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Abstract

This paper addresses the problem of curriculum design in the Humanities and Social Sciences, and more specifically the challenge of designing foundation courses for first-generation or ?disadvantaged? learners. Located in the social realist school of the sociology of education studies that builds on the legacy of Basil Bernstein, we emphasise the importance of knowledge and understanding the principles that generate ?what counts? in particular courses and disciplines. In order to operationalise this, we used Maton?s Legitimation Code Theory to uncover the knowledge/knower structures in eight first year courses in four of the most popular majors in a Faculty of Humanities. Our data sources were curriculum documents and exam papers in particular. The findings are presented and the ?codes?, ?gazes? and ?lenses? for each set of courses delineated. The findings are being used to inform the design of a set of curriculum and pedagogic interventions that aim to offer powerful ways of knowing to novices in the Humanities and Social Sciences. (HRK / Abstract übernommen) Luckett, Kathy, E-Mail: kathy.luckett@uct.ac.za