

1056-H7-1450      **Lily S. Khadjavi\*** (lkhadjavi@lmu.edu), Loyola Marymount University, 1 LMU Drive, Suite 2700, Los Angeles, CA 90045. *Social justice in the classroom through real-world examples.*

Data sets available online provide the mathematical community with excellent resources for studying social justice issues in quantitative reasoning and statistics courses. Such study can be conducted at a wide range of levels, from understanding graphs and data types to using hypothesis testing and regression models.

As a concrete example, traffic stop data has been collected by the Los Angeles Police Department under a consent decree with the U.S. Department of Justice, allowing students to investigate the issue of racial profiling. Although racial profiling is not legal, Gallup polls indicate that most Americans believe it is a regular police practice, for example affecting whether or not a driver is pulled over or what happens during the stop. Using records from over 600,000 stops over a year-long period, we find that racial disparities exist in both stop and search rates, and thus the possibility of racial profiling cannot be ruled out. Students can form their own hypotheses to test, often finding that the experiences of racial and ethnic groups differ in surprising ways.

The presentation will include examples of ways to use this data in classes, including where to access such data, related readings, and other resources. (Received September 22, 2009)