

Special Issue

Powerful Knowledge in Social Studies Subjects—Challenges and Possibilities: A Problematic Approach

Message from the Guest Editors

The powerful knowledge discourse raises conceptual as well as theoretical and methodological issues of great interest for discussions on knowledge-based education with regard to the contemporary situation, where epistemic and democratic worry seems to take shape in many contexts and in varying ways. The contributions this discourse could make to how a strong scientifically and democratically founded teaching in social studies subjects can be deepened and broadened can inspire new thinking and progressive development, but also critical considerations and analyses. The aim of this Special Issue is to make room for constructive contributions to a discussion around how powerful knowledge discourse can offer substantial guidance in the development of knowledge-based education in social studies subjects—as well as how it can be challenged and re-interpreted—in a time where the concepts of knowledge and democracy seem to be subject to questioning and relativization.

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Message from the Editor-in-Chief

Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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