

**EDUCATION IN FEMINIST DISCOURSE: A
GENRE ANALYSIS OF REMARKS BY
PRESIDENT FAUST IN THE W50 SUMMIT,
HARVARD BUSINESS SCHOOL, BOSTON, MASS
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Abstract

This paper examines the theme of education in feminist discourse with particular reference to a speech given by a prominent academic leader (Drew Faust, President and Professor of Harvard University). This is done by reviewing related literature on feminist discourse and public speaking of political and academic leaders. Using insights from genre analysis theory and discourse analysis models, this study investigates the speech in relation to theme, notions, communicative functions, and rhetorical features. The results showed that content and style were influenced by purpose and contextual factors of the occasion. The academic background of the speaker (history) is reflected throughout the speech. Therefore, the rhetorical strategies employed included quoting and narrating in the form of anecdotes. Arguing and giving evidence from documented resources was noted to be the major strategy. The overall framework of the speech seems to be a problem-solution model where questions are raised and answers are provided in relation to the theme of women's education.

Keywords: Genre, discourse, speech, women, education, Faust, Harvard.

1. Introduction

Feminism has generated abundant discourse relevant to gender and language study since the late 1960s. Critical discourse analysis “is a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context” (van Dijk, 2001: 352, cited in Hernandez (2011). According to Sunderland (2006: 21, cited in Aoumeur (2014:13), 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 even less on women university leaders.

The concept of genre was 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."

In this study, we intend to examine the theme of education in feminist discourse with particular reference to a speech given by a prominent academic leader (Drew Faust, President and Professor of Harvard University). The purpose is to highlight the rhetorical devices utilized by the speaker and identify possible transferrable strategies that may characterize academic speeches by prominent academic leaders such as Drew Faust.

2. Literature Review

Xue (2008) explored the different views on gender as discourse. The study argued that discursive psychology's views on gender are convincing and explain more than other perspectives of gender. The author concluded that biological and socio-cultural perspectives of gender have their limitations and cannot explain some phenomena which exist within a culture. In contrast, discursive psychologists claim that gender is constructed in and through discourse. On another front, Torres (2012) assessed gender equity

discourse and women of color in Science, Technology, Engineering and Mathematics (STEM). Using feminist theory, she conducted a critical discourse analysis (CDA) of ISU ADVANCE documents and website to examine the language used to discuss gender equity and women of color. Connected through the interlocking systems of capitalism, patriarchy, and racism, the following themes were revealed: 1) the political economy of equity and diversity in STEM; (2) the maintenance of male dominance and the general status quo; and (3) the “universal woman” and the normalization of Whiteness. She focused on the themes of patriarchy and racism and demonstrated how these systems effectively remove women of color from the discourse of equity in STEM.

Lazar (2007) outlined a ‘feminist critical discourse analysis’ model from the perspective of CDA and feminist studies. The author argued that "operations of gender ideology and institutionalized power asymmetries between (and among) groups of women and men are complexly intertwined with other social identities and are variable across cultures." The article offered a rationale for highlighting a feminist perspective in critical discourse analysis and proposed five key principles for feminist discourse praxis. The author provided a discussion of some data on post-feminism illustrating some of the current concerns in feminist critical discourse analysis. Also from a CDA perspective, Smythe (2006) studied literacy advice to mothers in the 20th century. Drawing on approaches to discourse analysis, feminist theories, and the concept of mothering and literacy as situated practices, the study explored literacy advice to parents as a gendered practice of power rather than an institutional truth. Based on the analysis of over (300) literacy-advice texts published in Britain and North America since the nineteenth century, the study demonstrated that contemporary literacy advice to parents is deeply rooted in the cultural ideal of the “good mother.” The findings suggested that reliance upon women’s domestic literacy work to promote children’s academic success not only reproduces gender inequalities, but has implications for equity in literacy learning opportunities among diversely situated children and families

Recently, Iqbal et al. (2014) discussed exploitation of women in beauty products of “Fair and Lovely” using the method of critical discourse analysis. They examined beauty advertisement of a product and focused on the use of language in the cream Fair & Lovely and the strategies used by product advertisers to influence and exploit women. This analysis was based

on Fairclough's three-dimensional model of discourse analysis which focuses on the representing and dominating "Ideology" of beauty in women through advertisement of both print media and mass media. The findings indicated that the different approaches, life styles, texts by advertisers to manipulate and exploit the beauty, ideology of women by forcing the point of view that product is giving them the everlasting beauty.

From a pedagogical perspective, Aoumeur (2014) analyzed gender representations in three school textbooks using the methodology of feminist critical discourse analysis. The study examined male and female representations in three school textbooks for children from 6 to 10 years old in primary schools in Algeria. The methodology connected the linguistic features in the texts to the social factors. The study revealed that male and female representations are still 'problematic'. The study concluded that school textbooks in Algeria contributed to the socialization of children in a very traditional and stereotypical way.

Within the Pakistani context, Grünenfelder (2013) explored the changing links that official Pakistani state discourses forged between women and work from the 1940s to the late 2000s. She argued that Pakistani women's non-domestic work has been conceptualized in three major ways: as a contribution to national development, as a danger to the nation, and as nonexistent. Similarly, Arnold (2015) showed that women and men have different discourse biases for pronoun interpretation. She states that

"..adults are known to show a strong "first-mention bias": When two characters are mentioned ("Michael played with William..."), comprehenders tend to interpret subsequent pronouns as co-referential with the first of the two characters and to find pronouns more natural than names for reference to the first character."

Lahelma (2014) argued that two discourses on gender have existed since the 1980s. She identified them as the "gender equality discourse" and the "boy discourse". The gender equality discourse in education is based on international and national declarations and plans, and is focused predominantly on the position of girls and women. The boy discourse, which has gained popularity through the media, draws on the gender gap in school achievement, attainment and behavior. She described the history of these discourses in Finland since the 1970s, with contextualization to the international and European equality politics. The analysis was based on international and Finnish policy documents, earlier ethnographic research

and the author's own experiences as an activist in the field of research, administration and teaching in gender and education. She argued that sustainable change has not been achieved by the gender equality discourse. It has encountered problems because equality work in education has been conducted in short-term projects. Another reason is that issues of gender and gender equality are difficult to grasp and politically sensitive. She also argued that the measures suggested by the boy discourse have been ineffective. She concluded that gender awareness is needed at all levels of education.

Taber (2015) conducted a feminist critical discourse analysis of award-winning books of the Jane Addams Peace Association. She argued that "children's books carry societal messages that are gendered, raced, and classed, with award-winning books carrying an additional message of exceptionality as they are viewed as deserving of attention". Using data from the Jane Addams Children's Book Awards, the author took a feminist perspective to explore the socio-cultural implications of children's literature for education and learning. She examined research with respect to award-winning literature. The paper concluded that "the awards as a whole function pedagogically to define conflict in ways that privilege colonial discourses, with women represented in essentialist ways and inequality perceived as absent in the contemporary West."

Using feminist critical policy discourse analysis, Monkman and Hoffman (2013) analyzed 300 policy documents, published between 1995 and 2008, that represent the "public face" of 14 organizations active in the field of international development education. They argued that because discourse shapes our understanding of reality, the emphases and omissions of policy language can affect our understanding of complex issues such as the challenges of girls' education in international development. The results revealed that the robustness of "gender", and related concepts such as equity and equality as theoretical constructs, are limited. They concluded that this policy discourse does little to recognize that gender, as a social process, reproduces social inequities.

Sisson and Iverson (2014) studied preschool teachers and their professional identities. They drew on a feminist discourse and examined data collected from a recent narrative inquiry focused on understanding the professional identities of five public preschool teachers in the USA. The results identified two discourses: the discourse of professionalism and the

discourse of the caregiver. The analysis also revealed how dominant discourses "construct a double bind that leaves preschool teachers with conflicting identities as they navigate professional expectations."

In a qualitative study, Hernandez (2011) used CDA to highlight how educational stakeholders can examine discourses and react to power in texts using a feminist 'lens'. This study claims significance because "texts like *Teacher Man* are affecting the lives of future teachers and their students. This study used CDA to examine the text of *Teacher Man* and how it could be used by feminist scholars to help all students. The author employed a conceptual framework incorporating CDA, power, feminism, and memoir writing. The text analyzed was the memoir *Teacher Man* by Frank McCourt (2005). The study concluded that a lot can be learned about power relations in education by using a critical discourse analysis of *Teacher Man* through a feminist lens and that feminist educators can use this text to help all students in many ways.

Women college presidents were the subject of a study by Milligan (2010) who argued that gender equality at the presidential level is not yet realized in higher education. We are told that "one in five American college presidents are women; at private colleges and universities, the percentage is even lower." Milligan 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 concerning 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 government, including the nature of the presidential office and the special character of university administration.

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, 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 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) analyzed annual radio addresses to depict the social and political role of Black college presidents in the 1930s and 1940s. 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 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 included 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. It was concluded that "Black college leadership operationalized their access and education to benefit the needs of their race".

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 discourse, professional discourse, and organizational discourse 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. This dissertation 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."

Similarly, Young (2013) explored the application of framing devices in college/university president speeches. Fifty-one speeches composed what was labeled the Presidential Sample and six speeches were purposefully selected based on AAUP Censure/Sanction status. 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%). These four groupings clustered into two categories: traditional framing devices (Positive Spin, Agenda Setting, Communicated Predicaments, and Possible Futures) and cultural symbolic framing devices (Jargon, Vision Themes, and Catchphrases, Stories, Metaphors, and Contrast). There was a clear division in usage between these two categories.

It is interesting to observe here that Young (2013) study reported that 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 presentation/speeches for higher education leaders.

We learn from Haake (2003) on the discourse on 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". At 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 aspects.

On a general discourse level, Zheng (2000) discussed characteristics of Australian political language 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 shirked responsibility. Special discourse features of these speeches have been compiled and categorized. The results

showed that Australian political discourse reflected social rank and privilege. It is also characterized by slogans and propaganda. It is seen as trying to persuade rather than summon and guide the public. It adopts IT effects and it is based on logic, and largely supported by dialectic methodology.

Gruber (2013) investigated the inaugural speeches of three Austrian chancellors. After a short discussion of relevant contextual features (production process, audience design), lexical characteristics, generic and topical structures, and the co-articulation of topics were analyzed. Results showed that 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 Matic (2012) who identified and compared semantic macrostructures, local meanings and linguistic devices which were used in the speeches of two American candidates in the 2008 presidential election. 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 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 revealed a conscious deployment of diverse rhetorical strategies by the President to articulate an alternative ideology for the Nigerian nation. 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) compared Obama's and Rouhani's political speeches at the UN in September 2013 based on Halliday's systematic functional linguistics. The results showed that Obama applied a

colloquial language, consisting of simple words and short sentences that are understandable to different people. On the other hand, Rouhani 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. The frequent use of 'will' and 'can' in presidents' inaugural speeches can persuade the audience to have faith in the government's ability about the difficulties that their country may confront in the future. Obama and Rouhani gave significant role to personal pronouns such as 'we' to make sense of intimacy with the audience as well as follow a common objective. Tense can be another factor that signalizes presidents' political speech. 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 this study were obtained from internet sources such as NPR, C-Span and CNN, and 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 as follows: salutation; announcing entering upon office; articulating sentiments on the occasion; making pledges; arousing patriotism in citizens;

announcing political principles to guide the new administration; appealing to the audience; and resorting to religious power.

3. Methodology

This is a qualitative study that used content and thematic analysis of a particular speech by a prominent speaker. We downloaded the speech, read it several times as a whole text, read about the background and the author's biography.

We also read about Harvard, and reread the speech in sense units, trying to identify moves, notions, functions, rhetorical strategies, poetic literary symbolism, and devices. We also tried to make sense of the speech and its impact, the lexical choices made, the grammatical choices to see if they significant, relating the speech to the context and literature reviews on speeches and discourse and genre analysis.

The method also attempted breaking the text into meaningful sections to see the fabrics of the message, the themes. The analysis was shared with colleagues in linguistics as well as literature departments. Notes were compared and discussed. We also watched and listened to the speech on YouTube and made notes on how the language was used to convey the theme of the discourse of this specific situation.

4. Findings and Discussion

It is interesting to note here that the speech was not named a speech but "remarks". This may raise the issue whether remarks are also considered 'speech' qualifying for the genre. Also, this particular speech was not included under the category of "women" in the categorized speeches by Faust. It was rather listed under the "view by year" section. It can be said that it is a full-fledged talk. The length of speech is 10 pages and it contains 3552 words. On YouTube the speech took 30 minutes and 44 seconds. Although this long, Faust was able to keep the audience informed and we could say entertained. The sense of humor was there from the beginning and throughout the event. We counted the number of applause, clapping and cheers of laughter created by the speaker and found that the audience responded with at least (17) times. In a relatively short speech of (30) minutes this is certainly a marker of agreement and solidarity among the audience.

4.1 The Title

The title carries no special rhetorical significance because it is factual indicating the occasion of the speech, dates, and place. The occasion was a 2-day summit program focused on accelerating the advancement of women leaders who make a difference in the world. The theme is about women and feminist education. Therefore, we can expect the vocabulary and the micro-functions to be evolving around such a central theme. The topic mirrors the theme and it all goes around the ideas of women and education and their education as a necessity. The occasion is celebrating an anniversary of women admitted to a graduate program 50 years ago. This is the situational context in which the speech is given. The context brings with it expectations from the audience and responsibilities from the speaker.

4.2 Speech Opening

The speaker greets the audience with this starter: "It's so good just to be in this room — the energy in the air!" This is a reference to physical place but is symbolic to strength and freshness and optimism. It shows enthusiasm and cheerfulness. The macro-function is celebrating an anniversary of a happy event and that suggests an atmosphere of pride and joy. We then notice the function of thanking and appreciating fooled by giving reasons. The speaker thanks the audience using the pronoun "you" and also naming a few. E.g. "And thank you, Dean Nohria,"

4.3 The Notion of History and Change

The speech conveys the notions about history, anniversary, time, change. History is mentioned and repeated immediately e.g., "*historic event*". We should remember that the author is a well-established historian and a history professor before she became a president. The speaker expresses happiness and delight in the opening statements. Then she moves immediately to history. A major function noticed in the speech is referring to history. She refers to the year 1963, a point in time that is significant for women. Faust uses the metaphor strategy and actually utilized the concept of crossing both at the beginning and the end of her remarks. The phrase "crossed the river ever morning" sounds poetic and rhetorical. This may be a reference to crossing in a symbolic way. We get the feeling of the idea of crossing to future, to new horizons, to the world of business and to new

possibilities especially to aspiring women around the globe. We notice the repeated use of phrases such as:

"...crossed the Charles River"; "crossed into"; "every gate to higher education was barred"; "crossing the river" "...whose lives and aspirations let us see onto open ground and cross over to a new possibility."

This notion of 'crossing' is also found toward the very end of the speech. It is indicative of change and transformation in women struggle for justice and equality. This is how Faust ended her speech:

"As we change the conversation about gender and equality, the Business School will continue to lead in those larger purposes — expanding opportunities, making a difference, crossing the next river, like the women of 1963."

4.5 Use of Contrast

In fact, the speech reveals the function of contrasting time. The past and the present are contrasted possibly to show how much has changed during the past decades of history since the first anniversary. History is about time and it is also about change. Therefore, the speaker provides pictures of what was and what is now and what needs to happen next. Consider the following segment:

"Now, 1963 was an auspicious year for American women."

Capitalizing on the function of history making, reference is made to a major feminist writer back into history, a well-known and much celebrated feminist writer. Faust gives her first example: *Betty Friedan published a best-seller called "The Feminine Mystique."*

In fact, "The Feminine Mystique was not only a best-selling book, but also a manifesto for change." described by Peter Dreier (2013). Faust described that year as "auspicious". We then see Faust praising other women and highlighting their achievements, quoting other women of the past and detailing and praising their work e.g. "In 1826, for example, Margaret Fuller,"

4.6 Quoting and Praising Other Women

Quoting these women and commenting and making lessons of past events: hardships of women students at Harvard. Referring and quoting other women is a clear rhetorical strategy that is well employed by Faust. She mentions at least twelve of them:

1. Betty Friedan
2. "The President's Commission on the Status of Women chair Eleanor Roosevelt".
3. Roberta Moniz Lasley,
4. Barbara Hackman Franklin
5. A young woman named Yvonne from Ghana
6. Malala Yousafzai a 14-year-old Pakistani girl
7. Khadijah Niazi, an 11-year-old Pakistani girl,
8. Italian physicist Fabiola Gianotti
9. Sheryl Sandberg,
10. Fatou Bensouda,
11. Ursula Burns,
12. Gail McGovern

Faust capitalizes women suffrage through time and praises their perseverance to achieve their goals. She uses the narrative style throughout in the form of anecdotes. She hails the women at Harvard Business School. She lists stories of successful women describing them as "extraordinary women" and makes the argument that "the stories of their lives have shaped our own".

Faust states the theme and focus of speech not in the beginning but towards the middle of the speech after the introductory stories and anecdotes. She makes her central point in the following statement:

"Opening that world — opening the space for education and opportunity in the lives of women and girls — is what I would like to talk about for a few minutes today."

To realize this theme, Faust talks about success from a feminist perspective. She says:

The women at Harvard Business School set out to succeed, even if, as most acknowledged, they could not fully imagine what success might mean.

She volunteers to explain the meaning of "success" from a feminist perspective by offering examples of hardships earlier women students of Harvard went through. She repeats the phrase "that meant..; It meant..." a number of times.

The function of contrasting the past with today is apparent in this particular discourse. She contrasts the past with today to show size of achievement and success. We notice the use of "yet" as a discourse marker of contrasts made.

4.7 Use of Monologue and Rhetorical Questions

Faust uses the strategy of asking rhetorical questions and immediately offering her own answers. This is apparent in the following segment:

"No society, no nation, has fully freed us from that question, Why educate women? I would like to suggest three answers."

She follows a monologue style and repeats key phrases like: "we educate women, because..."

4.8 Use of Parallelism

We notice the use of repeating parallelism style listing answers in the form of reasons to answer the hard question asked by the speaker. Another example of this strategy is this:

"Do women need to do more leaning in? Or, do they need to be confronted with less pushing back? I believe the answer is both."

Answers are given in parallel phrases providing strength and persuasion. Notice the use of these answers:

"We must do more...; we need to encourage...; we must be certain that; ...we must be certain that; ...we need to ensure"

4.9 Reference to Personal Experience

Another rhetorical strategy used by Faust is the reference to personal experience. She is adding this to the several stories of success that have inspired women worldwide. Consider this part of the speech. We also notice the parallel use of verbs such as "confiding, confessing, telling,"

"When I became president of Harvard, I received an outpouring of messages from girls and women all over the world, confiding in me their aspirations, confessing their difficulties, and telling me just how much it meant to them that a woman could attain my position."

Another example is this:

"I just returned from South Korea, which has both the highest percentage of educated young women *and* the largest economic gender gap in the developed world,"

4.10 Use of Research-Based Data

An interesting device that Faust is excellent at is the way she substantiates her statements. She quotes from reliable research sources a lot

of statistical data in support of her argument. The following list shows this strategy:

- According to UNESCO's 2012 Education for All report
- 66 million girls worldwide are being kept out of school
- Sixty-eight countries have not yet achieved gender parity
- in 60 of them the disadvantaged children are girls.
- For more than 90 percent of the world's population,
- the gender gap in educational attainment is now less than 8 percent,
- According to the 2012 Gender Gap report.
- A recent World Bank report
- in Kenya, educating the nation's 1.6 million adolescent girls, including employing those who become adolescent mothers, could add 3.4 billion US dollars to the nation's gross income every year.
- As HBS Professor Boris Groysberg observes, and I quote,
- A recent analysis of nearly 2,400 companies worldwide by the Credit Suisse Research Institute found that
- At Fortune 500 companies only 4 percent of CEOs are female.
- The number of women on corporate boards worldwide is just above 10 percent,
- and has stalled at about 12 percent in the United States.
- According to recent studies,
- In a recent Wall Street Journal op-ed piece, Jody Miller noted that, and I quote,
- Harvard psychologist Mahzarin Banaji has shown in her research
- According to a recent study from the Harris School of Public Policy, She relies on numbers and good documented evidence. As she said: "These numbers count."

5. Conclusion and Recommendations

Having examined this inspiring speech, it is now possible to say that academic speeches qualify to be categorized as a sub-genre of political speeches. They show an ideology and they relate to the discourse community defined by Swales. The context is very influential and the style seems to be guided by who is saying why to who where and why. There is an obvious impact of the speaker's academic background and history is much reflected throughout the speech. The theme of women education is well served in this

feminist speech through a number of rhetorical strategies. These include narrating anecdotes, thanking, acknowledging and appreciating.

Making statements and supporting them by reference to documented research and statistical data is a successful strategy that has been well employed by the author. The speech has also revealed the use of asking rhetorical questions and providing a series of logical answers. In brief, this speech serves as an excellent example for those novice public speakers, especially new academic leaders aspiring to persuade intelligent audiences such as those at Harvard.

For further research, we would like to suggest that more studies should investigate other speeches made by other women presidents. Future researchers can include other speeches and make some comparisons. Also; further studies may explore speeches made by male presidents. This could answer questions like: Does gender play an important role in the way a certain speech is made or constructed? Do themes differ? What about the politics of the speeches?

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