Rochelle Gutierrez* (rg1@illinois.edu). Risk Taking in Mathematics (Education): Toward a Future that Rehumanizes.

Mathematics education has a long history of theorizing and implementing equity. Over the past decade, we have moved beyond thinking merely about access (opening the doors for more diverse people) and achievement (mending leaky pipelines) and have placed a greater emphasis on identity and power. Most recently, scholars have suggested we shift our thinking from equity to rehumanizing mathematics. Doing so involves providing more windows/mirrors for students, attending to the sociopolitical history of the discipline, presenting math as a living practice, and making the body/emotions more central (Gutierrez, 2018). What we have learned in mathematics education is that rather than changing one’s belief system, it might be more fruitful to change one’s practices first. We act ourselves into new ways of thinking, not the reverse.

Making these kinds of shifts in our own practice and thinking will involve taking risks. In order to be fruitful, such risk taking should be strategic and built upon our understanding of previous risk taking that has been productive. I offer my perspective on what I have learned about risk taking and being creatively insubordinate in mathematics education and suggest how mathematicians might also incorporate an action-oriented stance in their work. (Received August 28, 2018)