Many resources exist for K-12 math educators interested in incorporating social justice into their curricula, but resources are comparatively scarce for college and university instructors. We describe the design and implementation of a course entitled Social Justice by the Numbers at Westminster College in Salt Lake City. We will describe how we developed a course structure based on student interests, synthesized social justice math modules from various sources, promoted community outreach within the course, and designed materials to create this course and promote student buy-in and learning. Special emphasis will be placed on how educators can design their own social justice mathematics courses using publicly-available materials. (Received August 16, 2019)