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A Discourse Study of the Speech "It Can Be Otherwise" by Harvard Professor and President Drew Faust

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Abstract

This paper is a qualitative discourse study of the speech "It Can Be Otherwise" by Harvard Professor and President Drew Faust. The speech was delivered on May 30, 2014 at Cambridge, Massachusetts. The language and content of the speech are analyzed as a genre including macro and micro level units such as moves, communicative functions and notions. The linguistic lexical and syntactic realizations are also considered. The findings revealed that a number of features characterized this speech. These include the use of narrative style under the effect of the specialty of the author, i.e. history. The themes of women's empowerment, injustice, and education are well served in the speech revealing the philosophical stance of the speaker.

Keywords: Discourse, Speech, Faust, Harvard, Women, Education

1. Background

In her welcoming short note to Harvard, Professor and President Drew Faust wrote on the University's website:

"People make a university great. So whether you are a prospective student, current student, professor, researcher, staff member, graduate, parent, neighbor, or visitor, your interest and enthusiasm are valued and appreciated."

Well, I consider myself in this task as a researcher, a visitor, or even a neighbor (accepting that we humans are all neighbors in our global village. And I do have a long standing interest in anything that resonates with the word: Harvard. It is a pity that I have never been lucky enough to be a student or professor at this extraordinary institution, but I always tried to learn something from this extremely prestigious place of scholarship. To prove this interest, I have published (in Arabic) two academic essays having been inspired by what Harvard has done, and is currently doing (2012.talabanews.net/node/12852 published on 2012-07-05 and 2012.talabanews.net/node/167published on 2011-12-25. These two essays, among some others, have received multiple interactive positive comments from readers.

Also, inspired by information about Harvard, this paper sets to examine a particular speech by Professor President Faust as a case of discourse analysis. The objective is to highlight the rhetorical devices and the linguistic means of delivering the theme of 'women's education' titled 'It Can Be Otherwise' which was given on MAY 30, 2014.

2. Introduction

College and university presidents are special academic leaders. They are on the front lines representing their institutions in the local as well as the international community. These personalities are supposed to play a key role in the business of higher education in any country. To best understand any text, I believe it is a pre-requisite to obtain as much information as possible about the author of the text because this information is a key factor that may account for how a text or, in this case a speech, is communicated. Therefore, I closely studied the official biography text on President Faust. According to http://www.harvard.edu/president/biography, Faust is the 28th president and the Lincoln Professor of History in Harvard's Faculty of Arts and Sciences. She is also a historian of the Civil war and the American South as well as the founding dean of the Radcliffe Institute for Advanced Study at Harvard. Faust served as the Annenberg Professor of History at the University of Pennsylvania for 25 years. She is the author of six prize-winning books which covered women of the South in the American Civil War. In 2015, according to http://www.forbes.com/power-women/#tab:overall_page:5 Faust was ranked 46 amongst the world most powerful women.

3. Context

Academic speeches by university presidents are recognizable examples of genre. Swales (1990) describes genre as a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the

professional or academic community in which it regularly occurs. It is useful here to realize the concept of genre defined by Swales (1990:58) as follows:

"A genre comprises a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the semantic structure of the discourse and influences and constraints choice of content and style. ...In addition to purpose, exemplars of a genre exhibit various patterns of similarity in terms of structure, style, content, and intended audience."

According to Swales (1990:5), discourse is "socially situated and designed to achieve rhetorical goals." Therefore, it is appropriate to relate the speech in this study to its situational context. Analyzing academic speeches as genre would essentially require the awareness and utilization of the overall context in which and for which the speeches under study have been made. Swales warns us that textual and / or mere linguistic analysis would not suffice because "textual knowledge remains generally insufficient for a full account of genre." (ibid:6).

A speech is best analyzed in terms of 'moves'. A move can be thought of as part of a text, written or spoken, which achieves a particular purpose within the text. As Swales puts it, it is the basic unit for analysis of the target text. The occasion in this case study is celebrating Radcliffe Institute's 15th birthday. A side note said that "President Drew Faust, the founding dean of the Radcliffe Institute for Advanced Study, delivered her remarks during a ceremony that celebrated her own accomplishments as a Civil War scholar and author. Faust received the Radcliffe Medal during its annual event on May 30." This gives a background flash on the occasion of the speech. Therefore, we can see a personal involvement from the author as a celebrated scholar in her own field, i.e. history.

4. Relevant Literature

Apparently, there is abundant literature on discourse and genre analysis of speeches. However, the bulk of literature on analysis of speeches is on political speeches. There seems to be quite a little published on university presidential speeches and more rare on women university leaders. Of particular interest, the study of Milligan (2010) argued that gender equality at the presidential level is not yet realized in higher education. We are told in one dissertation that "one in five American college presidents are women; at private colleges and universities, the percentage is even lower." In this dissertation, Milligan (2010), explored the subject of (12) female presidents at liberal arts colleges and doctorate-granting institutions. Issues of leadership style, institutional culture, and gender were discussed in face-to-face interviews with the president and reviewed through speeches or articles by and about the president. The results revealed similarities in pre-presidential experiences, mainly supportive families; high academic and professional achievement; familiarity being the minority in terms of gender; and the importance of others' encouragement to pursue leadership. The women presidents expressed a preference for leadership characterized by openness, collaboration, and confidence. The specific experience of being a female president offered comments pertaining to an expected leadership style based on gender, a perception that women

presidents face higher expectations, and a sense that presidential positions are unattractive. Moreover, adjustment with an institution's culture seemed to affect presidential effectiveness.

Another piece of research on university leaders' discourse was Campbell (1977). The study aimed to infer the goals held by Walter H. Johns, President of the University of Alberta during the 1960s from his speeches of that period. A survey of the university's environment of that period and a sketch of the presidential role were provided. Following a synopsis of President Johns' general observations on the nature of the university, attention was drawn to his views of curricula, teaching, research, graduate study and the university's continuing education function. His perceptions of the role of the student body were followed by a review of his concept of university governance, including the nature of the presidential office and the special character of university administration. His analysis of the character of the university's external relationships were also examined, including those with government agencies, other institutions of higher education, the community at large, and with underdeveloped countries.

Interestingly, Blum (1988) reported on the issue of plagiarism in speeches by college presidents. The issue of giving proper attribution in speeches was considered a problem that cost Joseph Biden his presidential candidacy. Also, Richard J. Sauer withdrew his candidacy for the presidency of North Dakota State University amid allegations that he plagiarized part of a speech he had delivered. Foss (1979), on the other hand, analyzed two speeches by Betty Friedan, author of "The Feminine Mystique" and first president of the National Organization for Women (NOW). The first speech analyzed, "Tokenism and the Pseudo-Radical Cop-Out," was delivered at Cornell University in January of 1969, and the second, a "Call to Women's Strike for Equality," was delivered at the NOW convention in Chicago on March 20, 1970. The first speech was selected for examination because it presented the core ideas of Friedan's views on feminism and the second speech was selected because of its impact on the women's movement. The purpose, context and audience, symbolic strategies, and effects of Friedan's discourse were analyzed as an initial step toward discovering whether a separate genre of women's rhetoric exists. Friedan's use of symbolic redefinition of women's roles was also noted.

Suggs (2008) studied the social and political role of Black college presidents in the 1930s and 1940s via annual radio addresses. It was argued that the "nationalist agenda of the United States federal government indirectly led to the opportunity for black college leadership to address the rhetoric of democracy, patriotism, and unified citizenship." The research focused on the social positioning of the radio addresses as well as their role in the advancement of black Americans. The primary question addressed was whether the 1930s and 1940s was a period of rising consciousness for Black America. The study examined the significance of radio during the pre- to post-war era, its parallel use by the United States federal government and historically black colleges and universities (HBCUs), and the interrelationship between education, politics, and society. The social trends of the period examined include the analysis of economics, politics, and education. The research method involved an in-depth analysis of (14) annual radio addresses delivered by three black college presidents in the South during the 1930s and 1940s: Mordecai W. Johnson, James E. Shepard, and Benjamin E. Mays. Common themes found among radio addresses were morality and ethical behavior; economic, political, and social

equality; access and inclusion in a democratic society; and a collective commitment to a just society.

Gordon Gee's career as a university president was explored by Rishell (2011). Attention was given to the journey Gee made between 1990, when he first became president of The Ohio State University, to 2007, when he returned to Ohio State for another term as university president ten years later. During this time away from Ohio State, he served as the president (or chancellor) of both Brown University and Vanderbilt University. Data were reviewed from these presidencies and individual, professional, and organizational discourses were examined through a variety of data, including discourse analyses of the speeches given by Gee in the early days of each of these four presidencies. The study provided a model called 'The Triangle of Leadership Discourse', which is claimed to illustrate "the necessary balance of discourses which must remain in harmony with one another for the tenure of leadership to be successful." (P.2)

Similarly, Young (2013) explored the application of framing devices in college/university presidential speeches. Fifty-one speeches composed what was labeled the Presidential Sample and six speeches were purposefully selected for the analysis. The speeches were content analyzed to reveal evidence of framing device usage. All framing devices were identified in the speech samples. The frequency of framing device usage fell into four groupings. Positive Spin and Agenda Setting (62%), followed by Communicated Predicaments and Possible Futures (24%), Jargon, Vision Themes, and Catchphrases and Stories (10%), and the least used framing devices were Metaphors and Contrast (4%). Male Presidents used more traditional framing devices and females used more cultural symbolic framing devices. Public universities used more traditional framing devices and private universities used more cultural symbolic framing devices. Relationships between framing device usage and institutional (enrollment and enrollment trends) and president (age, experience, years in position) demographics were also explored. Few relationships were significant, but trends were evident. As the president gained more experience, more jargon, vision themes, and catchphrases framing devices were used. As the age of the president increased so did possible futures and metaphors framing device usage. Certain framing device usage was also associated with enrollment increase and decrease. This study has brought to light the value of framing device usage, as a leadership tool, in oral presentations/speeches for higher education leaders.

Haake (2003) wrote on the discourse of academic leadership amongst novice department heads in higher education. The paper aimed to illuminate the discourse on academic leadership, through department heads' talk concerning leadership aspects in the context of Swedish Higher Education. The study took part at a Swedish University during the years 1995 to 1999. Fifteen department heads were interviewed at seven occasions, whilst going from novice, to more experienced leaders. The results from 1995 showed the existence of conflicts in the discourse on academic leadership. The discourse at this time was described as 'very heterogeneous and gender neutral'. In 1999, the discourse showed some interesting changes. The discourse seemed more "homogeneous because of a stronger and more extensive discourse episteme." The structure of discourse was gender-separated and the female-coded subject positions expressed talk about gender in relation to academic

leadership.

On a general discourse level, Zheng (2000) discussed characteristics of Australian political rhetoric. The article explored how language can be used as a resource of cultural value and creative power in Australian English. The paper revealed how Australian politicians use political language rhetoric as a powerful tool in gaining political advantages. Several segments of 'public discourse' have been analyzed, but the author mainly focused on two areas of speech: how politicians use their language skills in gaining public support, and how they avoided responsibility. Special discourse features of these speeches have been compiled and categorized. The paper concluded that Australian political discourse was characterized by features such as social rank and privilege; slogans and propaganda; persuasion rather than guiding; classic rhetoric techniques; IT effects; and logic.

Gruber (2013) investigated the inaugural speeches of three Austrian chancellors (representing the two big Austrian political parties) over a ten year period. Lexical characteristics, generic and topical structures, and the co-articulation of topics were analyzed. Results showed that, although delivered by politicians from two different political backgrounds, the speeches shared many features in terms of lexis and generic structure. Differences became manifest at the topic structure and the co-articulation of topics. It was argued that a politically sensitive genre analysis must not only focus on generic features of political texts but also investigate registers and discourses which are realized in these texts.

Political discourse was also studied by Matić (2012) who identified and compared political discourse structures, i.e. semantic macrostructures, local meanings and linguistic devices which were used in the speeches of two American candidates in the 2008 presidential election, especially those aimed at positive self-presentation and negative other-presentation. The paper explained the global and local contextual levels which shape such discourse structures. Political speeches were depicted as social and representative of some ideology, but also as personal and individualized to some extent.

Another revealing work was Humes (2000) who applied the techniques of discourse analysis to some key concepts in educational management. He employed a conceptual framework which is informed by management theory and policy studies as well as by the literature on discourse. The paper considered examples of discursive forms which serve to disguise or conceal the power dimension in educational institutions: these include appeals to ‘learning communities,’ ‘transformational leadership’ and ‘participation’. It also examined the significance of discursive shifts from ‘rational’ to ‘emotional’ language in education, drawing on the work of James (2000) and Hartley (1999). The dominant vocabulary of educational management is then related to wider issues of political power. Finally, the paper summarized the value of discourse analysis at three levels of critical interpretation - text, voice and narrative - and suggested that there remains scope for ‘interrogation and challenge.’

Alo (2012) analyzed political speeches of prominent African leaders to see how African leaders persuade the African people on the political and socio-economic policies. The study specifically analyzed the rhetorical and persuasive strategies employed in their speeches. Data were taken from sixteen selected political speeches of prominent contemporary African

Presidents from the five major regions of the African continent. The analysis employed the framework of Aristotelian rhetoric, with an adaptation of Fairclough's socio-semiotic model of Critical Discourse Analysis (CDA). The findings suggested that African political leaders generally acknowledged the socio-economic problems of Africa and the need for change. Four dominant ideological preoccupations emerging from the analysis were (a) economic growth and independence in Africa, (b) national unity and nationalism, (c) globalism and (d) self-reliance while recurring persuasive strategies include greetings, the use of pronouns, modalities and contrasts. Little attention, however, was noted to be paid to the ways of achieving the goals of socio-economic independence and recovery. One concluding concern was how African leaders have tried to make economic independence and development a reality.

Kamalu and Agangan (2011) examined the text of President Goodluck Jonathan's declaration of his candidacy for his party's presidential primaries. The results revealed a conscious deployment of diverse rhetorical strategies by President Goodluck Jonathan to articulate an alternative ideology for the Nigerian nation. The President articulated a new ideological direction that challenged previous approaches to governance in post-colonial Nigeria. He wanted his audience and his political antagonists, in fact, all Nigerians, to see and accept him as the metaphor of change they all long for. Specifically, the President used the positive-face strategies to project his identity and self-image and the negative-face strategies to coerce and threaten the opposition. The study employed a qualitative approach in the analysis of the text to explore the rhetorical strategies deployed in the speech and the ideology they encode. The study also showed that the President used a variety of persuasive strategies such as appeal to ethno-religious sentiments, alignment with the suffering majority of the country, and reconstruction of childhood experiences to entreat and manipulate the conscience of his party and other Nigerians.

Sharififar and Rahimi (2012) surveyed Obama's and Rouhani's political speeches at UN in September 2013 based on Halliday's systemic functional linguistics. The analysis showed that Obama has adopted a colloquial language, consisting of simple words and short sentences that are understandable to different people whereas Rouhani has used more difficult words and his language was rather hard and formal. Also, presidents' use of modal verbs showed their firm plan to fulfill the tasks and make their language easy as much as possible as well as shortening the distance between the president and the audience. Another role of modal verbs, especially the frequent use of 'will' and 'can' in presidents' inaugural speeches, was seen as a device to persuade the audience to have faith in the government's ability about the difficulties that their country may confront in the future. In addition, one of the prominent factors that signalized an addresser's speech was the use of personal pronouns. Obama and Rouhani gave significant role to personal pronouns such as 'we' to make sense of intimacy with the audience as well as to follow a common objective. Finally, the tense was viewed as another factor that marked presidents' political speeches. This is because it refers to present, past and future events as well as activities that demonstrate government's objectives and at the same time display the world wide situations that extend from political, cultural, and economical field at present.

Burris (2012) evaluated trends in feminism in the United States through an analysis of public political discourse. A discourse analysis of political discourse from 1870 to 2011 assessed a shift in the use of inclusive and exclusive pronoun usage by female political speakers. Speeches compiled for the study were obtained from internet sources such as NPR, C-Span and CNN. The researcher evaluated the oratory of Victoria Woodhull, Geraldine Ferraro, Hillary Clinton, Sarah Palin and Michelle Bachmann. The results indicated that there was not a strong shift in the use of inclusive and exclusive pronouns overtime, but there was a large growth in both population and diversity of the targeted audience, and this growth was often not accommodated for in the discourse of contemporary female political candidates.

Finally, Liu (2012) wrote on a genre analysis related to American Presidential Inaugural Address (APIA). The author included thirty-five addresses ranging from the first speech of President Washington to the latest of President Obama. Through examining the communicative purposes, rhetoric situations, functions and generic traditions of inaugural address, presidential speech were regarded as a genre. Eight moves as the possible generic structure for this particular genre were provided. These moves were: salutation; announcing entering upon office; articulating sentiments on the occasion; making pledges; arousing patriotism in citizens; announcing political principles; appealing to the audience; and resorting to religious power.

Having reviewed the relevant literature on the discourse of speeches, it seems fairly clear that only scant attention was paid to the discourse features of academic leaders' speeches. More importantly, research seems to have been silent about the rhetoric / discourse of women academic leaders. Therefore, the present study intends to fill this evident gap in the vibrant discipline of discourse analysis taking a particular speech by Harvard's Professor and President as a case in point.

5. Analysis and Discussion

5.1 The Title

To begin with, something must be said about the title of the speech. The chosen title is certainly selected to send a revealing strong message to the audience in the theatre and the world readership at large. The phrase " It cannot be otherwise" suggests that something is unavoidably a fact and cannot be changed. Therefore, the title of this speech means the opposite of the original phrase suggesting that something may not be that certain and things could change course of action and probably in an unwelcome direction. According to the site http://www.macmillandictionary.com/dictionary/british/, this phrase means: "used for saying that a situation cannot be different from what it is." It also means "unlikely or impossible to change". For example, *The monarchy remains British, it cannot be otherwise.*

5.2 The Topic

This speech is picked up under the category named 'women' listed in Faust's speeches. In fact, it is the only one that comes under the category of women. Thus, it acquires its special importance. Strangely enough, there are two more speeches in relation to women but these

were not listed under the 'women' category in the Harvard presidency site. These are found under "view by year" section:

1. Remarks by President Faust: W50 Summit — Celebrating the 50th anniversary of women being admitted to the two-year M.B.A. Program, APRIL 4, 2013**,** Harvard Business School, Boston, Mass.
2. "Educate Women; Change the World" at Ewha Womans University MARCH 22, 2013, Ewha Womans University, Seoul, South Korea

Having said this, we may expect to find the speech to be wholly devoted to the cause of women's issues and rights, locally and internationally. The topic is a binding factor that limits the linguistic choices of the speaker so that focus is achieved and scope is limited to the theme being addressed. Faust is an outstanding woman and she is addressing women's issues before a big audience of both men and woman. This awareness of the gender factor is well reflected in her speech. She recalls her own stories as a young woman learner having difficult times seeking proper and equal chances of education. She has this to say to her audience:

"…*in 1964*, when *I began* college, *I couldn't* wear pants to class or dinner; *I could not* have attended Yale or Princeton—or the University of Virginia in my own home state. *I was* under the rule of something called "parietal hours" that *allowed* men and women only briefly inside each other's dorms. Strict curfews *were intended* to reinforce the notion of women as bearers of virtue." (my italics)

We clearly notice in her style a heavy reliance on historical narratives in the form of short interesting anecdotes. Reference to past events of her personal life is made using the first pronoun 'I', and simple past verbs plus past time markers are employed. On the other hand, the lexical item 'women' is naturally repeated to serve the topic semantic focus. In this case, we have not only a woman, but clearly an extraordinary lady who managed to climb the academic leadership ladder and sit on the throne of a renowned top class university. We notice in the speech personal anecdotes being told as a proof of change in the community's perception of women in relation to education. The repetition of the first person speaker in the form of I pronoun is clear and it seems that this is an effective way of telling a personal narrative.

In this sense, it can be argued here that the best speaker on women's issues is logically and naturally an educated woman. After all, only a woman can feel and think like a woman. Clearly, Faust expressed the importance of her appointment as the first female president of Harvard. Rouse (2012) quoted her saying that her role has a special significance to both the US and the whole world.

"It's really important that I inhabit this role," she said. "[My appointment] has an important symbolic force within American life, American higher education, and even around the world."

Being a woman occupying this post must be a good chance to spearhead women's campaigns for more equal rights. This is shown in the speech through stories told by her of her own

youth struggling for her own rights for proper education. Faust is very conscious of her responsibility as a role model for other women. Consider this quote:

"Numerous people have since then contacted Faust to tell her that she has served as a role model for their daughters. Their outreach, Faust said, made her realize the importance of being Harvard's first female president." Rouse, (2012).

5.3 The Narrative Style

It is not only a career in history, but also history of wars and of women in wars. Historians are good story tellers. They tell stories and make lessons out of them. Faust employs her strong knowledge of American and world history. Consider the following:

"Shortly after *I became* dean, *I told* an entering class of undergraduates about a Harvard president *who turned down* a young woman *who was seeking* admission to the College. He *said* she *couldn't* possibly want to attend, in his words, as a "solitary female … mingling as she must do promiscuously with so large a number of the other sex." That *was 1849*." (my italics)

Another tale of injustice and discrimination against women is told by Faust in her speech. She tells about how hard it was even in the second half of the 20th century for women to use the library at Harvard on the basis of gender. She reminds the audience of this fact:

"*I didn't* mention the Harvard Undergraduate Council that *voted* for Lamont to remain an all-male library because the presence of women, in their words, *would* make it "impossible to study." That *was 1967*.

Not only women students were discriminated against but also women faculty. At that time, Faust tells us that:

"That was 1967. In that year, there *was* one tenured woman in the Faculty of Arts and Sciences. Two years later, things *had changed*. There *were* none."

It is evident from the above extracts that Faust is employing history in her narrative-like speech. The repetition of the first person pronoun I together with the use of simple past or past perfect tenses coupled with mention of past time markers such as years both as lexical items or numbers. The lexical network utilized shows use of both educational / academic and feminist vocabulary. Examples of the former are: *dean, class, undergraduates, library, study, faculty, tenured, admission, college, attend, and dorms.* Feminist lexis includes words like: *wear pants, men and women, virtue*, and *male*.

Moreover, Faust tells stories of other prominent women telling their own stories about overcoming the injustice challenge. A very strong example refers to the former Secretary of State Madeleine Albright:

"I do remember my first Radcliffe Day luncheon, in June 2001. I *had* almost just *arrived—I'd come* in January as a new dean, and there *were* more than 1,000 of us *gathered* for that lunch in Radcliffe Yard to welcome Madeleine Albright, and she *was* luminous. I remember she *recalled* her days at Wellesley by describing how the clicking sounds in the classroom *didn't* come from laptops but *knitting needles*, and how she *could* never have *imagined* that she *might*

become Secretary of State because, as she *put* it, she *had* never seen a "Secretary of State in a skirt." Now here we are, thirteen years later and *two female* Secretaries of State later, happily taking that possibility for granted. And no one is talking about wearing, or not wearing, a *skirt*." (my italics)

In the above-mentioned anecdote, we notice the strategy of reported story telling in relation to the theme of women's achievements. But also, we see Faust using the function of comparing and contrasting to highlight the difference between what was and what is now. Still the feminist vocabulary is employed where phrases like *female, knitting needles, wearing a skirt* are used. Grammatically speaking, the use of simple past and past perfect tenses is still obvious flowing in natural harmony with the narrative function. The first person pronoun is used and also the third person reference is employed when the speaker is another lady.

5.4 The Theme

Faust capitalizes on the theme of women's rights in non-academic fields and brings examples from history. She tells the audience never to forget women's history but to always remember women and their accomplishments. In fact, the whole focus of the speech is centered on the theme of warning against complacency. This could be described as the macro-function of her discourse in this particular speech. She uses the rhetorical strategy of repetition and parallelism of the introductory phrase " *It's become easy to forget…*" to stress the point using examples to show that discrimination was comprehensive and far reaching. The following extracts show this:

"*It's become easy to forget* that before flight attendants there *were* stewardesses, who *were* fired if they *got married*, as Gail Collins *reminded* us here in a talk a few months ago, and that female employees *could* be let go—or a junior faculty member barred from teaching—for becoming pregnant. A woman without a male co-signer *was* hard-pressed to get a loan or an apartment lease, a mortgage or a credit card. Not until 1975 *was* excluding women from jury service *deemed* unconstitutional."

"*It's become easy to forget* that there *were* no women bus drivers, bartenders, welders, miners, or firefighters in our neighborhoods and workplaces, and harder to conjure a world where reporters, professors, doctors, scientists, and lawyers *were* rarely women, and news anchors, CEOs, and Supreme Court Justices *were* all male." (my italics)

The use of simple past verbs is still dominant reflecting the narrative methodology in the speech. Time markers showing reference to past events in specific dates are also noticeable. The vocabulary is a mixture of women plus vocational words thus indicating the position of women in search for a place in male-dominated professions. Professional lexis is realized in words like: *flight attendants, stewardesses, employees, faculty member, teaching, jury service, bus drivers, bartenders, welders, miners, firefighters, reporters, professors, doctors, scientists, lawyers, news anchors, CEOs,* and *justices.* On the other hand, feminist vocabulary shows repeated use of words like: *got married, female, woman, male,* and *becoming pregnant.*

5.5 Philosophy and Ideology

History is about learning lessons from the events of the past. And perhaps with the learning of lessons comes the act of philosophizing and preaching a particular ideology. In her speech, Faust is not only an historian but also a philosopher making powerful contemplative and reflective statements. She dwells on the notion of "forgetting" and how good or bad this trait can be especially for women. The phrase: " A complacency that too easily…" is repeated as a way of highlighting the warning and reminding function of her speech.

We also notice that indicating the purpose of the speech is located towards the middle of the speech rather than at the very beginning. Further, we note that the word "*otherwise*" employed significantly in the title is repeated and italicized showing the major key word of the whole speech event. This is demonstrated in the following segment of the speech:

"So how good it is to be free to forget. And yet, how dangerous such forgetting can be. And that's what I'd like to focus on in my few minutes here today. I worry that a *complacency* is emerging in our society about the place of women; a *complacency* that too easily forgets that things were once *otherwise* and there is still a considerable way to go in American society; a *complacency* that too easily assumes that where we have come was inevitable and that forgets the efforts and the individuals who struggled to bring us here; a *complacency* that too easily ignores that elsewhere in the world things are *otherwise*—that nearly 300 young girls were recently kidnapped just because they were seeking an education."

"Not to forget" is clearly the running theme in the message of Faust's speech. She says this explicitly. Reminding the audience of the fact of change and celebrated achievements, she stresses the point by stating:

"Yes, we have altered that world. But we must not forget that world—or the people who struggled and sacrificed to change it."

The language now moves to the present where the speaker uses verbs in the present tense like: *is to be, can be, worry, is emerging, forgets, there is, assumes,* and *ignores.* The language also shows the strategy of repeating key words under focus such as the word *'complacency*.' The notion of 'forgetting' is emphasized and the word 'forget' is repeated showing the force of the argument. The tense shift from past narrative into present argumentative is significant. The tense shift comes at the turn of the speech from stories to making a case in point. The tone is serious and the preaching mode is clear now. The function of warning and reminding is obvious in the use of the phrase: 'We must not…'

5.6 The Function of Acknowledgment

From the outset, Faust asserts acknowledgments to personalities deserving her appreciation. She thanks (e.g. Liz and Neil) and she gives the reasons for such elaborate thanking act. Expressions such as: 'extremely generous' and 'I learned from you.' are language exponents here. The personal pronoun I is used in the thanking act to indicate personal gratitude and an undetached interest. Also, we notice the praising Radcliffe Institute by hailing the good deeds of people there such as Linda Wilson, Nancy-Beth Scheerr, Susan Wallach, Mary Dunn,

Harvey Finberg, Clayton Spenser, Barbara Grosz, Liz Cohen, Toni Morrison, Billie Jean King, Sandra Day O'Connor, Margie Marshall, and Linda Greenhouse. Listing names and thanking special figures mentioning their good deeds is a rhetorical strategy used here as part of this speech. It sounds intimate and friendly in tone and highly appreciative of what these people named did for the institution. Adjectives employed included 'marvelous', 'extraordinarily generous' and 'great.'

We also note here the use of humor and friendly gestures while thanking and the use of metaphor as a typical strong device in expressing thoughts. Examples are:

1. "He (and Clayton Spencer, who is here) were in the kind of nitty-gritty and the weeds about the merger."
2. "I didn't get to see that sausage being made"
3. "you're taking my right arm."
4. "It has been a great ride. "

Faust also acknowledges the achievements of some remarkable women. She makes mention of the following personalities and highlights their contributions:

1. Justice O'Connor who became the first female Supreme Court Justice
2. "…the women from the Radcliffe Program in Business Administration"
3. Elizabeth Cary Agassiz and the first 27 women to attend the Harvard Annex
4. Mary Beard who pioneered documenting trends in the Schlesinger Library.

5.7 The Function of Reflection

As an expert historian, Faust makes lessons from her remembering act. She asks rhetorical questions and provides answers. This is how she does this act:

"What do these voices tell us? What do those decades of struggle, captured so vividly, mean today? They tell us that by remembering, we can see. We can see the past, the present, and the future."

Her reflection is both introspective and retrospective. Remembering past personal thoughts and experiences is related to the theme of the speech. Faust uses her own story of climbing the ladder of success to highlight the possibility of change brought by courage and hard work. She gives this example:

"My own life unfolded as a series of surprises, because I was entering a world in which things were changing so rapidly for women. If I may echo Madeleine Albright—had I said when I was 10 years old that I wanted to be the president of Harvard people would've thought I was deranged. And I would have been. And yet, as I came up to each choice in my life, somehow a door seemed to open, and I would step through on a path that to a generation before would've been unimaginable."

The use of metaphor is observed here showing the force of the idea of acclaimed change. Notice the phrase: "blown outward by a faceless wind" in the following part of the speech.

"But those open doors were not miracles, blown outward by a faceless wind. I knew it then. And I know it better now. Those doors were stormed and broken down by a lot of brave and determined and visionary people."

The notion in focus here is change. History is about change. This theme is well reflected in the speech by Faust. She stresses this point as displayed in the following example:

"The past century has brought extraordinary progress for American women, and Radcliffe has both represented and propelled that change."

Faust seems to be driven by the value and significance of history. She keeps harping on the importance of learning from past lessons. She explains this theme clearly in this extract:

"By attending to the past we can see that the present is part of a story, beyond our shortsightedness and our immediate concerns."

Faust elaborates on the theme of how to use history and learn from the past. She demonstrates how the present and the future are better realized through the eyes of history. She relates the theme of the speech by playing with the word *otherwise* and thus gets to her intention in terms of making choices. This meaning is illustrated in the following extract from the speech:

"Understanding the past and how it created the present, we can see the future, the world we want to inhabit. By knowing that things could have been otherwise, we know that they *can* be otherwise—for good or for ill. It's up to us. We see that our gifts are not given to us as permanent endowments. We must sustain them, and extend them."

In a form of a monologue, Faust brings to our attention how history is relevant to her job of presidency. Here, we find a direct access to understand and explain why she deploys history in the speech. She argues that history enables us to understand the notion of change and how people react to it. Consider the following part of her speech:

"I'm often asked what being a historian has to do with being president of Harvard. And the truth is, it has fundamental relevance, because history is about change, about how people create change, and how they embrace or resist it."

5.8 The Function of Inspiring

Speeches can and should be inspiring to the audience and readership. The strategy of raising rhetorical yes / no questions is used to make the audience make a commitment to sustained change.

"Can we women who are now so proud to be part of what we once disparaged as "The Establishment" sustain our commitment to fairness and justice for women here and around the world? Nora Ephron once said, and I quote her, "that one of the ways that women are secretly luckier than men" is that "women are willing to reinvent themselves." Can we still claim that capacity? Will we let success strip us of the struggle, or can we reinvent the perspectives that

drive insight, the questions that propel change? Here we are. Now what do we do?"

The use of the plural first person pronoun 'we' seems to be of significance here. The collective tone of solidarity is a powerful means as it shows women as a unified social group fighting for a good cause. Also, the strategy of quoting from other fellow women is a noticeable feature as can be seen in the extract above. Quotes were made with reference to Madeleine Albright, Gail Collins, Hellen Keller, Mrs. Agassiz and Nora Ephron.

5.9 The Function of Exemplification

Faust, although welcoming the significant progress that has been achieved, is still concerned and far from content with what seems to be the present status quo regarding the position of women in American society and the world at large. She makes the point of argument very clearly in this statement;

"Despite remarkable progress, limits for women in the workplace, and politics, and even in the academy, persist."

Then, she goes into exemplification. It is interesting to observe here that a big portion of her speech is devoted to giving examples to prove her point of view. She resorts to lengthy examples from Harvard and elsewhere to clarify the remaining cases of injustices against women. The themes of concern are: sexual assault; workweeks; untapped female talent; ratio of women as CEOs; number of women seats in the US Senate; women as professors; women in the media and journalism; women in science and engineering; and the US pay gap between women and men. In fact, the US pay gap is given further elaboration in the speech with ample examples and statistics showing injustice against women across many fields and professions. The argument is ended as Faust comes to this conclusion after the details of the examples explained:

"So in so many places, women still don't seem to be welcome or seen as belonging in the proportion of their talents and their achievements."

5.10 The Function of Substantiation

A good speech seems to be based on good evidence. It is clear that this particular speech heavily relies on statistical data drawn from research surveys and reports to prove the point being argued. The following are only a few examples to illustrate this point:

1. At Fortune 500 companies, 4 percent of CEOs are female.
2. The number of women on corporate boards is just above 10 percent.
3. There are less than 30 percent of full professors across all academic fields
4. Only 20 percent of computer science degree recipients are female,
5. Women doctors and surgeons earn 71 percent of men's wages.
6. Over 3 million are enslaved in the sex trade.
7. 1,000 women annually die in honor killings.

8. More than 60 million girls are being kept out of school.

The elaborated use of numbers is justified when we see a conclusion is made on the basis of such numerical data. Faust briefly comes to the point: "I find these numbers stunning."

5.11 Expressing Global Concern

As an educationist, Faust is worried about the international scene despite the relatively big achievements made over the recent past. She says that the facts are "grim." There are deep concerns over issues like bating, rape, sex trade, genital mutilation, and horror killing. The theme of women's education looms large in the speech because:

"Establishing education for girls has become a global cause, not only because it is fair but because it is smart."

Faust is also concerned about educational inequality that women suffer from and she proves her point by giving revealing examples like this:

"...more than 60 million girls are being kept out of school—by poverty, forced labor, natural disasters, restrictive governments. For daring to attend school, thousands of girls around the world face shootings, poisonings, acid attacks, and kidnappings."

The function of exemplification is used again. She brings two cases of extraordinary brave women fighting for their rights for education. These were:

- Malala Yousafzai who said she was shot in the head by Taliban gunmen because they feared “the power of education.”
- Williamina Fleming who was one of the brilliant “stars” then working at the Harvard Observatory. This special woman was described as follows:

"She had been a maid until the director brought her in, telling his bungling male assistant that his housekeeper could do a better job. She ended up making major discoveries."

The final part of Faust's speech carries this message: "…let us not forget the work still to be done, the responsibility that we have inherited." She makes mention of Hellen Keller who graduated from Radcliffe and quotes from her some inspirational phrases. The point made is that there are still hopes, possibilities and responsibilities to be realized.

6. Concluding Remarks

In this relatively recent speech of a key world contemporary figure, it was possible to see the language of academia at work and at its best. This the first woman president of Harvard University and this is a woman scholar addressing a serious topic of concern to all women, i.e., women's education and equal rights for women both in USA and worldwide. The speaker gives the speech its intensity and its impact. A number of rhetorical and communicative strategies were identified and highlighted in this paper. The insights from this speech can be quite useful for those interested in academic discourse. Novice academic leaders may benefit greatly from applying Faust's rhetorical style as a model in their academic and public speaking endeavors.

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