1145-Q1-2095   **Zoë Misiewicz*** (`zoe.misiewicz@oneonta.edu`). Hidden Figures *in a History of Mathematics Course.* Preliminary report.

The textbook begins with a disclaimer: there will not be very many women mentioned, due to historical forces that hindered their participation in the mathematical community. This is only one way in which these historical disadvantages persist to the present day, making it more difficult for female students to see themselves in the discipline. *Hidden Figures* by Margot Lee Shetterly offers a partial corrective to this situation, introducing students to the mathematical accomplishments of Black American women in the mid-twentieth century. Reading this book in a classroom setting sends a message to students that gender- and race-based disparities in mathematics are worth discussing and provides an opportunity for students to share their own experiences. I will describe how I incorporated *Hidden Figures* into my syllabus and discuss some of the effects that I have observed in my classroom since I started assigning it, including a shift in students' selection of research paper topics. I will also highlight some student comments about the book, with an emphasis on pre-service teachers' remarks about how it will affect their own teaching practice in the future. One key takeaway is that a relatively small curricular change can potentially make a big difference. (Received September 24, 2018)