



# DISCUSSING LITERATURE EXAMPLES

**“Rhetoric of reform and renewal: the use of rhetoric by Opposition party leaders elected on a mandate for change”**

## Example 1: School of Media and Communications

Bastow (2003:47) accurately describes this as engaging in ‘a discourse of “modernisation” which promotes a form of ethical subjectivity’ - essentially depoliticising his politics and presenting themselves as the natural choice. As such, this message would resonate with voters who are disengaged with politics, disenchanted with party politics, and those who are morally (rather than politically) guided in the political process; as well as exercising the belief that ‘the party should spend more time communicating with the electorate rather than its own (declining) party membership’ (Kavanagh, 1995:92).

Student uses the term “accurately describes” to show they have confidence in this author’s description. They then go on to explain the quote in their own words before returning to another source to support the point they are making.



**“Sporting masculinities: a comparison of Gramscian and Foucauldian concepts of power”**

**Example 2: School of Sociology and Social Policy**

This dissertation attempts to situate mens’ subjective sporting experiences within two “opposing” theories of power. The first, developed from the Gramscian concept of “hegemony” has been popularised by Connell (see 1987; 1990; 1995) and asserts that the sporting male is an exemplar of a culturally celebrated form of being male, namely, “hegemonic masculinity” which emphasises being heterosexual, competitive and strong.

The student explains to the reader how their project relates to two specific theories from the literature.

**“Hair, society and the self in early modern Venice”**

**Example 3: School of History**

In his *Anthropometamorphosis* (1650), the English physician and natural philosopher John Bulwer claims gleefully that in Venice there were ‘open and manifeste examples of those who have undergone a kind of Martyredom, to render their Haire yellow’, before proceeding to tell gruesome tales of gushing blood and blindness.<sup>37</sup> Here the bleaching of hair becomes a cautionary tale, moralising against female foolishness. Cosmo Agnelli, a writer of conduct books, agreed, adding that the changing of one’s natural hair colour offended ‘the Supreme Author who gave you the colour you have. If God wanted you to be blond... he could easily have made you so.’<sup>38</sup>

Here the student makes a connection between two sources, explaining the second source supports the first.



“Quantum effects in biology”

Example 4: School of Physics and Astronomy

An experimental study has revealed that the ganglion cells in the retina of garden warblers are linked through a specific visual pathway to the Cluster N, a forebrain area which is a component of the visual system in birds and it is active during night [66]. Cluster N is vital for magnetoreception, since European robins which had their Cluster N destroyed, could no longer orient using their magnetic compass [48]. The connection between the Cluster N and the ganglion cells proves that the ganglion receptor cells, containing the cryptochromes, are connected to the visual system.

The student is confidently expressing to the reader that experimental research has contributed something significant to the research they are undertaking.