Anne E. Yust* (yusta@newschool.edu), 65 W 11th St, New York, NY 10011, and Debasmita Basu and Carol Overby. Teaching Social Justice and Responsibility through a Quantitative Reasoning Framework in Two Classroom Modules.

The conjunction of QL and social justice has long been discussed. Recently the journal Numeracy noted QR/QL as a useful tool for understanding and potentially changing injustice, and that QR/QL moves math from abstractions to tools for engagement, and inserts the personal into social issues. Our university provides unusual support for social justice issues, with a vision statement asserting, “Social engagement should orient students’ academic experiences to help them become critically engaged citizens, dedicated to solving problems and contributing to the public good.” With this support, we have developed numerous modules to promote social engagement in our first-year QR course, and will share two modules: one comparing crime rates in two cities, focusing on making disparate situations more comparable, and encouraging student critique of data, statements, or implications; and a second module quantifying behaviors and outcomes around plastic consumption, encouraging students to reflect critically on their own practices and on those of larger entities. We conclude with some qualitative measures of these modules’ effectiveness, and hope this will inspire our colleagues to help students critically engage with the world through quantitative frameworks. (Received September 17, 2019)