LRC Research Training

For Professor Brooks’
Civil Rights Theories Seminar
Fall 2020

Liz Parker, Publication Services Librarian
eparker-10@sandiego.edu

LRC Reference Desk
lrcrefer@sandiego.edu
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 **USD’s online catalog** 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 (lrcrefer@sandiego.edu).

Search LRC

Search Catalog  Databases

reparations

Library Account | Classic Catalog | Find Legal Journals | Course Reserves | Past Exams

Quick links

- Online Study Aids
- CALI code
- Faculty Resources

- Printing
- Course reserves
Curbside Pickup

Curbside Pickup Hours

<table>
<thead>
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<th>Day</th>
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<td>Mon.–Thurs.</td>
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How it works

1. 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
<table>
<thead>
<tr>
<th>Content types</th>
<th>Federal materials</th>
<th>State materials</th>
<th>Practice areas</th>
<th>Tools</th>
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<td>International Materials</td>
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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 Development, 2000 - 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... 

Theory meets practice: HBCU initiatives that promote academic success among African Americans in STEM
RT Palmer, RJ Davis, T Thompson - Journal of College Student Development, 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; Oztürk, 2007)...

Role of an HBCU in supporting academic success for underprepared black males.
RT Palmer, RJ Davis, DC Mamba - 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...

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...
1. What's in (a School) Name? Racial Discrimination in Higher Education Bond Markets
   *Journal of Financial Economics (JFE), Forthcoming*
   Number of pages: 89 • Posted: 05 Feb 2016 • Last Revised: 27 Jun 2018
   Casey Douglass, 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

2. The Causes and Consequences of Attending Historically Black Colleges and Universities
   *MIT Department of Economics Working Paper No. 07-12*
   Number of pages: 56 • Posted: 12 Apr 2007
   Roland G. Fryer and Michael Gurnocke
   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
   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
   Number of pages: 27 • Posted: 23 Jun 2017
   Spearit
   Texas Southern University - Thurgood Marshall School of Law
   Keywords: Diversity, Legal Education, Law School, Regulation, American Bar Association

5. Employers' Perceptions of Business Graduates from Historically Black Colleges and Universities
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: [https://www.google.com/advanced_search](https://www.google.com/advanced_search)

- **Subscription paywall?**
  - Search the library catalog for title of publication – we may have a subscription

- **News**
  - Lexis & Factiva
Quick Facts

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.

90 Affiliates Across the Country

Leadership: Marc Morial

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 African 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](https://guides.library.harvard.edu/publicpolicy)
Search Results For: income inequality

Displaying 1-10 of 280 results

1. Trends in income and wealth inequality

Barely 10 years past the end of the Great Recession in 2009, the U.S. economy is doing well on several fronts. The labor market is on a job-creating streak that has run up more than 110 months straight of employment growth, a record for the post-World War II era. The unemployment rate in November 2019 [...]
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.

![Graph showing how much Americans think the history of slavery affects black people in American society today.](http://www.norc.org/)
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)
https://www.census.gov *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 (source). 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 (source).

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 (source). 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 (source). 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 (source).

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

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 (source and source).

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 98 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 percent, more than two-thirds were bachelor’s degrees (63 percent), master’s degrees accounted for 16 percent of degrees, and doctor’s degrees accounted for 8 percent of degrees.
### Table 313.30. Selected statistics on degree-granting historically Black colleges and universities, by control and level of institution:
Selected years, 1990 through 2018

<table>
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<th>Selected statistics</th>
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<td>Total</td>
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<td>2-year</td>
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<td>4-year</td>
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<td><strong>Number of Institutions, fall 2018</strong></td>
<td>101</td>
<td>51</td>
<td>40</td>
<td>11</td>
<td>50</td>
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</tr>
<tr>
<td>Males</td>
<td>257,152</td>
<td>187,046</td>
<td>171,969</td>
<td>15,077</td>
<td>70,106</td>
<td>68,528</td>
<td>1,578</td>
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<tr>
<td>Females, Black</td>
<td>82,897</td>
<td>57,255</td>
<td>54,041</td>
<td>3,214</td>
<td>25,642</td>
<td>25,198</td>
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<tr>
<td>Total enrollment, fall 2000</td>
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<tr>
<td>Males</td>
<td>108,164</td>
<td>76,186</td>
<td>68,322</td>
<td>9,864</td>
<td>29,978</td>
<td>29,771</td>
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<td>Females, Black</td>
<td>87,319</td>
<td>60,029</td>
<td>56,017</td>
<td>4,012</td>
<td>27,290</td>
<td>27,085</td>
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<td>Total enrollment, fall 2010</td>
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<tr>
<td>Males</td>
<td>137,437</td>
<td>95,883</td>
<td>78,528</td>
<td>17,355</td>
<td>31,554</td>
<td>31,482</td>
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<td>72,629</td>
<td>65,512</td>
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<td>28,976</td>
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<td>Males</td>
<td>199,177</td>
<td>155,263</td>
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<td>26,017</td>
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<td>45,843</td>
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<td>14,600</td>
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<td>Males</td>
<td>180,914</td>
<td>137,895</td>
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<td>20,577</td>
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<td>38,520</td>
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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

EVEN THE BEST TOOLS CAN'T HELP YOU IF YOU DON'T USE THEM
A few useful tools

- Evernote
- Google Drive
- Microsoft OneNote
- Dropbox
- Box
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

"If you can't explain it simply, you don't understand it well enough."

Albert Einstein
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 where you’ve searched and what search terms you used (not just what you found)
• This will save you time later
Follow the citation format used in your course materials.

- Books
- Secondary Sources
- Websites
Contact us

Reference librarians: Email: lrcrefer@sandiego.edu
- M–Th 9am–6pm Chat: www.sandiego.edu/law/library
- F 9am–5pm
- Su noon–4pm Call: (619) 260-4612

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