably he was killed too.

For Clara, as he was missing, he could still be alive and one day he would come to take care of her. That's her hope.

Although, the author says that it is a fiction story, it could have happened to any child during the years of the military dictatorship in Brazil.

Ethel V. Kosminsky

Retired professor of sociology at UNESP – Marília, Brazil.

## Calls & Events



### ISA World Congress of Sociology 2027, Gwangju (South Korea)

#### Theme: Global Sociology in Turbulent Times



### Call for Session Proposals - Sociology of Childhood Research Committee (RC53)

The *Sociology of Childhood Research Committee (RC53)* invites session proposals for the ISA World Congress of Sociology 2027. In line with the Congress theme, “Global Sociology in Turbulent Times,” we seek to explore how childhood is shaped by, and actively shapes, the multiple crises and transformations of our contemporary world.

Children’s lives today are profoundly marked by intersecting forms of turbulence, including war and genocide, economic inequality, climate change, migration and displacement, political instability, and the restructuring of welfare states. At the same time, children are not only subjects of these processes but also social actors who interpret, negotiate, and contest them in diverse ways.

We particularly welcome session proposals that combine theoretical innovation with empirical research and that engage with global, comparative, and decolonial perspectives.

#### Suggested thematic areas include (but are not limited to):

- **Childhood in Turbulent Times:** temporality, crisis, and the unequal distribution of futures
- **Governing Childhood:** transformations in child rights, protection, and welfare regimes

- **Children’s Agency and Participation:** everyday practices, political engagement, and activism
- **Global Inequalities and Colonial Legacies:** rethinking “global childhoods”
- **Care, Responsibility, and Interdependence:** children within changing care regimes
- **Children and Global Crises:** climate change, conflict, migration, and displacement
- **Education, Inequality, and Digital Transformations:** schooling and the platformization of childhood
- **Violence, Protection, and Gender:** intersections with child protection systems
- **Methodological and Ethical Challenges:** researching childhood in contexts of instability
- **Dialogues Across Contexts:** South/North exchanges and comparative approaches

We also encourage innovative session formats, including roundtables, author-meets-critics panels, and dialogues between academic, policy, and civil society actors.

**Submission guidelines:**

Please submit a session proposal **by 25 June 2026**, including a title, a short abstract (max. 250 words), and the names and affiliations of the session organizers.

RC53 aims to foster inclusive, diverse, and globally representative discussions. We strongly encourage submissions from scholars across different regions, particularly from the Global South and underrepresented contexts.

We look forward to your proposals and to building a rich and engaged RC53 programme in Gwangju.



**ISA RC53 Sociology of Childhood Podcast Channel**

We are delighted to announce two more episodes in the Presidential Interviews series on our ISA RC53 podcast channel!



**Interview with Doris Bühler-Niederberger**

Academic and personal biographies intertwined in our perspectives on childhood. Activism and theoretical reflections are far from opposite in many of our trajectories, they talk to each other and made us grow theoretically, politically and personally. Join us for an illuminating conversation with Doris Buhler, the third president of our research committee

Listen [here](#).

**Interview with Loretta Bass**

Join us for a great conversation with former president Loretta Bass

Listen [here](#).





## ISA RC53 Sociology of Childhood Dissertation Prize Initiative

Established in 2025.

The ISA RC53 Prize honours the best PhD Dissertation in the general field of the Sociology of Childhood.

The Prize will be awarded every four years at the ISA World Congress of Sociology, as part of the RC53 Sociology Congress activities.

Submission deadline for this first edition of the Prize: **February 15, 2027**.

For more information and submission guidelines, please see [here](#).



### Call for Content

*The British Sociological Society (BSA)  
Childhood Study Group (CSG)*

**Dear childhood researchers,**

The **British Sociological Society (BSA) Childhood Study Group (CSG)** was established in January 2009 and is currently led by Dr Amanda Norman and Zhu Yan as co-leads.

The group is for both early career and established researchers and, more broadly, those involved in sociology or academic research. The Childhood Study Group promotes the sociological, historical, and contemporary studies of children and policy issues related to youth.

The key aims of the group include the:

- Exchange and develop ideas
- Encourage collaboration and lend support
- Encourage research and publication around the sociology of childhood
- Promote the sociological understanding of children
- To develop a programme of events
- To develop links with other sociological and related childhood organisations

We are eager to develop and grow the group, so it continues to be a thriving space for communication, ideas and reflections about childhood.

We therefore invite you to submit ideas, proposals and content. You may choose to highlight your research, share insights, and engage with fellow members and beyond.

We therefore propose email correspondence [Amanda.Norman@winchester.ac.uk](mailto:Amanda.Norman@winchester.ac.uk); [yan.zhu@ucl.ac.uk](mailto:yan.zhu@ucl.ac.uk) around the following in scheduling talks and gatherings for 2026-2027:

1. Research topics that you are engaging with to showcase and share in an online community space
2. Contributions to a series of childhood webinar series beginning in the academic year of September 2026.

The group would be open to member and non-member contributors to highlight publications and key work as well as impact that is occurring in the field of childhood.

For more information please visit,

<https://www.britsoc.co.uk/groups/study-groups/childhood-study-group/about/>

and Contact

[Amanda.Norman@winchester.ac.uk](mailto:Amanda.Norman@winchester.ac.uk)

[yan.zhu@ucl.ac.uk](mailto:yan.zhu@ucl.ac.uk)



## **10th International Society for Child Indicators (ISCI) Conference** *Thriving in Context: Child Wellbeing Across Environments*

**Dates:** June 29 to July 1, 2026

**Location:** Oregon State University, Corvallis, OR, USA

### **2026 The International Society for Child Indicators (ISCI)**

Explore groundbreaking insights and collaborate with global experts at the International Society for Child Indicators Conference being held in Corvallis, Oregon US from June 29-July 1, 2026 at the CH2M HILL Alumni Center at Oregon State University. We look forward to hosting you.

#### **ISCI 2026'S Theme**

The theme for the 2026 conference, ‘Thriving in Context: Child Wellbeing Across Environments,’ emphasizes the importance of considering diverse settings in the assessment of child well-being. This theme highlights the need to understand how different environments—social, cultural, economic, political, and geographical—affect the development and well-being of children. By focusing on contexts, we aim to foster discussions that lead to more nuanced and effective strategies for improving child well-being globally.

#### **About ISCI**

The ISCI offers an organized professional home to support and foster collaboration, integrate findings, and disseminate research for developing and using indicators and measuring the status of child and adolescent well-being at the local, national, regional, and international levels. Researchers, data users, child advocates, and policymakers have made considerable advances in developing and using child indicators to measure child and adolescent well-being.

ISCI provides an organizing structure that brings together worldwide experts who:

- Contribute to the well-being of all children;
- Develop and refine standards;
- Improve data resources and infrastructure;
- Foster collaborative research and projects;
- Embrace diverse methodological approaches;
- Enhance dissemination of information on the status of children;
- Bridge the gap between research findings and policy and practice; and,
- Enhance the capacity of the field in countries that are in the initial stages of producing child well-being indicators.

**More Information:** <https://isci2026.org>



**The 50th All Indian Sociological Conference  
in collaboration with  
International Sociological Association Research Committee on Sociology of Childhood  
(RC53)  
took place from 28 to 30 December 2025:**

**'Mobilities and Inequalities: Shifting Contexts; Changing Paradigms'**

**RC-24: Sociology of Childhood and Youth  
PANEL (Blended)- 29<sup>th</sup> December 2025  
12 Pm - 1 PM**

**'Generation Z and the New Dynamics of Youth-Led Protest in the Global South:  
Insights and Implications from Bangladesh, Nepal and India'**

**Panel Chair**



**Prof. (Dr.) Ravinder Barn,**  
Royal Holloway University of London.



**Dr. Victor P. Karunan,**  
Former Regional Advisor on  
Participation and Partnerships at  
UNICEF Regional Office in Bangkok.

**Panellist**



**Dr. Mallika Shakya,**  
Associate Professor,  
Department of Sociology,  
South Asian University Delhi



**Dr. Jiniya Afroze,**  
Head of Programmes,  
Terre des hommes,  
Dhaka, Bangladesh

**Moderators**

**Dr. Chandni Basu,**  
Assistant Professor (Sociology/CISRS),  
Sister Nivedita University, Kolkata

**Dr. Vijayalakshmi.V**  
RC - 24 Convenor  
Associate Professor – Sociology  
Vellore Institute of Technology (VIT),  
Chennai

**Prof. Francis Kulandai Raj. F,**  
Assistant Professor - Sociology  
Vellore Institute of Technology (VIT),  
Chennai



**Call for Papers  
12th Children's Rights European Academic Network (CREAN) PhD Symposium**

*Exploring Emerging Horizons in Children's Rights Research Across Disciplines and Contexts*

**Thursday 5 – Friday 6 November 2026  
Josip Juraj Strossmayer University, Faculty of Law Osijek**

On 5–6 November 2026, the Faculty of Law Osijek will proudly host the 12th Children's Rights Research Symposium. For the first time, the Children's Rights European Academic Network (CREAN) PhD Symposium will be held in this region, offering participants a unique chance to engage in scholarly exchange while exploring the rich cultural heritage and historic charm of Osijek—a lively, welcoming, and student-oriented city in eastern Croatia. The symposium gathers doctoral candidates and supervisors from various disciplines - law, sociology, psychology, education, anthropology, political science, history and others - to discuss, explore and develop research in the field of children's rights.

This year's theme, Exploring Emerging Horizons in Children's Rights Research Across Disciplines and Contexts, invites reflection on evolving conceptual, thematic and methodological directions in the field. Contributions may address interdisciplinary and contextualised approaches, emerging understandings

of childhood, children's agency and participation, rights of children in vulnerable contexts, as well as the impact of technological, social and cultural changes on children's rights.

We look forward to contributions from PhD researchers working in diverse academic and practical contexts.

### **Programme Concept**

- Day 1: Invited keynote speakers - leading experts in children's rights - will present on emerging debates, challenges and innovative research directions.
- Day 2: Presentations by doctoral candidates, followed by collective discussions with peers and senior academics. The symposium aims to promote knowledge exchange, constructive academic dialogue and meaningful networking among early-stage researchers.

### **Call for Abstracts**

Abstracts are invited on topics linked to the symposium theme, including but not limited to:

- Interdisciplinary, comparative or contextualised approaches to children's rights,
- New conceptual horizons in children's rights research,
- Children's rights in digital, socio-economic or culturally diverse contexts, Methodological innovations in children's rights scholarship,
- Participation, agency and voice of children across settings,
- Rights of children in vulnerable, marginalised or under-researched groups.

### **Submissions should include:**

- Title/topic of presentation
- Name, e-mail, institutional affiliation, and name of academic supervisor
- Abstract of up to 300 words, containing:
  - brief explanation of the topic and its relevance,
  - key research questions,
  - methodological approach,
  - indication of how the presentation relates to the symposium theme.

### **Abstract Submission**

Link: [https://docs.google.com/forms/d/1N6DQZyS8O97JDUdskc-wEJVu\\_3P9f408HuS5wVsyFwE/viewform?edit\\_requested=true](https://docs.google.com/forms/d/1N6DQZyS8O97JDUdskc-wEJVu_3P9f408HuS5wVsyFwE/viewform?edit_requested=true)

### **Publication Opportunity**

Participants may submit their full papers - individually or co-authored with supervisors - for publication in the interdisciplinary academic journal *Child and Family in Contemporary Society*, published by the Faculty of Law Osijek. All submissions will undergo a double-blind peer-review process and only positively reviewed papers will be published.

### **Deadlines**

- **1 July 2026** - Abstract submission deadline
- **15 July 2026** - Notification of abstract acceptance
- **5 - 6 November 2026** - PhD Symposium

Additional information on full paper submissions and the detailed programme will follow.

### **Practical Information**

The host of the symposium, the Faculty of Law Osijek, is located within walking distance of the city centre, the main hotels (such as Hotel Osijek and Hotel Waldinger), and numerous other accommodation options, as well as the beautiful historic district of Tvrđa and the pedestrian promenade along the Drava River.

Please note that participation in the symposium is fully self-funded. Travel and accommodation expenses are the responsibility of each participant.

Details on discounted accommodation options in Osijek, along with practical information on travel to the city and local transportation, will be shared at a later stage.

We look forward to welcoming you to Osijek for an inspiring and collaborative academic event.

For any further information, please feel free to contact us at: [crean2026@pravos.hr](mailto:crean2026@pravos.hr) .



## Call for Papers The Second International Child and Family Conference

University of Bristol, UK, from 14 to 16 June 2027

Following the success of our inaugural conference, this second international event will bring together academics, PhD students, practitioners, and policymakers from across the world to explore the impact of global, national, and local complexities on children and families. We are delighted that three influential figures in the academic and practice fields will be delivering the keynotes at the conference. These are:

- **Dr. Didier Reynaert:** Lecturer in Social Work, and Senior Researcher at the EQUALITY//ResearchCollective of HOGENT University of Applied Sciences and Arts, Belgium
- **Ms. Nandana Reddy:** Founder of The Concerned for Working Children (CWC), India
- **Professor Janet Boddy:** Professor of Child, Youth and Family Studies and Head of the School of Education and Social Work at the University of Sussex, UK

We welcome submissions for:

- Individual papers
- Posters
- Panels
- Roundtables
- Workshops

The conference is interdisciplinary in scope and includes themes such as:

- Children's rights and child protection Family life and inequalities Migration
- Digital technologies
- Climate and environmental change
- Gender and sexuality
- Care, wellbeing, and social policy
- Innovative methodologies in childhood and family research



17 Abstract submission deadline: 9 October 2026



Conference dates: 14-16 June 2027



Conference website: <https://cfrc.bristol.ac.uk/>



Submission link: <https://app.oxfordabstracts.com/stages/82340/submitter>

Please see the attached flyer for further details, and I would be very grateful if you could share this call within your networks and relevant mailing lists.

If you have any questions, please contact: [icf-conference@bristol.ac.uk](mailto:icf-conference@bristol.ac.uk)

## Publications

Jean-Pierre, Johanne, Brisbane, Maria, Hassan, Sabrin, Bailey, Jonathan, & Barrie, Hawa. 2025. The influence of transnational cultural capital on Black immigrant and refugee youth perspectives of school discipline. In L.E. Bass (Ed.), *Sociological Studies of Children and Youth Volume 36* (pp. 103-123). Emerald Publishing. <https://doi.org/10.1108/S1537-466120250000036007>

Jean-Pierre, Johanne. (2025). Overlooked and underserved: How inclusive education oversights exclude Black students. *Journal of Research in Special Educational Needs*, 25(4), 1187-1201. <https://doi.org/10.1111/1471-3802.70036> [Open Access].

Meynert, Mariam John (2026). Cultural politics of subaltern children as located in the Indian context. In C. Dutta & L. Joseph (Eds.), *Cultural Politics of Childhood and Youth*. Vernon Publishers. (in press)

Wronkowski, Adam. (2026). Defining independence in mobility: youths, affective mobilities and urban space. *Mobilities*, 1–17. <https://doi.org/10.1080/17450101.2026.2664148> [Open Access].

Üzümcü, Hamide Elif. (2026). The sociological and literary legacy of Yaşar Kemal in the study of childhoods. *Global Studies of Childhood*, 0(0). <https://doi.org/10.1177/20436106261433054> [Open Access].

## Call for Content

Dear childhood researchers,

The Communications Team is thrilled to announce the commencement of preparations for the **December 2026 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. **Palestinian Childhoods**: This section is dedicated to contributions that highlight the lived experiences, stories, and research regarding Palestinian childhoods. Submissions may take the form of essays or creative pieces (up to 1000 words).
6. **Children and Childhoods in Conflict Zones**: Please share your reflections or research insights on children affected by violence or live in conflict zones across the world (up to 1000 words).
7. **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).

8. **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).
9. **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).
10. **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 **December 15th, 2026**.

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 2025 newsletter issue into their respective languages. As a translator, your role will involve translating the content of the December 2025 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 **August 15th, 2026**. 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

André SARLI

## 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

