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Luis Antonio Leyva* (luis.a.leyva@vanderbilt.edu). *"I Don't Wanna Let Others Know That I Don't Know": Detailing Undergraduate Latinx Students' Reflections on Racialized-Gendered Instructional Moments in Entry-Level Mathematics Courses.*

Undergraduate mathematics instruction in entry-level courses, such as pre-calculus and calculus, contributes to marginalization among women and racially minoritized individuals. This report presents an analysis from a larger study that details how eight undergraduate Latinx college students (4 women and 4 men) perceived and responded to potentially marginalizing events in pre-calculus and calculus instruction. Findings reveal variation at intersections of the Latinx college students' race and gender identities in relation to: (i) features of pre-calculus and calculus instruction that left them feeling marginalized; (ii) reasons for why these instructional features were perceived as marginalizing; and (iii) responses to these classroom instances of marginalization. The intersectional variation in the findings informs implications for more race-and gender-conscious teaching practices in undergraduate mathematics that promote Latinx students' persistence in STEM and robust identity development in mathematics. (Received September 18, 2018)