

# **Exploring human rights sources and using them in a thesis**

Tuesday, 24th January 2012, 10:00-12:00 and  
Friday, 27th January 2012, 10:00-12:00

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Head of NCHR library



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# Agenda

- I. Search strategy and process
- II. Basic search techniques, plagiarism and citation practice
- III. Central human rights web sites (United Nations, regional systems and NGOs)
- IV. Search exercises (Friday 27th, 10:15-12:00, DN, room 352, 3rd floor)



# What is your question?



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# Develop a search-strategy

## 1. Formulate search terms

- Find relevant subject terminology
- Find alternative terms – synonyms, other languages
- Start with broad search, then refine and narrow down

## 2. Define sources

- What types of sources do you need?
- Where – and how – can you find them?
- When do you need them?



# Evaluate sources

**Check this out when you evaluate print & electronic sources:**

## **1. Reliability**

- Author: Who is the author? Which education, affiliation, past writings? Cited favorably by others, etc.?
- Publisher: Scholarly (e.g. U press)? If e-doc: which domain name?
- Documented with foot notes or links? Dated?

## **2. Accuracy**

- Check against other sources

## **3. Currency**

- Up-to-date for your subject?

## **4. Objectivity**

- Unbiased – supported by evidence
- Watch out for irony, fraud

## **5. Purpose**

- Written to educate, inform, persuade, sell?



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# Basic search techniques, plagiarism and citation practise



# A: General search principles

When you search with key words in databases, you may need to ***truncate*** in order to find all relevant documents.

Truncate = in order to include word variations in the search, replace letters with \* or ?

Examples:

Key word: Violat?

**violat\*** finds documents that deal with violate, violation, violations, violator etc.

Key word: Wom?n

**wom\*n** finds documents that deal with woman and women



# General search principles

When you search with key words in a database, you may need to ***combine two or more key words*** in order to find the relevant documents.

1. Key words: a AND b

each document must deal with both a and b (results in less hits)

2. Key words: a NOT b

each document must deal with a, but not b (results in more hits)

3. Key words: a OR b

each document must deal with a or b or both (results most hits)





# Search tips

- More is less!
  - The more terms entered/fields are filled out, the less hits
- No hits?
  - Try removing some terms
  - Check if information/spelling correct
  - NB: stop words: a, an, the...



# Plagiarism and citation practise

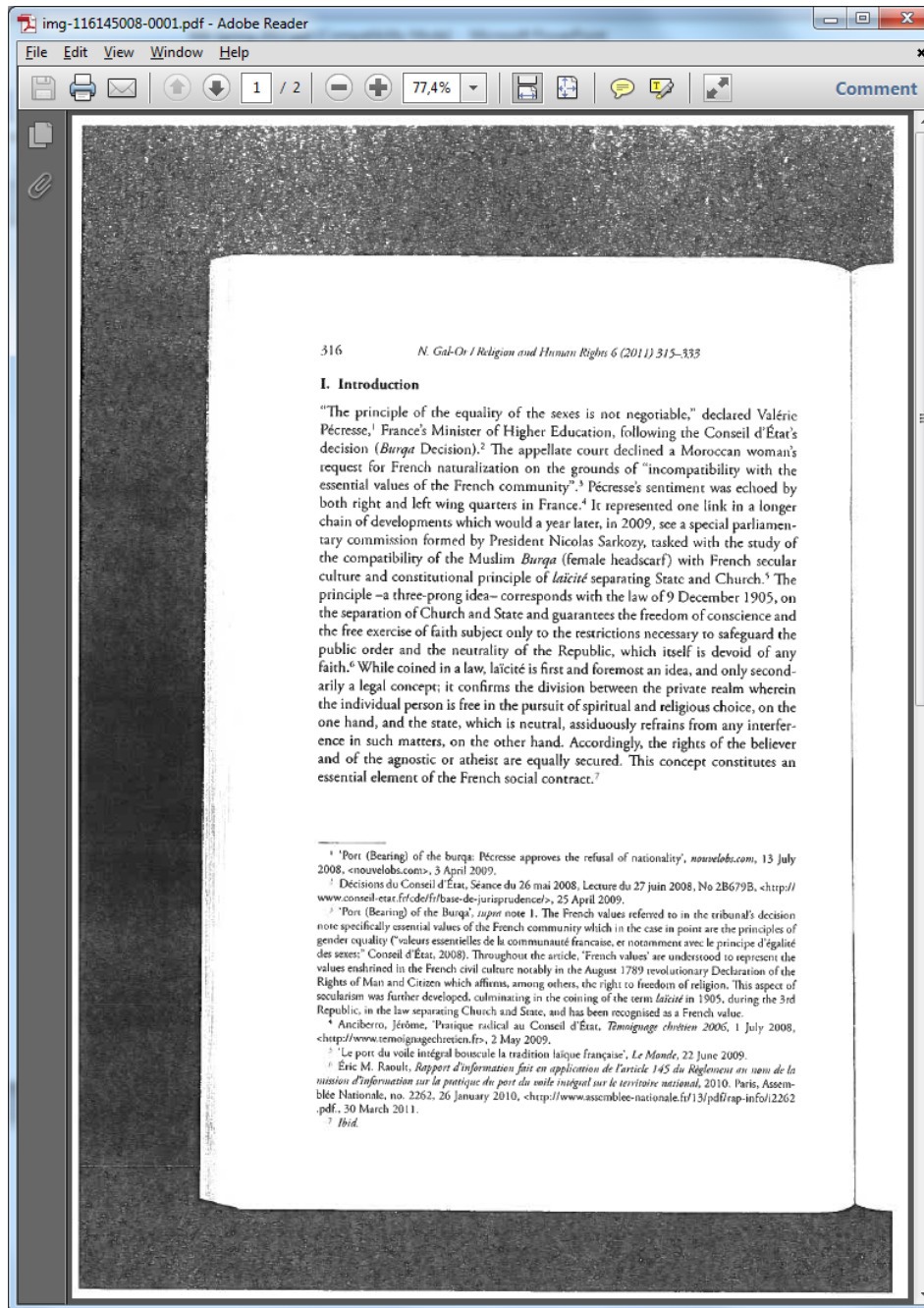


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## B: Plagiarism and citation practise

- Plagiarism = the practice of taking someone else's work or ideas and passing them off as one's own, i.e. literary theft
- Citation = A reference to a book, paper, or author, especially in a scholarly work
- By citing your sources, you avoid plagiarism





### I. Introduction

"The principle of the equality of the sexes is not negotiable," declared Valérie Pécresse,<sup>1</sup> France's Minister of Higher Education, following the Conseil d'État's decision (*Burqa* Decision).<sup>2</sup> The appellate court declined a Moroccan woman's request for French naturalization on the grounds of "incompatibility with the essential values of the French community".<sup>3</sup> Pécresse's sentiment was echoed by both right and left wing quarters in France.<sup>4</sup> It represented one link in a longer chain of developments which would a year later, in 2009, see a special parliamentary commission formed by President Nicolas Sarkozy, tasked with the study of the compatibility of the Muslim *Burqa* (female headscarf) with French secular culture and constitutional principle of *laïcité* separating State and Church.<sup>5</sup> The principle – a three-prong idea – corresponds with the law of 9 December 1905, on the separation of Church and State and guarantees the freedom of conscience and the free exercise of faith subject only to the restrictions necessary to safeguard the public order and the neutrality of the Republic, which itself is devoid of any faith.<sup>6</sup> While coined in a law, *laïcité* is first and foremost an idea, and only secondarily a legal concept; it confirms the division between the private realm wherein the individual person is free in the pursuit of spiritual and religious choice, on the one hand, and the state, which is neutral, assiduously refrains from any interference in such matters, on the other hand. Accordingly, the rights of the believer and of the agnostic or atheist are equally secured. This concept constitutes an essential element of the French social contract.<sup>7</sup>

<sup>1</sup> 'Port (Bearing) of the burqa: Pécresse approves the refusal of nationality', *nouvelobs.com*, 13 July 2008, <nouvelobs.com>, 3 April 2009.

<sup>2</sup> Décisions du Conseil d'État, Séance du 26 mai 2008, Lecture du 27 juin 2008, No 286798, <http://www.conseil-etat.fr/cdefr/base-de-jurisprudence>, 25 April 2009.

<sup>3</sup> 'Port (Bearing) of the Burqa', *supra* note 1. The French values referred to in the tribunal's decision note specifically essential values of the French community which in the case in point are the principles of gender equality ('valeurs essentielles de la communauté française, et notamment avec le principe d'égalité des sexes', Conseil d'État, 2008). Throughout the article, 'French values' are understood to represent the values enshrined in the French civil culture notably in the August 1789 revolutionary Declaration of the Rights of Man and Citizen which affirms, among others, the right to freedom of religion. This aspect of secularism was further developed, culminating in the coining of the term *laïcité* in 1905, during the 3rd Republic, in the law separating Church and State, and has been recognised as a French value.

<sup>4</sup> Anciberro, Jérôme, 'Pratique radicale au Conseil d'État', *Témoignage chrétien* 2006, 1 July 2008, <http://www.temoignagechretien.fr>, 2 May 2009.

<sup>5</sup> 'Le port du voile intégral bouscule la tradition laïque française', *Le Monde*, 22 June 2009.

<sup>6</sup> Eric M. Raoult, *Rapport d'information fait en application de l'article 145 du Règlement en vue de la mission d'information sur le port du voile intégral sur le territoire national*, 2010, Paris, Assemblée Nationale, no. 2262, 26 January 2010, <http://www.assemblee-nationale.fr/13/pdf/rap-info/2262.pdf>, 30 March 2011.

<sup>7</sup> *Ibid.*

# Show your sources 1

**When you write, cite your sources, because:**

- you avoid plagiarism
- it shows that you have academic integrity
- it adds credibility to use well-known, quality sources (e.g. peer-reviewed journals)
- it provides academic transparency

and.....



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# Show your sources 2

... continued:

- it shows that you have been able to find the right sources for your topic
- it shows that you know the academic conventions of footnotes/bibliography
- it gives others access to the sources on which your work is founded



# Avoid plagiarism 1

**Plagiarism is «the greatest academic sin»**

What *must* be acknowledged or cited?

- Any direct quotation (use quotation marks: " ")
- Paraphrases
- Arguable assertions
- Statistics, charts, tables etc put together by someone else



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# Avoid plagiarism 2

What need *not* be acknowledged or credited?

- Common knowledge
- Facts available from many sources
- Your own ideas and discoveries





# Footnotes / reference list / bibliography 1

Use references both as footnotes in the text *and* in the reference list / bibliography.

**Accuracy and precision:** Be precise.

It must be easy to identify the text to which you are referring.

**Integrity:** Cite both direct quotations of another author and your own formulation of that author's ideas (indirect quotations).

**Consistency:** Choose one format\*) for your footnotes and bibliography, and use that format for all your references.

*\*)Examples of reference formats:*

Harvard: [http://education.exeter.ac.uk/dll/studyskills/harvard\\_referencing.htm](http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm)

APA: <http://www.usq.edu.au/library/help/referencing/apa.htm>

There are many more.....



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# Footnotes / reference list / bibliography 2

## Save the references:

Make a reference file / bibliography *as early as possible* in your work (difficult later)

Make notes / quotations as you read

Save electronic prints

Save search terms and author's names you have used in data bases

Save search results (print-outs)

**Tips on writing a thesis: <http://www.ntnu.no/viko/en/>**



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## II

Internet sources for human rights documents from:  
United Nations, regional systems and NGOs



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# Searching for human rights issues/topics

When searching for information on a human rights topic – various document types may be relevant:

- 1. Legal documents from international and regional organizations:** treaties, covenants, statutes, protocols, conventions etc.
- 2. Documents from monitoring bodies:** decisions, concluding observations, recommendations, country visit reports etc
- 3. Jurisdiction:** cases/decisions from courts and tribunals
- 4. NGOs:** reports, opinions etc.
- 5. Books and journal articles**

Where do you find it?????



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# United Nations

1. United Nations home page

<http://www.un.org/>

2. Guide to UN documentation

<http://www.un.org/Depts/dhl/resguide/>



# UN documents: Symbols

## Example of reference list in a journal article:

- [1.](#) Convention on the Rights of Persons with Disabilities, *adopted* 13 Dec. 2006, G.A. Res. 61/106, U.N. GAOR, 61st Sess., Agenda Item 67(b), U.N. Doc. A/RES/61/106 (2006) (*entered into force* 3 May 2008).
- [2.](#) International Convention on the Elimination of All Forms of Racial Discrimination, *adopted* 21 Dec. 1965, G.A. Res. 2106 (XX), U.N. GAOR, 20th Sess., U.N. Doc. A/6014 (1966), 660 U.N.T.S. 195 (*entered into force* 4 Jan. 1969), *reprinted in* 5 I.L.M. 352.
- [3.](#) Convention on the Elimination of All Forms of Discrimination Against Women, *adopted* 18 Dec. 1979, G.A. Res. 34/180, U.N. GAOR, 34th Sess., U.N. Doc. A/34/46 (1980), 1249 U.N.T.S. 13 (*entered into force* 3 Sept. 1981).



# UN documents: databases

UN Databases containing **all types** of UN documents:

Classic ODS:

<http://documents.un.org/advance.asp>

New ODS:

<http://www.un.org/en/documents/ods/>

Training: <http://www.un.org/depts/dhl/training/tutorials/symbol.htm>



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# UN HR documents: Treaties

UN Treaties <http://treaties.un.org/>

1. Status of multilateral treaties

500+ major treaties deposited w/ UN Secretary General  
Fulltext; ratifications, reservations, etc.

Updated daily

Organized by subject: Chapter IV – human rights

2. United Nations treaty series (UNTS)

Over 158.000 registered by UN Secretariat since 1946

Published in original language(s), w/ Eng & Fre translation

Searchable by popular name, word(s) in title, free text etc.





# UN HR documents: treaties & monitoring

**1. Core international human rights instruments (Official UN site)**

<http://www2.ohchr.org/english/law/>

Fulltext, with status of ratifications, treaty bodies info, etc  
Links to other universal HR instruments by topic

**2. The United Nations Human Rights Treaties (Bayefsky.com)**

<http://www.bayefsky.com/>

Specialty: by theme or subject matter

**3. Universal human rights index of UN documents**

<http://www.universalhumanrightsindex.org/>

Annotations at article level, with links to fulltext

Search categories: by country, right, body



# UN HR bodies - OHCHR

Office of the High Commission for Human Rights  
(OHCHR) <http://www.ohchr.org/english/>

- Dynamic – updated daily
- Great wealth of info – good place to start
- NB: several levels of menues, e.g.:
  - Your human rights – Issues
  - Countries – Human rights in the world
  - Human rights bodies
  - Recent publications



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# UN HR bodies: Charter-based bodies

## 1. Human Rights Council – mechanisms:

<http://www2.ohchr.org/english/bodies/hrcouncil/>

- UPR
- Special procedures
- Working groups
- Advisory Committee

## 2. Charter-based bodies database

<http://ap.ohchr.org/Documents/gmainec.aspx>

Search by body, session, type, country, subject, mandate (1 or more)



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# UN HR bodies: Treaty-based bodies

Treaty-based bodies

<http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

Treaty-based bodies database

<http://tb.ohchr.org/default.aspx>



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# UN courts and tribunals

<http://www.un.org/en/law/>

- International Court of Justice - ICJ
- ICTR - International Criminal Tribunal for Rwanda
- ICTY - The International Criminal Tribunal for the former Yugoslavia
- The Special Court for Sierra Leone
- Extraordinary Chambers in the Courts of Cambodia for the Prosecution of Crimes Committed during the Period of Democratic Kampuchea Extraordinary Chambers - ECCC



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# Reliable alternatives to the official sites

- The United Nations Human Rights Treaties (Bayefsky.com)
  - <http://www.bayefsky.com/>
  - Developed by A.F. Bayevsky, York University, Toronto, Canada
  - Specialty: by theme or subject matter
- Universal human rights index of UN documents
  - <http://www.universalhumanrightsindex.org/>
  - Developed by the Institute of Public Law of the University of Bern
  - Annotations at article level, with links to fulltext
  - Search categories: by country, right, body
- SIM (Netherlands Institute of Human Rights)
  - <http://sim.law.uu.nl/sim/dochome.nsf>
  - Search case law from CCPR, CAT, CEDAW, CERD, ECHR, ICTR, ICTY
  - Browse by keyword, country, article, name
  - Search SIM library catalog: AND, OR, NOT; wildcard ? For one character, \* 2 or more characters



# Regional systems

## 1. Europe

- Council of Europe
- European Court of Human Rights
- European Union

## 2. Other regions



# Council of Europe

- Commissioner for Human Rights

[http://www.coe.int/t/commissioner/default\\_EN.asp](http://www.coe.int/t/commissioner/default_EN.asp)

The Commissioner for Human Rights is an independent institution within the Council of Europe, mandated to promote the awareness of and respect for human rights in 47 Council of Europe member states.



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# Council of Europe treaty collection

<http://conventions.coe.int/>

- Choose Search - Treaties - List by subject-matters – Human rights – Submit
- Full list: Conventions and protocols: text, ratification status, explanatory reports (NB! Not only human rights)



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# European Court of Human Rights

[http://www.echr.coe.int/echr/Homepage EN](http://www.echr.coe.int/echr/Homepage_EN)

1. Convention text & application form in all member languages
2. Pending cases, press etc.
3. Judgements in full text (HUDOC database)
4. Info about the court



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# European Court of Human Rights - database

## HUDOC - case law database

<http://www.echr.coe.int/ECHR/EN/Header/Case-Law/Decisions+and+judgments/HUDOC+database/>

All of the Court's judgments, and a significant selection of decisions and reports, are published in the Hudoc database



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# European Union

## EU Charter of Fundamental Rights

[http://ec.europa.eu/justice/fundamental-rights/charter/index\\_en.htm](http://ec.europa.eu/justice/fundamental-rights/charter/index_en.htm)

## EU human rights legislation and policy:

[http://europa.eu/pol/rights/index\\_en.htm](http://europa.eu/pol/rights/index_en.htm)



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## Other regional systems

1. Inter-American Court of Human Rights  
<http://www.corteidh.or.cr>
2. Inter-American Commission of Human Rights  
<http://www.cidh.oas.org/DefaultE.htm>



## Other regional systems

1. The African Union's Commission on Human and Peoples' Rights  
[http://www.achpr.org/english/info/news\\_en.html](http://www.achpr.org/english/info/news_en.html)
2. African Human Rights Case Law Analyzer  
<http://caselaw.ihrda.org/>
3. African International Courts and Tribunals Website  
<http://www.aict-ctia.org/>



# Other regional systems

## 1. Asian Human Rights Commission

<http://www.humanrights.asia/about>

## 2. Asian Centre for Human Rights

<http://www.achrweb.org/>



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# Documents from NGOs

HuriSearch <http://www.hurisearch.org/>

- Specialty: Documents from NGOs
- Functionality : many ways to refine search
- Help text on start screen



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# Research guides & link collections

- Guide to UN human rights documentation  
<http://www.un.org/Depts/dhl/resguide/spechr.htm>
- ASIL guide to HR resources  
<http://www.asil.org/resource/humrts1.htm>
- EISIL research guide : human rights  
[http://www.eisil.org/index.php?sid=656810392&t=sub\\_pages&cat=185](http://www.eisil.org/index.php?sid=656810392&t=sub_pages&cat=185)
- Univ. of Minnesota Human rights library  
<http://www1.umn.edu/humanrts/>



# Electronic journal articles

- University of Oslo – X-port
  - <http://www.ub.uio.no/english/>
- Best choice at university libraries
  - Subscribe to many e-journals
  - Access on-campus
- Google Scholar
  - <http://scholar.google.com/>
  - Provides links to many library collections
  - May give access to full-text



# Human rights information – by topic

## 1. UN OHCHR

<http://www.ohchr.org/EN/Issues/Pages/ListOfIssues.aspx>

## 2. EISIL

[http://www.eisil.org/index.php?sid=656810392&t=sub\\_pages&cat=185](http://www.eisil.org/index.php?sid=656810392&t=sub_pages&cat=185)

## 3. University of Minnesota Human Rights Library

<http://www1.umn.edu/humanrts/edumat/topicguides.html>

## 4. Council of Europe

<http://www.coe.int/lportal/web/coe-portal>

Choose «Human rights»



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# Human rights information – by country

1. UN OHCHR – Countries – Human rights in the world
  - <http://www.ohchr.org/EN/countries>
2. Universal Periodic Review (UPR)
  - <http://www.ohchr.org/EN/HRBodies/UPR>
3. UN Charter-based Bodies
  - <http://ap.ohchr.org/Documents/gmainec.aspx>
4. United Nations Treaty Bodies Database
  - <http://tb.ohchr.org/default.aspx>
5. Universal human rights index of UN documents
  - <http://www.universalhumanrightsindex.org>
6. US State Dept.
  - <http://www.state.gov/g/drl/rls/hrrpt/>
7. University of Minnesota - Country links
  - <http://www1.umn.edu/humanrts/research>



# Human rights link collection

1. Open NCHR library web site:

<http://www.jus.uio.no/smr/english/services/library/>

and choose: «Human rights sources – an overview»

2. Or open it directly here:

<http://www.jus.uio.no/smr/tjenester/bibliotek/veiledning/human-rights-sources.pdf>



# 6 Statistics: HR & Development

**Gapminder**

<http://www.gapminder.org>



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# Lessons learned?

1. What three things from this presentation were most useful for you to learn?
2. What three things were least relevant for you?

