

History of childhoods and youths, another look: memories, experiences, practices, and participation in Latin America

Historia Crítica, a journal of the Faculty of Social Sciences at the Universidad de los Andes (Bogotá, Colombia), announces a call for papers for its special issue titled “History of childhoods and youths, another look: memories, experiences, practices, and participation in Latin America,” with collaboration from Elisangela da Silva Machieski, researcher at the Universidade Federal Rural de Pernambuco (Brazil), Paula Bontempo, professor at the Universidad Nacional Arturo Jauretche (Argentina), and Elena Jackson Albarrán, professor at Miami University of Ohio (United States), as guest editors.

Submissions will be received between **December 15, 2025, and February 16, 2026**
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The goal of this call for papers is to invite researchers from various social disciplines to submit historical research and historiographic works focused on the study of childhoods and adolescences. It aims to offer a broad mosaic that reflects the memories, experiences, practices, and social participation of Latin American children and adolescents from the late nineteenth century to the twenty-first century.

The dossier begins as an initiative of the Red de Estudios de Historia de las Infancias en América Latina (Rehial) [Network for the Study of the History of Childhoods in Latin America], founded in 2015, with the goal of bringing together people dedicated to studying the history of childhoods. Aiming to promote spaces and strategies for democratizing knowledge and to encourage dialogue with colleagues from different regions and historiographical perspectives, we advocate for an openness that is both temporal and territorial. In this way, we invite historical research focused on children and adolescents in different Latin American countries from the end of the nineteenth century to the present.

By examining the multiple and complex meanings of childhoods and adolescences—that is, what it means to be a child or adolescent in a specific historical context and their interactions within various social spheres—we interpret the concepts of childhood and adolescence as dynamic constructs in constant re-signification, shaped by social, economic, cultural, and historical processes.

Thinking, analyzing, and problematizing childhoods—heterogeneous and diverse, understood in the plural—are essential for restoring to children and adolescents their role as social and historical agents. Therefore, the objectives of this dossier include, on one hand, bringing together works that help diversify the themes and approaches within the field, and on the other hand, exploring the experiences, practices, memories, and forms of child and adolescent participation, to reframe children and adolescents as active subjects in historiographical narratives.

Thematic framework of the proposal

When Philippe Ariès first proposed, in his classic work from the early 1960s, *Centuries of Childhood: A Social History of Family Life*, the “invention” of childhood, he laid the groundwork for the development of a specific field of study. Since then, it is no longer possible to think of childhood as homogeneous and unique, but as situated and heterogeneous. In this way, and at different speeds, the field of childhood studies—which also started to consider adolescents and youth—began to develop as a space characterized by dialogue and multidisciplinary work. This gained momentum in the 1980s, primarily due to the influence of British social history with a “bottom-up” perspective, and in the 1990s, because of the progress in international regulations on children’s rights. In particular, the 1989 Convention on the Rights of the Child and the ratification and incorporation of its principles into each country’s national laws stimulated reflection on the subject. Since then, we have developed a consolidated, fruitful, and dynamic research field, with works and researchers recognized in the Latin American academic scene. Especially over the last three decades, our region has seen an increase in research focused on childhoods. Using different approaches and emphasizing various aspects, historians have made children and adolescents central subjects of their studies.

This dossier aims to gather and disseminate research that foregrounds children’s experiences, memories, and voices. The proposal offers “another look”—an alternative, critical, and situated perspective—questioning traditional views on the history of childhoods and seeking to challenge the adult-centric hegemony, encouraging studies that explore the participation of children and adolescents in social and political spheres. By speaking of “another look,” we propose to denaturalize the established categories, open the field to interdisciplinary approaches like sociology and psychoanalysis, among others, and recognize childhood and adolescence as complex historical actors, whose memories, practices, and forms of participation deserve a central place in the narratives about the Latin American past.

Thus, the call aims to deepen and expand knowledge about the history of childhoods and adolescences in Latin America from an intersectional perspective. It considers works with a sensitive approach to how different social markers—such as gender, ethnicity, generation, social class, and geographical location—are crucial for identifying who these subjects were and understanding the power systems present in the relationships established between them—children and adolescents—and adults, also including institutional dimensions.

We invite submissions of articles that can help update the panorama of historiographic research on this topic. In this sense, the thematic strands have been proposed with the goal of exploring the experiences, memories, and practices of children and adolescents.

Thematic strands:

I. Experiences and practices of children and youth

It refers to practices of sociability connected to the world of children, the relationships formed between adults and children/adolescents, and also among peers. This includes research on games and toys that problematize childhood through consumption and marketing strategies. There is also space for everyday or special experiences that children and adolescents have, which show them as social actors rather than just subjects subordinated to adults.

II. Childhoods, participation, and protagonism

This thematic strand explores the ideas, perceptions, and values of children as historical and socially active subjects, their engagement in different social spaces, political transformations, and decisions about their own lives. Its main contribution is to highlight the emergence of children and adolescents as capable social agents, moving them away from the role of passive subjects—mere recipients of content and orders—and positioning them as active participants. In short, we welcome papers that recognize children and adolescents as protagonists in shaping their rights, public policies, knowledge, social actions, and their own stories.

III. Memory, trauma, and childhood as memory

This thematic strand centers on childhood as a space of memory, shaped by traumatic experiences, structural violence, or exceptional situations. We invite the submission of papers that explore how children and adolescents recall events marked by forced migrations, political persecutions, armed conflicts, racial discrimination, territorial dispossession, dictatorial regimes, and similar experiences. This thematic strand, in particular, creates space for interdisciplinary research, engaging with fields such as psychoanalysis, anthropology of memory, or cultural studies, with the goal of exploring the subjective marks of the past in the trajectories of children and adolescents, as well as how these memories are built, narrated, and shared.

IV. Inequality, vulnerability, and child and youth agency

This thematic strand addresses multiple inequalities affecting the lives of children and adolescents in Latin America, including child labor, recruitment by organized crime, illegal adoptions and trafficking, educational barriers, and the lack of spaces for leisure and play. We will also examine how hyperconnectivity, widespread use of social networks, and digital control influence the development of child and youth subjectivities. Far from reducing childhoods solely to conditions of victims—although it is important to acknowledge they continue to be so—emphasis is placed on their agency: how they position themselves, resist, organize, and create their own meanings despite facing contexts of exclusion and violence.

We invite participants to submit unpublished contributions in English, Spanish or Portuguese. Manuscripts should be submitted in Word format for Windows and conform to the journal's guidelines: maximum length of 11,000 words, New Roman font, 12 points, single-spaced, letter size, with equal margins of 3 cm. The author's details are presented in a separate file. Footnotes and bibliography follow the adaptation of the Chicago Manual of Style.

Detailed rules for manuscript submission can be found at <https://revistas.uniandes.edu.co/index.php/hiscrit/editorial-policy>

Non-compliance leads to automatic rejection of the manuscript.

Texts must be submitted through OJS, using the link provided on the journal's website during the call for papers period (Submission of articles).

<https://revistas.uniandes.edu.co/index.php/hiscrit/about/submissions>

<https://revistas.uniandes.edu.co/index.php/hiscrit/user/register>

Material submitted to *Historia Crítica* cannot be simultaneously under review in another publication.