Knowledge, Pedagogy, and Postmulticulturalism: shifting the locus of learning in urban teacher education focuses on the funds of knowledge that students at City College of New York bring to coursework in the School of Education. Five faculty members describe how the experimental pedagogies they designed and implemented in their courses at City College can bring to the forefront the distinctive, complex perspectives that individuals from historically marginalized groups contribute to the university classroom. The pedagogies we describe are expressly intended to counter contemporary trends that discourage students from intellectual engagement with issues of whose “knowledge” is given priority in the university. We demonstrate how our students’ valuable perspectives can be brought to the center of the university’s teacher education curriculum.