1167-01-237 **Michael J Barany*** (michael@mbarany.com), Science Technology and Innovation Studies, University of Edinburgh, Old Surgeons' Hall, High School Yards, Edinburgh, Scotland EH1 1LZ, United Kingdom. *Context and Contingency: History of Mathematics and Social Change in Mathematics and Education.*

History is the study of context and contingency, relating past developments to their circumstances and explaining how they connect across time and situation. Understanding past relationships between mathematics and society can be a resource for reimagining such relationships in the present and future. I will briefly introduce the field of history of mathematics, with an emphasis on social history, and explain how a historian's view of context and contingency in the history of mathematics can be a resource for examining and creating social change in mathematics and education. I will focus in particular on history as a method for cultivating shifts in perspective, exemplified in the question of periodization: the relationship between an event and context and the broader span of time in which it is viewed. While periodization is explicitly focused on making sense of the coherences and breaks of the past, one can use questions of periodization to affirm and challenge values and practices in mathematics as a means of social change. (Received March 08, 2021)