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Morgin Jones Williams* (mjones137@student.gsu.edu). *Mathematically Talented Black Women of Spelman, 1960s-2010s.*

Women of color in general and Black women in particular who pursue undergraduate and graduate degrees in mathematics are nearly invisible in the mathematics education research literature (Borum & Walker, 2012). The majority of research published in the mid-to-late twentieth century that explored the mathematics education of women was limited not only by failing to explore the unique mathematical experiences of women of color but also by employing quantitative methodologies in positivist frames (see, e.g., Benbow & Stanley, 1980; Fennema & Sherman, 1977; Hyde, Fennema, Ryan, Frost, & Hopp, 1990). The purpose of this narrative inquiry project is to explore the mathematics teaching and learning experiences of Black women who earned an undergraduate degree in mathematics at Spelman College from the 1960s to 2010s. Three central questions guide the inquiry: (1) How did Black women construct their mathematical identities in Spelman's undergraduate mathematics program? (2) How did larger socio-historical and -political contexts and life experiences on and off campus help or hinder the construction of their identities as mathematicians? and (3) How did the relationships with other Spelman students, faculty, and staff impact their short- and long-term goals in the field of mathematics? (Received August 25, 2016)