

THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 318

Unique Number: 59430

Semester: Fall 2020

Meeting Time: M W 2:30-4:00 pm

Meeting Place: Online

Instructor: Bethany Wood, MSW, CSW

E-mail: bethanywood@utexas.edu

Office: SSW 3.112

Office Hours: T 1:00 -2:30 pm

(Other times by appointment)

SOCIAL WORK STATISTICS

I. STANDARDIZED COURSE DESCRIPTION

This course is one of the two courses in research for undergraduate social work majors. Completion of the liberal arts math requirement is a prerequisite for this course. This course provides a basic introduction to the conceptual and quantitative tools used to describe and interpret data in the conduct of social work practice and research. Students will learn how to select, calculate, and interpret appropriate statistics applicable to common data analysis situations related to direct practice, administration and planning, and policy. The course provides students with the opportunity to acquire personal computer skills in R statistical software to calculate statistics and present results.

Students are required to complete SW318 prior to entering the practice sequence. Students majoring in social work must earn a grade of C or better in this course.

Quantitative Reasoning: This course carries the Quantitative Reasoning flag. Quantitative Reasoning courses are designed to equip you with skills that are necessary for understanding the types of quantitative arguments you will regularly encounter in your adult and professional life. You should, therefore, expect a substantial portion of your grade to come from your use of quantitative skills to analyze real-world problems.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, the students should be able to:

1. Understand and explain the logic of the research process and its relationship to social work knowledge and practice;
2. Explain, calculate, and interpret descriptive statistics including: basic terminology, scales, notations, frequency distributions, measures of central tendency, measures of dispersion, and the normal distribution;
3. Read and analyze basic charts, graphs, and contingency tables;
4. Explain the logic of hypothesis testing in inferential statistics;
5. Explain, calculate, and interpret inferential statistics including t-tests, ANOVA, correlation, regression, and chi-square;
6. Identify and apply the correct statistical technique to the research question;
7. Understand that statistics can be value-neutral, but can be used to support discriminatory and prejudicial value positions contrary to the values of social work, especially against marginalized populations (e.g., BIPOC, members of the LGBTQIA+ community, women, people with disabilities, etc.);

8. Use computer technology to compute descriptive and inferential statistics; and
9. State several examples of how statistics are used as a tool in the “real world” by social service agencies to analyze client outcomes.

III. TEACHING METHODS

Welcome to social work statistics! I hope that this course will give you practical tools to use statistics to promote social justice as a student and practitioner. Learning statistics can be tough. Learning statistics remotely during a pandemic is perhaps tougher. Please let me know how I can help with special accommodations or class adjustments due to emergencies as they arise. And feel free to reach out with questions! Even though I might not be in a physical office, my door is open during office hours to meet with you regarding assignments and class material.

There will be two methods of instruction: 1) pre-recorded lectures with interactive quizzes and 2) interactive live sessions to answer questions about the pre-recorded lectures and to demonstrate analysis in R. Students are encouraged to ask their statistical or software questions in the live sessions. For successful completion of the course, students are expected to complete readings and homework assigned for each week. Class attendance and participation are also required throughout the semester.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Frankfort-Nachmias, C., & Leon-Guerrero, A. (2018). *Social statistics for a diverse society (8th Ed)*. Thousand Oaks, CA: Sage Publications.

Software

R is free software for statistical computing and graphics. We will use R for the entire semester. You need to install both R and R Studio on your computer.

To download both, follow the instructions here: <https://youtu.be/9L021PaxLfQ>

Additional materials for R will be available on Canvas.

Computer Requirements

During the semester, students will need a laptop computer to complete homework assignments, exams, and pre-recorded lecture exercises. If you do not have a laptop, you may borrow one from the School of Social Work’s Learning Resource Center (LRC). Computers are available from the LRC desk on a “first come/ first served” basis, so plan ahead and make arrangements before class begins. Your UT EID and password are required in the process of checking out a laptop.

Canvas

Canvas will be used extensively in this course and most materials will be uploaded on Canvas. Use Canvas to find:

- Pre-recorded lectures through Panopto Video
- Links to Zoom for the live classes
- Homework assignments
- Datasets to be used in homework assignments and in-class exercises

- Course materials such as the syllabus and readings;
- Exams
- Powerpoint presentations;
- All course announcements;
- Contact information;
- Grades

There will be times when Canvas, Panopto Video, or Zoom will have periodic outages and slow-downs. Please do not wait until the last minute to complete and submit assignments on Canvas or to complete attendance quizzes on Panopto Video.

V. COURSE REQUIREMENTS

The final grade will be computed from grade on homework (35%), exams (50%), an assignment of your choice with the options described below (5%), and students' attendance, preparation, and participation in class (10%). More detailed instructions and expectations are described below.

1. Class attendance, Preparation, and Participation (10% of total grade)

Class attendance points will be given for both the pre-recorded lectures and the live class sessions in the following ways:

- A) Pre-recorded lectures: Pre-recorded lectures will be available until 11:59 pm of the day that they are made available. During the pre-recorded lectures, there will be periodic quiz questions about the lecture and assigned reading. Quiz questions based on your assigned readings are open book and will be graded immediately, but quiz questions based on the lecture can be retaken until you select the correct answer for full points. The purpose of these quiz questions is to gauge your understanding of the material and to prepare you for the exams. Quiz questions are also a good indication of what I think is an important concept for you to take from the lecture.
- B) Live class sessions: Students are expected to attend all live class sessions on time, to complete assigned readings and homework, and to actively participate in class by asking questions and having discussions regarding readings, homework, lectures, and other in-class activities. During the beginning of class, please keep your camera on during the Q&A portion and actively participate in the class to get full attendance points.

In terms of attendance, joining late and/or leaving early by more than 10 minutes will be counted as an absence. Only three permitted absences are allowed in the event of unexpected emergencies, medical appointments, university-sanctioned events, or religious holidays. When missing a class for any reason, you are required to email the instructor before the class begins. Starting from the fourth absence, 2% of the total grade per class will be deducted from your final grade.

In the event a class must be canceled, students will be provided an assignment to help them practice the material for that day. The completion of such assignments will count as attendance for that class.

2. Homework Assignments (35% of total grade)

The homework assignments will help you practice applying the statistical concepts that

are taught in class, usually using R. Nine homework assignments will be assigned through Canvas to help you review concepts and to provide you with opportunities to practice solving statistical problems. Please note that Canvas does not save your answers until you submit your homework assignments.

If you have any difficulties solving problems in the assignments, feel free to schedule a time during my office hours to address your questions.

3. Exams (50% of total grade)

There will be four exams, each time-limited to 75 minutes. Exams will cover all material assigned for and discussed in class. Questions on the exams include conceptual questions from the text, lectures, and attendance quizzes. You will not need to perform R analyses on exams, but you will be asked to interpret R output and correct code. Although each exam will focus mainly on the content since the last test, the content is inevitably cumulative. Given this, students are encouraged to prepare for exams by focusing on the content since the last test and reviewing the material from the entire semester. Review sessions will be provided before each exam.

Exams are not open-book. Proctorio with video recording will be used to monitor exams and any violation will result in a grade of zero for that exam.

Exams are expected to be taken at the scheduled time. Makeup exams will only be offered when there are exigent reasons. Students should notify the instructor about their situations as soon as possible to schedule a new date and time for the makeup exam.

4. Paper (5% of total grade)

Students will have the opportunity to choose one of the following two assignments:

<p><u>Option 1:</u> Student Concept Presentations</p>	<p>Students will sign up for a statistical topic of their choice (first-come-first-serve) and give a 5-minute presentation to the class on one of the four exam review days. The student’s presentation is encouraged to be engaging/creative and should include the following: 1) a definition of the concept in the student’s own words, 2) an analogy or way to remember the concept, and 3) an example of how this concept could be used to assist social work professionals who work with marginalized populations (e.g., LGBTQIA+ communities, BIPOC, people with disabilities, etc). Additionally, the student should submit a paragraph outlining all of this to the instructor 1 day before the exam review. More detailed instructions will be provided in class.</p>
<p><u>Option 2:</u> Statistics Paper (2 pages double spaced)</p>	<p>Students will write about the following: find a news article, Op-Ed, social media post, or other media that uses statistics to support racist, homophobic, transphobic, sexist, prejudice or discriminatory values. Please be mindful of topics that may be triggering or harmful to your mental health and practice boundaries by selecting another topic. Then, go to the source of the statistic and see if the author interpreted it correctly and write about how it should have been interpreted. Additionally, find another statistic from a reputable source and interpret it in a way that promotes social justice for the marginalized</p>

	group. More detailed instructions will be provided in class.
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5. Extra Credit Exam Questions.

Students have the opportunity to write their own multiple-choice exam questions based on the class material and submit them to the instructor by 11:59 pm on the exam review day. If the instructor selects one of the questions, it will be added to the exam allowing the student to answer their own question in the exam. Priority will be given to questions that promote social justice in social work research. Additionally, if the student submits exam questions (at least 2 questions) for all four exams, the student will receive a 1% addition to their final grade in the class.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Use of Canvas in Class. This class uses Canvas as the primary means of communicating with students. The instructor will post all the course materials as well as announcements on-site. You will be responsible for checking the Canvas course site regularly for any resources and new announcements. Students can find support from the ITS Help Desk by calling 475-9400 between 8 AM and 6 PM on Monday through Friday.

Use of Zoom. Live class sessions will be held in Zoom. When having a class discussion, including student presentations or Q&A sessions, please keep your camera on.

Panopto Video. Pre-recorded lectures will be available through Panopto Video. Attendance quiz questions will also be given during these pre-recorded lectures through Panopto.

Classroom Etiquette on Electronic Gadgets. Cell phones must be put away during class and computers turned off except when used for approved class activities. Especially when taking exams, phones should be turned off or put away. Students who violate this policy will get 0 grade for the exam.

Late Assignment Policies. Late assignments will be accepted only with prior permission from the instructor. Except in the case of extreme emergencies, students should contact the instructor at least 48 hours before the due date to negotiate another deadline. If not, students will lose 3 points per day for their late assignments.

Course Evaluations. The instructor will encourage students to provide informal mid-semester feedback to make sure what she's doing supports students' learning. At the end of the semester, students are expected to complete the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. This formal feedback that students provide in the evaluation will help the instructor to plan the course better in the future.

VIII. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an

act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University’s Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School’s website.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

IX. COURSE SCHEDULE

Please note that the instructor may make modifications to the syllabus during the semester. Any revised versions of the syllabus will be uploaded on Canvas.

KEY:

Green rows = live class session, starting at 2:30pm on Zoom

Recorded Lecture = pre-recorded class session that can be watched anytime that day for attendance credit

Date	Content	Readings	Assignments Due
Class 1 W, 8/26	<ul style="list-style-type: none"> • Syllabus • Why statistics are important • Math Review 	Appendix F: Math Review	
Class 2 M, 8/31	Recorded Lecture on Chapter 1-2	Ch1. The What and the Why of Statistics Ch 2. The Organization and Graphic Presentation of Data	Syllabus Quiz Download R and R Studio
Class 3 W, 9/2	<ul style="list-style-type: none"> • Q&A and review of Chapters 1-2 	Readings from CANVAS	

	<ul style="list-style-type: none"> Graphics in R 		
M, 9/7	No class (Labor Day)		
Class 4 W, 9/9	Recorded Lecture on Chapter 3-4	Ch 3. Measures of Central Tendency Ch 4. Measures of Variability	Homework 1 Due
Class 5 M, 9/14	<ul style="list-style-type: none"> Q&A/ review of Chapters 3-4 Central Tendency and Variability in R 	Readings/videos from CANVAS	
Class 6 W, 9/16	<ul style="list-style-type: none"> Review for Exam 1 Student Concept Presentations 	Ch. 1-4	Homework 2 Due <i>Optional:</i> Extra Credit test questions due by 11:59 pm
Class 6 M, 9/21	Exam 1		
Class 9 W, 9/23	<ul style="list-style-type: none"> Review Exam 1 History of Oppression, Racism, and Social Justice in Research 	Readings from Canvas: Selection from White Logic, White Methods: Racism and Methodology by Zuberi & Bonilla-Silva	
Class 10 M, 9/28	Recorded Lecture on Chapter 5-6	Ch. 5 The Normal Distribution Ch. 6 Sampling and Sampling Distribution	Homework 3 Due
Class 11 W, 9/30	<ul style="list-style-type: none"> Q&A/review of Chapters 5-6 Distributions in R 	Canvas Readings/materials	
Class 12 M, 10/5	Recorded Lecture on Chapter 7	Ch. 7 Estimation	Homework 4 Due
Class 13 W, 10/7	<ul style="list-style-type: none"> Q&A/review of Chapter 7 Estimation in R 	Ch. 7 Estimation	
Class 14 M, 10/12	<ul style="list-style-type: none"> Review for Exam 2 Student Concept Presentations 	Ch. 5-7	Homework 5 Due <i>Optional:</i> Extra Credit test questions due by 11:59 pm

Class 15 W, 10/14	Exam 2		
Class 16 M, 10/19	Recorded Lecture on Chapter 8	Ch. 8 Testing Hypotheses	
Class 17 W, 10/21	<ul style="list-style-type: none"> Review Exam 2 Q&A/review of Chapter 8 T-tests in R 	Canvas Readings/materials	
Class 18 M, 10/26	Recorded Lecture on Chapter 9-10	Ch. 9 Bivariate Tables Ch.10 The Chi-Square Test and Measures of Association	Homework 6 Due
Class 19 W, 10/28	<ul style="list-style-type: none"> Q&A/review of Chapter 9-10 Chi-square testing in R 	CANVAS readings/materials	
Class 20 M, 11/2	<ul style="list-style-type: none"> Review for Exam 2 Student Concept Presentations 	Chapters 8-10	Homework 7 Due <i>Optional: Extra Credit test questions due by 11:59 pm</i>
Class 21 W, 11/4	Exam 3		
Class 22 M, 11/09	Recorded Lecture on Chapter 11	Ch. 11 Analysis of Variance	
Class 23 W, 11/11	<ul style="list-style-type: none"> Review Exam 3 Q&A/review of Chapter 11 ANOVA in R 	CANVAS readings/materials	
Class 24 M, 11/16	Recorded Lecture on Chapter 12	Ch. 12 Regression and Correlation	Homework 8 Due
Class 25 W, 11/18	<ul style="list-style-type: none"> Q&A/review of Chapter 12 Correlation in R 	CANVAS readings/materials	*Statistics Paper Due (if you selected this option)
Class 26 M, 11/23	Recorded Lecture on Chapter 12 Continued & How to select a statistical test	Ch. 12 Regression and Correlation	Homework 9 Due
Class 27 W, 11/25	No class (Fall Break)		
Class 28 M, 11/30	<ul style="list-style-type: none"> Review for Exam 4 Student Concept Presentations 		<i>Optional: Extra Credit test questions due by 11:59 pm</i>
Class 29 W, 12/2	Exam 4		
Class 30 M, 12/9	Review Exam 4 Wrap-up: Last Class Celebration & Evaluation		

X. Bibliography

Frankfort-Nachmias, C., & Leon-Guerrero, A. (2018). *Social statistics for a diverse society (8th Ed)*. Thousand Oaks, CA: Sage Publications.

Zuberi, T., & Bonilla-Silva, E. (Eds.). (2008). *White logic, white methods: Racism and methodology*. Rowman & Littlefield Publishers.