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Luis Leyva, R Taylor McNeill* (reagin.t.mcneill@vanderbilt.edu) and **Brittany Marshall**. *An analysis of racialized and gendered logics in Black and Latinx women's interpretations of instructional events in undergraduate pre-calculus and calculus classrooms*. Preliminary report.

Inquiry into racialized and gendered aspects of pre-calculus and calculus instruction is underexplored yet vital to improve retention and inclusion in undergraduate mathematics. This report presents an analysis of ideological and institutional logics raised in eight Black and Latinx women's perceptions of instructional events from pre-calculus and calculus classrooms reported as discouraging or marginalizing. Several themes were revealed in the analysis. First, participants assumed instructors to favor students of the same race and gender, especially when the tenor of instructor-student interactions varied consistent with preferential treatment of students with the same identity. Second, participants perceived power dynamics based on race, gender, and professional hierarchy limiting student options for responding to discouraging incidents to staying silent or switching classes. Thirdly, students cited negative racialized and gendered stereotypes surrounding mathematics and intellectual ability to explain invalidating or dismissive instructor attention. These findings give insight into the racialized and gendered logics in terms of ideologies and institutional structures that shape marginalizing experiences of entry-level mathematics instruction among Black and Latinx women. (Received September 17, 2019)