1145-K1-2971   **Elizabeth (Betty) C. Rogers*** (`brogers@piedmont.edu`), Piedmont College, Central Avenue, Demorest, GA 30535. *Multicultural Mathematics for Teachers: Making Mathematics Relevant for a Diverse Student Population.*

A large proportion, and in many cases, the majority of students in Atlanta area and Northeast Georgia schools are immigrants from many different countries and have no frame of reference to Eurocentric mathematics. Over the past eight years, the author has developed a course in Multicultural Mathematics for Mathematics Teachers. The course begins with the indigenous peoples of the Americas. It focuses on the pre-Columbian peoples of the areas from which many students came. This includes the Mayans, Aztec, and Incas. However, it goes back to the civilizations that predated them such as the Moche, Chimu, and others in Peru. The course then crosses the Atlantic Ocean to Africa. In recent years, more research has been available on the cultural mathematics of this continent. From there, it continues through Thailand and the Middle East into Southeast Asia with Laos, Cambodia, and Vietnam. Less emphasis is placed on traditional countries such a Japan, China and Korea because they are not a prominently represented in the schools. In its journey around the world, the course focuses on Ethnomathematics as including pottery, weaving, architecture, numerical symbols, and even a comparison of pyramid construction. (Received September 25, 2018)