

LRC Research Training

For Professor Brooks' Civil Rights Theories Seminar Fall 2020

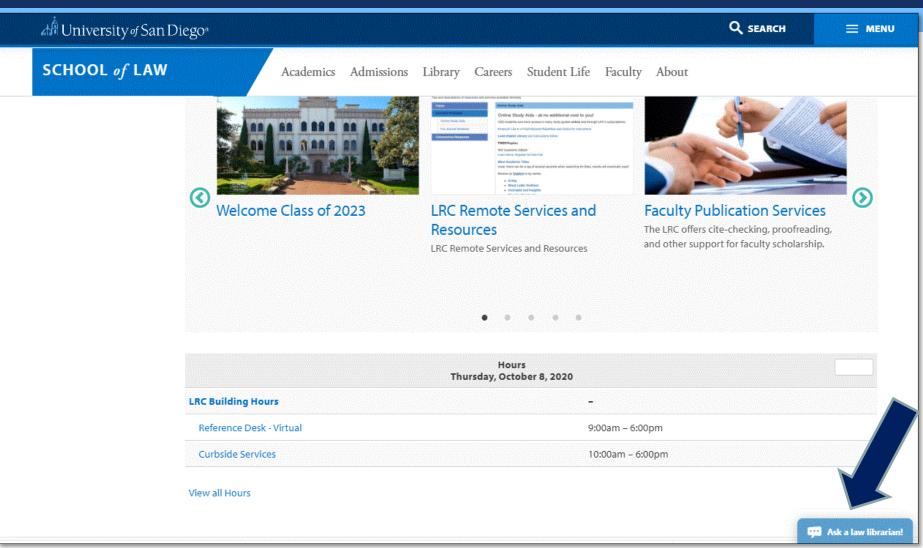
Liz Parker, Publication Services Librarian <u>eparker-10@sandiego.edu</u>

LRC Reference Desk

lrcrefer@sandiego.edu

LRC Remote Services





http://www.sandiego.edu/law/library

What we will cover



- Conducting a thorough literature review
 - Evaluating sources
 - Books & articles
 - Law and other disciplines
 - USD and other libraries
- Fact finding
 - Demographics
 - Researching organizations
- Note-taking tools and techniques
- Citation style for your seminar paper







LITERATURE REVIEW

Literature Review



- A survey of books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory
- Helps you formulate your thesis and locate your arguments within the larger field of study

Reliable Sources



- Evaluate sources for:
 - Authority author is identified, reputable, credentialed
 - **Objectivity** (fairness, lack of bias)
 - Accuracy provides references to sources, verifiable
 - **Scope** (relevance to your topic)
 - Currency



BOOKS

Searching the catalogs



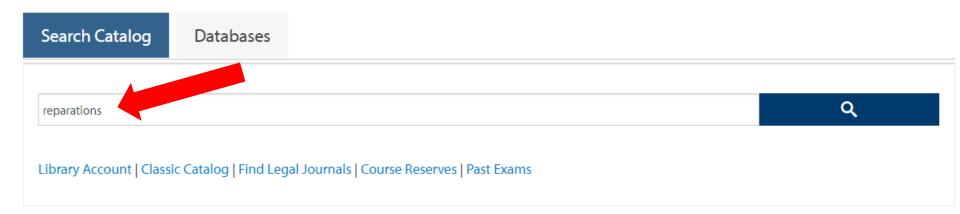
USD's online catalog finds items located in the LRC and also in the Copley Library collection.

- Remember that the catalog can be used to find not just materials in our print collection, but it also provides direct access to certain ebooks, as well as materials in our subscription databases
- You can search <u>USD's online catalog</u> from LRC's homepage



The LRC reference team will provide remote reference services Monday-Thursday (9am-6pm), Friday (9am-5pm), & Sunday (noon-4pm) via chat (chat widget on library homepage) and email (Ircrefer@sandiego.edu).

Search LRC



Quick links

- Online Study Aids
- CALI code
- Faculty Resources

- Printing
- Course reserves

Curbside Pickup





Curbside Pickup Hours			
Mon.–Thurs.	10am-6pm		
Fri.	10am–5pm		
Sat.	Noon-4pm		

How it works

- Request item(s) through LRC's online library catalog
- 2. Wait for email confirming your item is ready for pickup (1-2 business days)
- 3. Arrive at curbside service location in front of LRC & call 619.260.4542

Searching the catalogs



SD Circuit and Interlibrary Loan (ILL):

- If you can't find an item at USD, we may be able to get it from another library
- Check http://www.worldcat.org or come ask a reference librarian for assistance. Library closures across the country this year have affected our procedures, but you can still borrow from other libraries

http://www.sandiego.edu/law/library/find-resources/ill/index.php



LAW ARTICLES

Law articles



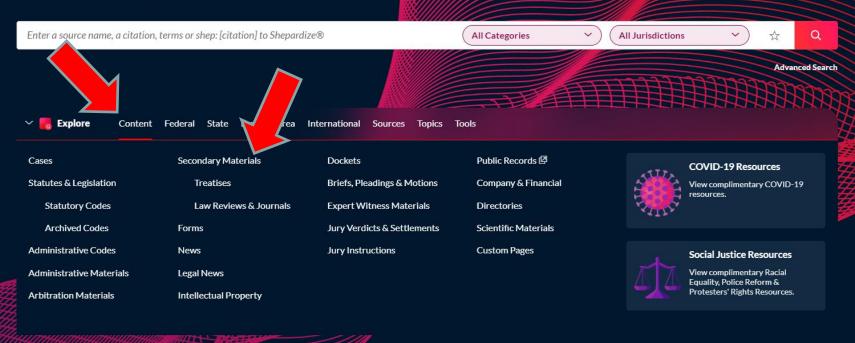
- Lexis
- ☐ Westlaw
- ☐ Google Scholar

Unpublished or forthcoming

- ☐ SSRN
- Bepress



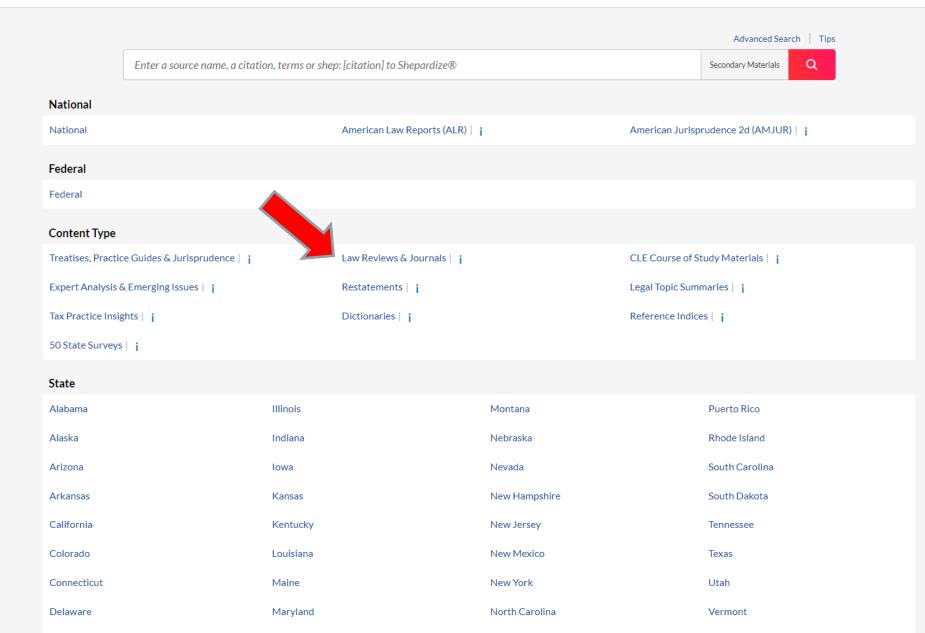
What would you like to research today?





Home > Secondary Materials

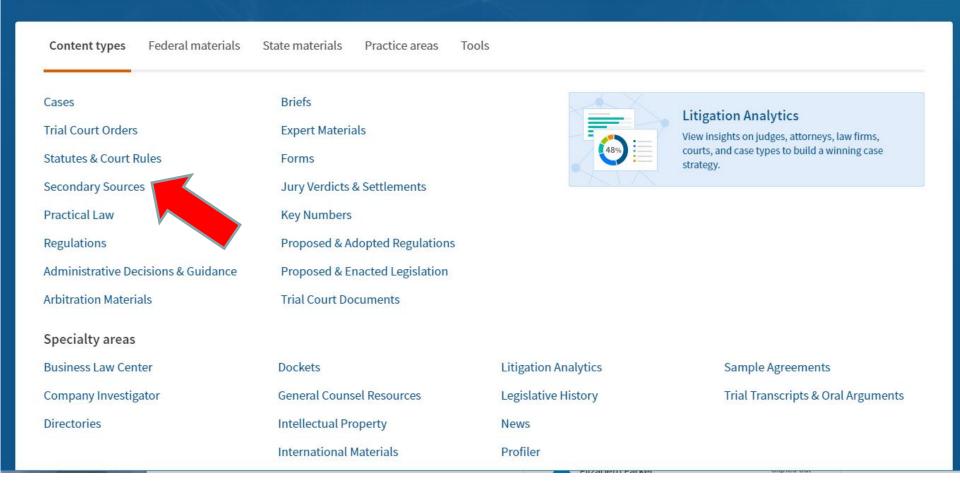




Enter terms, citations, databases, questions, anything ...

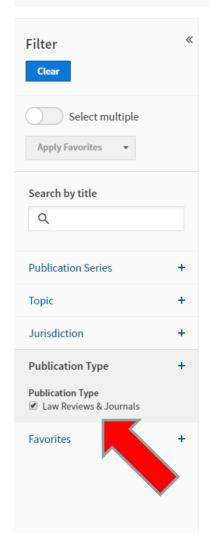
All Federal

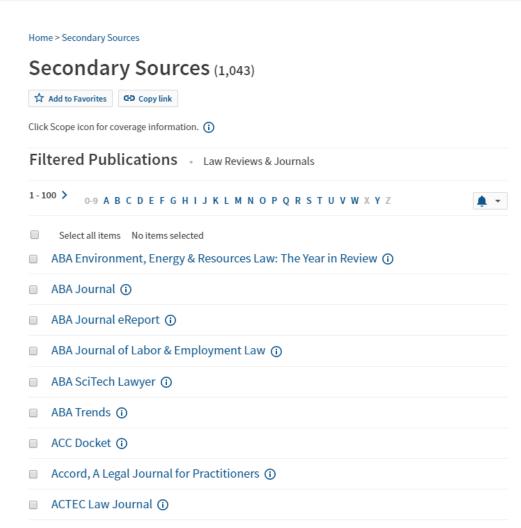
Search Tips • Advanced



Favorite Publications







Tools & Resources

Black's Law Dictionary

Current Index to Legal

Periodicals

International Materials

Law Reviews & Journals Index

Legal Resource Index

Rise of American Law

Secondary Sources Index

Westlaw Bulletins & Topical

Highlights

Words & Phrases

World Journals

More Secondary Sources Resources

Google Scholar https://scholar.google.com





hbcu

Q

Articles

About 23,300 results (0.07 sec)

Any time

Since 2020 Since 2019 Since 2016 Custom range...

Sort by relevance Sort by date

✓ include patents✓ include citations

Create alert

Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an **HBCU**

RT Palmer, RJ Davis, AA Hilton - Journal of College Student ..., 2009 - muse.jhu.edu
Historically, education has played a central role in the lives of Blacks. Although Blacks
continue their penchant for education, Black males have not fared as well in the educational
pipeline. Data for this study emerged from a qualitative investigation of factors that promote ...

☆ 99 Cited by 283 Related articles All 5 versions >>>

Theory meets practice: **HBCU** initiatives that promote academic success among African Americans in STEM

RT Palmer, RJ Davis, T Thompson - Journal of college student ..., 2010 - muse.jhu.edu
In the current postindustrial era, increasing the number of minorities in science, technology, engineering, and mathematics (STEM) is critically important for the United States' economic growth and its position in the global marketplace (Guess, 2008; Moore, 2006; Öztürk, 2007) ...

☆ ワワ Cited by 109 Related articles All 4 versions >>>

[PDF] Role of an **HBCU** in supporting academic success for underprepared black males.

RT Palmer, RJ Davis, DC Maramba - Negro Educational Review, 2010 - augusta.edu

Abstract Both predominantly White institutions (PWIs) and historically Black colleges and
universities (HBCUs) are experiencing low academic persistence rates of Black males.

While researchers have focused on factors facilitating the retention and persistence for Black ...

☆ 55 Cited by 166 Related articles All 6 versions >>>

THE **HBCU**: YESTERDAY, TODAY, AND TOMORROW.

TJ LeMelle - Education, 2002 - search.ebscohost.com

Abstract The Historically Black Colleges and Universities (HBCUs) were founded to educate the freed descendants of enslaved Africans in the United States. Both before and after the US Civil War, great controversy attended the founding of these institutions of higher learning ...

☆ 55 Cited by 93 Related articles All 4 versions >>>

Get This Item at USD

Get This Item at USD



[PDF] augusta.edu



Tomorrow's Research Today

Welcome to the SSRN Home Page.

SSRN's eLibrary provides 950,733 research papers from 503,172 researchers in more than 50 disciplines.

You can subscribe to our newsletter here >



Advanced Search

Here is the Coronavirus related research on SSRN
View the Research

KeAi	
umanities	



Browse Subscriptions

Q Search Within

Submit a

Rankings



You searched: hbcu

Downloads, Descending ∨

Viewing: 1 - 18 of 18 papers

1.	What's in a (School) Name? Racial Discrimi	nation in Higher Education Bond
	Markets	

Downloads 1,048

Journal of Financial Economics (JFE), Forthcoming

Number of pages: 69 • Posted: 05 Feb 2016 • Last Revised: 27 Jun 2018

Casey Dougal, Pengjie Gao, William J. Mayew and Christopher A. Parsons

Florida State University, University of Notre Dame - Mendoza College of Business, Duke University - Fuqua School of Business and Foster School of Business, University of Washington

Keywords: Race discrimination, higher education, municipal finance

The Causes and Consequences of Attending Historically Black Colleges and 2. Universities

Downloads 735

MIT Department of Economics Working Paper No. 07-12

Number of pages: 56 • Posted: 12 Apr 2007

Roland G. Fryer and Michael Greenstone

Harvard University - Department of Economics and University of Chicago - Department of Economics

There are 2 versions of this paper

Keywords: Higher Education, Black Colleges, Human Capital

3. Female and Minority Students Benefit from Use of Multimedia Case Studies Downloads 201

Downloads

181

International Journal of Engineering Education, Vol. 30, No. 2, pp. 343-359, 2014

Number of pages: 17 • Posted: 01 Apr 2014

Justin Bond, Yichuan Wang, Chetan Sankar, P. K. Raju and Qiang Le

Auburn University, University of Newcastle, Auburn University, Auburn University and Hampton University

Keywords: 4-P (presage-pedagogy-process-product) model; professional skills; higher-order cognitive skills ...

4. Not for Free: Exploring the Collateral Costs of Diversity in Legal Education

48 U. Pacific L.R. 887 (2017), Thurgood Marshall School of Law Research Paper No. 2991154

Number of pages: 27 • Posted: 23 Jun 2017

Spearlt

Texas Southern University - Thurgood Marshall School of Law

Keywords: Diversity, Legal Education, Law School, Regulation, American Bar Association

Employers' Perceptions of Business Graduates from Historically Black Colleges and 5.

Downloads

Universities

132

Search strategies



- Use multiple search techniques
 - Keyword (natural language & Boolean)
 - Subject
 - Browse
- Build from the sources you've already found
 - Look at sources cited by those sources
 - Use a citator (Shepard's or KeyCite) to find sources that have cited to sources you've already found
 - Ask a librarian!



FACT FINDING

News & web searching



- Web
 - Google Advanced Search: <u>https://www.google.com/advanced_search</u>
- Subscription paywall?
 - Search the library catalog for title of publication we may have a subscription
- News
 - Lexis & Factiva



BOUT

JOIN

ONATE

NGAGE

CORONAVIRUS

EMPOWERMENT PROGRAMS

SIGN UP

Q SEARCH

MENU =





News & Events

Affiliate Movement Support Us



Quick Facts

National

Urban League

The Mission

To enable and empower African-Americans and others in underserved communities to achieve their highest human potential and secure economic self-reliance, parity, power and civil rights.





Advocacy

Economic Empowerment

Key Issues

Publications

The Washington Bureau develops insightful policy and research reports on the economic state of urban America and other underserved communities. Our publications explore issues critical to the progress and well being of Africam Americans. Key papers and topics include: :

- Digital Revolution: Electrification & Smart Communities The Benefits and the Barriers (harnessing the opportunities of new technologies)
- The State of Urban Health (institutional health care disparities and their impact)
- The Hidden Swing Voters (understanding the influence and potential of urban voters)
- The State of the Black Middle Class (the challenges facing black families in the wake of economic downturn)

The Washington Bureau also offers thoughtful policy recommendations that support our empowerment goals in publications such as our 8-Point Plan: Educate, Employ and Empower, and Teachers Matter.

https://www.nul.org



Public policy studies & analysis



- Evaluate the source
 - Authority author is identified, reputable, credentialed
 - **Objectivity** (fairness, lack of bias)
 - **Accuracy** provides references to sources, verifiable
 - **Scope** (relevancy)
 - Currency
- Look for nonpartisan research
 - https://guides.library.harvard.edu/publicpolicy

Pew Research Center https://www.pewresearch.org



MY ACCOUNT ▼

NUMBERS, FACTS AND TRENDS SHAPING YOUR WORLD



Search Results For: income inequality

SITE SEARCH	TOPICS	POLL QUESTIONS					
income inequ	uality Q						
Displaying 1-10 o	f 280 results	š					
REPORT JAN 9,	2020						
ı. Trends ir	. Trends in income and wealth inequality						
well on several than 110 mont	l fronts. Th hs straight	end of the Great F te labor market is of employment g in November 201	s on a job-creating growth, a record	ng streak that h	as rung up more		
FACT TANK JUL	. 12, 2018						
Key finding		rise in incom	ne inequality	y within Ame	erica's racial		

and ethnic groups

Income inequality nearly doubled among Asians in the U.S. from 1970 to 2016. Sizable

REFINE YOUR RESULTS Update DATE Past Month (1) Past 6 Months (2) Past 12 Months (7) Past 2 Years (13) Years RANGE OF YEARS **FORMATS** Fact Tank (57) Report (34)

ABOUT | FOLLOW





POLITICS ECONOMICS

HEALTH CARE

ENVIRONMENT

NEWS AND MEDIA

RACE AND ETHNICITY

Featured COVID-19

ALL TOPICS

RACE, ETHNICITY, AND SOCIAL INEQUALITY

The Legacy of Slavery

An AP-NORC Poll conducted in September 2019 examines opinions about the legacy of slavery and a reparation policy.







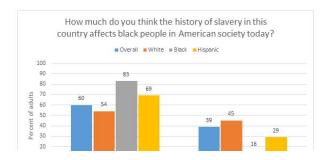






Most Americans think the legacy of slavery has at least some lasting impact on black people in the United States today, but fewer support monetary reparations for slavery or an official national apology. Adults under age 30 are the most likely to perceive a lasting impact of slavery and are more supportive of the government both apologizing and offering reparations.

Overall, 60% of Americans think the history of slavery in this country affects black people in American society today and 39% say it does not affect them much or at all. Eighty-three percent of black people agree that the legacy of slavery affects black Americans.



Researching Demographics



Publications & analysis vs. raw data

United States Census Bureau

https://data.census.gov/cedsci/ (use Advanced Search, filter by Topic > Race & Ethnicity to access detailed tables)

<u>https://www.census.gov</u> *browse by general topic such as education, wealth, income, race

National Center for Education Statistics

https://nces.ed.gov/

https://nces.ed.gov/fastfacts/display.asp?id=72



Historically Black Colleges and Universities

Question:

What data do you have on historically Black colleges and universities in the United States?

Response:

Historically Black colleges and universities (HBCUs) are institutions that were established prior to 1964 with the principal mission of educating Black Americans (<u>source</u>). These institutions were founded and developed in an environment of legal segregation and, by providing access to higher education, they contributed substantially to the progress Black Americans made in improving their status (<u>source</u>).

In 2018, there were 101 HBCUs located in 19 states, the District of Columbia, and the U.S. Virgin Islands. Of the 101 HBCUs, 51 were public institutions and 50 were private nonprofit institutions (<u>source</u>). The number of HBCU students increased 47 percent, from 223,000 to 327,000 students, between 1976 and 2010, then decreased 11 percent, to 292,000 students, between 2010 and 2018 (<u>source</u>). In comparison, the number of students in all degree-granting institutions increased 91 percent, from 11 million to 21 million students, between 1976 and 2010, then decreased 7 percent, to 20 million students, between 2010 and 2018 (<u>source</u>).

Although HBCUs were originally founded to educate Black students, they enroll students of other races as well. This diversity has increased over time (<u>source</u>). In 2018, non-Black students made up 24 percent of enrollment at HBCUs, compared with 15 percent in 1976 (<u>source</u>).

While Black enrollment at HBCUs increased by 17 percent between 1976 and 2018, the total number of Black students enrolled in all degree-granting postsecondary institutions more than doubled during this period. As a result, among Black students the percentage enrolled at HBCUs fell from 18 percent in 1976 to 9 percent in 2010, then showed no measurable change between 2010 and 2018 (<u>source</u> and <u>source</u>).

Female enrollment at HBCUs has been higher than male enrollment in every year since 1976. The percentage of female enrollment at HBCUs increased from 53 percent in fall 1976 to 62 percent in fall 2018. Also in 2018, some 88 percent of HBCU students attended 4-year institutions, while 12 percent attended 2-year institutions. About 76 percent of HBCU students attended public institutions, while the remaining 24 percent attended private nonprofit institutions (source).

In academic year 2017–18, some 48,300 degrees were conferred by HBCUs. Of the degrees conferred by HBCUs, associate's degrees accounted for 11





DIGEST of EDUCATION STATISTICS

2019 Tables and Figures

All Years of Tables and Figures

Most Recent Full Issue of the Digest

◄ Previous Page

Download Excel (50KB)

Table 313.30. Selected statistics on degree-granting historically Black colleges and universities, by control and level of institution: Selected years, 1990 through 2018

	Public			Private			
Selected statistics	Total	Total	4-year	2-year	Total	4-year	2-year
1	2	3	4	5	6	7	8
Number of institutions, fall 2018	101	51	40	11	50	49	1
Fall enrollment							
Total enrollment, fall 1990	257,152	187,046	171,969	15,077	70,106	68,528	1,578
Males	105,157	76,541	70,220	6,321	28,616	28,054	562
Males, Black	82,897	57,255	54,041	3,214	25,642	25,198	444
Females	151,995	110,505	101,749	8,756	41,490	40,474	1,016
Females, Black	125,785	86,949	80,883	6,066	38,836	38,115	721
Total enrollment, fall 2000	275,680	199,725	175,404	24,321	75,955	75,306	649
Males	108,164	78,186	68,322	9,864	29,978	29,771	207
Males, Black	87,319	60,029	56,017	4,012	27,290	27,085	205
Females	167,516	121,539	107,082	14,457	45,977	45,535	442
Females, Black	139,920	96,677	89,260	7,417	43,243	42,810	433
Total enrollment, fall 2010	326,614	249,146	205,774	43,372	77,468	77,325	143
Males	127,437	95,883	78,528	17,355	31,554	31,482	72
Males, Black	101,605	72,629	65,512	7,117	28,976	28,904	72
Females	199,177	153,263	127,246	26,017	45,914	45,843	71
Females, Black	164,303	121,211	107,721	13,490	43,092	43,021	71
Total enrollment, fall 2018	291,767	220,910	185,733	35,177	70,857	70,288	569
Males	110,853	83,015	68,415	14,600	27,838	27,530	308
Males, Black	81,055	57,283	51,863	5,420	23,772	23,634	138
Females	180,914	137,895	117,318	20,577	43,019	42,758	261
Females, Black	142,108	103,588	94,026	9,562	38,520	38,335	185

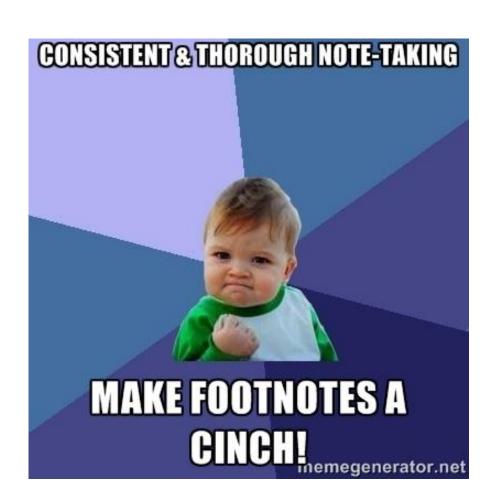


NOTE-TAKING TOOLS & TECHNIQUES

Why good note-taking is important



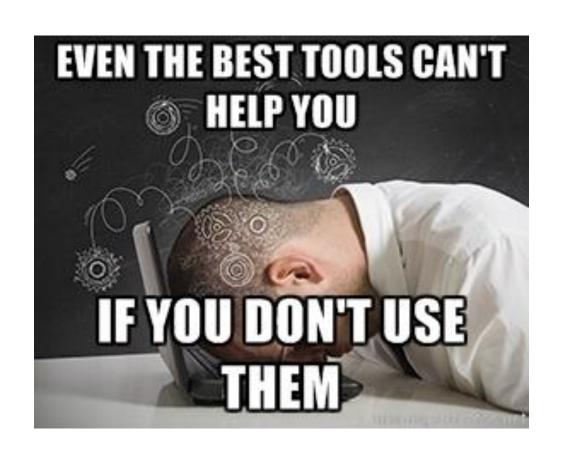
- Bolster your argument
- Avoid inadvertent plagiarism
- Save yourself time and trouble when creating citations



What to look for



- Reference manager
- Citation support
- Organization and annotation of PDFs and other digital content
- A tool that fits your research style
- You do not have to use an app—can create your own system using folders



A few useful tools













Note-taking tips



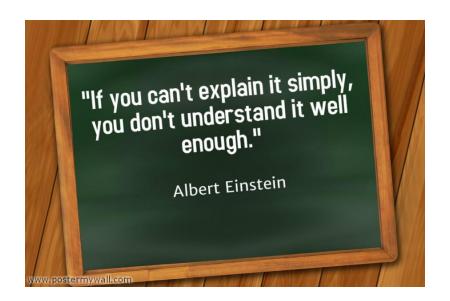
If you cut & paste text from another source to look at later, **immediately** mark it as copied text & include citation info



Summarizing & paraphrasing



- Try to do it without looking at the source material
- Not enough to change a few words around, or substitute synonyms
- You literally have to rewrite the material using your own words



Citing the best source



- Don't rely on Source A to tell you what Source B says go back to the original
 - Don't cite Scholar A to tell your reader what Scholar B argued
 - Don't cite a book or an article to tell your reader what a case held
 - Don't cite a case to tell you what the statute says

Research log



- Keep a log of <u>where</u> you've searched and what <u>search</u> terms you used (not just what you found)
- This will save you time later

Citation style for this class



Follow the citation format used in your course materials.

- Books
- Secondary Sources
- Websites

Contact us



Reference librarians: Email: <u>lrcrefer@sandiego.edu</u>

-M-Th 9am-6pm Chat: <u>www.sandiego.edu/law/library</u>

-F 9am–5pm Call: (619) 260-4612

-Su noon-4pm

Slides available at: https://www.sandiego.edu/law/library/research-trainings/upper-division.php

Liz Parker (619)260-4600 x 2555 eparker-10@sandiego.edu