[Video: BushnellVideo.mov]

[0:00:26.4]

JACOBSON: Introduce yourself and what you do at the University of Washington, please.

BUSHNELL: Well, that's a little challenging because being a part-time temp, what I do today is something different than what I do in two weeks, which was different than I did four weeks ago.

I am Jeanette Bushnell and I currently am a faculty person at the University of Washington. I teach for Women Studies, now known as Gender, Women and Sexuality Studies. And I teach for the Comparative History of Ideas. Next year I will be teaching for the University Honors Program. And in the past I taught for the School of Nursing, was my first career. So I've been teaching here since 1984 and that's what I do here.

But I'm a part-time temp and with budget cuts and all—this is Spring Quarter of 2014 and my two main departments have informed me they have no money to hire me, so I'm mostly retired after next week.

[0:01:32.4]

JACOBSON: And how long has your career been? How long have you worked at the University of Washington?

BUSHNELL: I did my first master's degree between 1976 and 1979 and so I had graduate student employment at that time. And then I left and I came back and I worked at University Hospital before my second daughter was born—no right after, so 1982. I've been working at the University on and off. Continuously, most recently, I came back in 1999 to do the PhD. And then wrote a grant and within the grant, rather than hire myself as a PhD student, I hired myself as an instructor in 2005

and have then maintained that status ever since. So I'd say about ten years in this type of job.

[0:02:34.6]

JACOBSON: Did you do your undergraduate degree here?

BUSHNELL: I did. I am such a local person it's mind boggling. I was born in Tacoma at Saint Jo's and I grew up mostly in Olympia. I went to Olympia High School and graduated in 1970 and started college at Colombia University in New York City. They had closed in 1969 due to the anti-war demonstrations at Colombia and they had just re-opened so I went for Fall Quarter in 1970. But when I went to Colombia in New York City, I had never even been to Seattle. Olympia was a very small place – it was like 12,000 people, I think, then. And I got to New York and was basically in a state of shock the whole time and lasted one semester. So I left and just came back because that was back when if you were a resident of Washington and got good grades it was just given that you could come here to the U, so I started as an undergraduate Spring Quarter of 1971.

JACOBSON: Studying nursing?

BUSHNELL: Oh god no! You probably don't know this story. I did not grow up as a warm, fuzzy, caring kind of person. I was an Engineering major. I loved math, I aced the SAT. The SAT I missed one question on the whole test in math, and I loved chemistry so I came as a chemical engineering student, which is what I had also studied at Colombia, and got through about a year and a half—and was living with my brother, who also was an engineer, he went to MIT. And he came back and he wanted to go into medicine. So we were living together and he had to go talk to an advisor here. So I went and waited for him to talk to the advisor. And another advisor came out and said, "I can see you now." I said, "No, no, I'm just waiting for my brother." And she goes, "Oh, are you a student?" And it's like,

"Well, yeah. But I'm not here for advising, I'm waiting for my brother." And she goes, "Oh, come talk to me anyhow. I don't have anybody else to talk to, and tell me what you are studying."

So I went and I said, "I'm a chemical engineering major," and of course I'm an engineer, so I knew every class I was going to take for the entire four years, had it all plotted out – what I was going to do with summers and everything. And she said, "Yeah, that's exactly what you need to do." And then she said, "Well, why do you want to be an engineer?" and I was like, "what kind of question is that? I love chemistry. I love engineering. I love math, I love doing it all." And she goes, "Well, that's a lot of work to not get a job." And it's like, "What are you talking about? Engineers are the ultimate—" this was in 1971, maybe, and engineers were the most employable people you can imagine. And she looked at me and she goes, "They won't hire women as an engineer."

I was young and foolish and that scared the bejeezus out of me because – mentioning class – when I grew up, we didn't have much money. And I have very conscious memory of not having enough food to eat some months. And living on powdered meat and Wonder Bread and stuff like that. So I came to college to learn but also to make sure I got a job. And she was very earnest and very concerned. She said, "You know, if you want a job you should be a teacher or a nurse." And the thought of those was just like, "You've got to be kidding me. Kids? Sick people?" I couldn't see it at all. And she said, "Well you seem to be kind of good in science," it's like, "Well, duh." So she said, "You should look into nursing." And I just thought that was the most hilarious thing I'd ever heard of. And went home and told my boyfriend at the time who just thought it was hilarious. And then he dared me to go talk to the School of Nursing. And he said, "If you go talk to them—" because I had no interest in being a teacher or a nurse, but he said, "If you go, I'll take you out to dinner at some nice restaurant." And of course, I was on food stamps, because students could get food stamps back then

because we had no money – I had no money, my parents had no money. And tuition was, what, $80, $140 a quarter? Of course that was a lot in 1970. Anyhow, with a dinner riding on it, I went down, this was before the T-wing was built, so it was the old health sciences and walked in, just cold. Talked to the women at the front desk, she says, "I think you should talk to the Dean." And the Dean came out and we chatted, and they admitted me on the spot. It's like, "OK?!" Anyhow, I started two weeks later. That was all there was to it. And then I was a nurse.

Nursing school was an odd time. Then I went into delivering babies and women's health. Well, not immediately. I got a master's degree right after because I knew that being a nurse would have been a challenge for me. So I got a master's degree with the idea of possibly teaching but it was mostly in Anthropology, looking at cross-cultural nursing or medical anthropology, and did that. And then I started having babies so it was just easier to work part time in hospital. So I did nursing. And I did fun things. I started Seattle's first free-standing birthing clinic with a midwife and an educator. I had a part time job for a long time at Group Health, so I started their first pregnancy termination or their first abortion clinic. And I worked with a lot of women's rights and women's activists about women's health stuff. So that was kind of fun.

Anyhow, so yes, I did my undergraduate work here. I got a master's in 1979. I had a baby right after I started, so that slowed me down a bit. And then came back a long time later.

[0:09:09.1]

JACOBSON: Were there other women or other girls in the Chemical Engineering program?

BUSHNELL: I hadn't got in to the engineering classes yet, I was just taking math. And I don't really remember. So I have a minor in math so through the 300 level. I know all the teachers were guys, but that is still the case at the University of Washington.

But in terms of engineering I was oblivious. There could have been, I wouldn't know, probably not. If you go into the Mechanical Engineering Building, every year they will have a poster of who the faculty was, who was the President, fun facts and listed stuff. And it wasn't until pretty recently when they had one women's bathroom, the mechanical engineering building – little fun facts about the University of Washington – and they didn't have any women faculty until pretty recent but I don't know about students.

[0:10:19.2]

JACOBSON: Will you tell me about opening the abortion clinic at Group Health?

BUSHNELL: Oh gosh. Well, I was working up in Labor and Delivery and that's where we were doing them because after Roe v. Wade and they became legal then there was the whole issue of providing. There were a couple physicians that I worked with, obstetricians and women's health physicians who were very politically active in Seattle. And in fact, one of them – I don't know if you even know about this or if it's come up – so before Roe v. Wade abortions were illegal but people will always end pregnancies one way or the other. And when they're not legal, it's awful. It's just a mess, people get infected. So this one physician, she actually started the ship – have you ever heard about the ship?

JACOBSON: No.

BUSHNELL: Ah, well if you take a boat out a certain distance from the coastline then you're in international waters and then you can legally do all kinds of stuff. And so she was involved with that and right after Roe v. Wade was working to get abortions available in mainstream. So first we had abortion clinics that were kind of fringe, to say the least. There was like one doctor in Lynwood, I think, that would do them. There wasn't a lot. I was interested in being involved with it, setting up one. And it was very challenging because not all the physicians were interested in

providing pregnancy termination, even then. And now it's gotten even more so. So we had to set up a list of which physicians would do the procedures, and it wasn't all of them. And then make a schedule. It was challenging but for a long time it was one of the better abortion clinics in the city, and other ones.

JACOBSON: When did that open?

BUSHNELL: Oh, I would have to look that up – a very long time ago (laughs). It was in … it was after 1977, I think about then, I'd have to look it up.

[0:12:57.9]

JACOBSON: How did you get involved in the Women Studies program, or was it a department?

BUSHNELL: That's a funny story too. In 1979, with my little one-and-half-year old and my master's degree in hand, the Women Studies department, which by now had just been starting. When I was an undergrad they were just starting to offer classes but my coursework was so full in Nursing I didn't take any of the classes, but I had heard about it. I was very interested in women's health. So I came up here to this very building, to that very office and talked to a woman who I now have found out was Sue-Ellen Jacobs, and said, "I want to get a PhD," –because I had a master's and I knew I wanted to stay in academia – "I want to get a PhD in Women Studies." And she kind of laughed at me and she goes, "Well, we just barely have a department," and just barely, I think at that time, were offering a minor, if even that, and they don't offer PhDs.

I had no idea how academia worked. I am a first generation college student. Mom grew up in reservation, she finished high school. Dad's family were immigrants. Anyhow, I didn't know what she was really talking about. I just knew there was this thing called a PhD that you did after you did your master's. And so I asked her, "Well, what about Anthropology?" because I had done a lot of anthropology

work. And she said, “Oh no, that’s not a good department.” And she was an anthropologist. So I though, OK, well what about Philosophy? Because I’m really interested in philosophy, what I’m starting to hear about it. And she goes, “Oh, that’s a terrible department.” Basically she talked me out of it.

She said it would be really hard and you would be constantly fighting. And she was probably correct. That would have been about 1979 or 1980. So I just dropped the whole idea and worked as a nurse part time and ended up having three kids and enjoyed my life. Well, then I started the birthing center. Then I got into hospital management and administrative work. Then I set up the high risk OB clinic here at the University of Washington. So I had a lot of cool jobs. And then my husband had the opportunity to go to Anchorage for three years for his job. So I went up there and talked to the School of Nursing at University of Alaska and to the hospital. And the hospital offered me an administrative job but the school offered me a teaching job, so I took that. So I was teaching nursing at University of Alaska, and this was 1996. And there were some people interested in starting a Women’s Studies department or a program up there. And since I taught women’s health they asked me to be involved with that, so at the University of Alaska I helped them start their Women’s Studies department.

We had an undergraduate who wanted to get a PhD in Women’s Studies but she had no idea how to do that. So she came to my office one day, she didn’t know how to work a computer, she was an Alaskan Native young women. The computers in 1990s weren’t quite what they are now, but I knew how to work them. So I looked up all the PhD programs in Women’s Studies of which there were two or three and I discovered at that point that the University of Washington had just started. And I thought, “What a coincidence!” because I had wanted to do that decades ago! Anyhow, I helped this student – I walked her through the whole application process and said, “This is how you write a letter and if I were to write a letter it would look like this,” and blah, blah, blah. Anyhow, by the end of the

three or four hours I had a completed application from showing her. And I thought, oh what the heck, I'll just send it.

JACOBSON: You wrote one for yourself?

BUSHNELL: Yeah, and I had no intention, no intention at all of doing this. And I sent it in, there's a nominal fee to apply to grad school. And imagine my shock when they contacted me and said they had accepted me as a doctoral student. I just didn't know what to think of it, to tell you the truth, it's like, "What?!" So that's how I came to be here. I was still kind of tweaked that somebody talked me out of being an engineer, so I thought maybe—I wasn't interested in staying in women's health. I was more interested in trying to figure out why someone would have ever talked me out of wanting to be an engineer. I was also very involved – I had been for decades – with Indigenous women. And there were some Indigenous women elders in Alaska, who once they found out I was looking to complete a doctorate, gave me a couple questions that they said they wanted me to find out. Like, "Why do I hate myself?" kind of things, which of course, we now know with the whole internalized oppression.

So that's why I came to be here. It's called 'following your nose,' I guess. When you grow up – dad was one generation off an immigrant, mom was a Native – in poverty you have different life goals. And people used to say, "Well what do you want to do when you grow up?" "I don't know. Make enough money so I can eat. Yeah, I want to eat, probably get married and have kids." I was born in '52 so I watched *Father Knows Best* and *Leave It to Beaver*, I was raised on that.

[0:18:58.1]

JACOBSON: You are just my parent's age, exactly, actually.

So you went through the PhD program and then did you just start teaching right

away?

BUSHNELL: I had been teaching at the University of Alaska so when I came in I was an unusual graduate student because I had been teaching. I had actually been teaching than some of the faculty here had been teaching. So it was an unusual kind of fit. And I'd already published some articles, I'd done a lot of research down in the Health Sciences and published research articles and I wasn't real interested in doing that, but I had the right credentials. So I started working as a TA and quickly, I think after one year I was teaching my own classes and then had other grad students as TAs because I had been teaching a lot already, that was '99. Then it was six years later that I wrote a grant for a diversity class and then hired myself within my grant.

JACOBSON: In 1999 in the diversity class?

BUSHNELL: That was in 2005, I think it started in 2006. It was when Mark Emmert was president.

JACOBSON: I was in high school.

BUSHNELL: At least you were born. I know some of the students now are born in the 1990s, oh my goodness.

[0:20:28.6]

JACOBSON: How has it changed – Women Studies classes in particular – how do you think they've changed? The students or maybe even the content since you first started teaching to now?

BUSHNELL: Up to now? They have just – they have moved along with the rest of the Westernized academy in their understanding of how societal oppressions work,

which is kind of what Women Studies was founded on… I'd have to back up a little. When I was in nursing – this was back in the '70s – all the health research that was done, except on uterus' which guys don't have, but all the research on high blood pressure and cancer, all that research was done on men. Women didn't exist. You could read entire—like The New Yorker of the time, all the cartoons, all the advertisements were geared toward men only. It's like women didn't exist in the world, and particularly didn't exist as researchers or even as the object of research, when it came to human populations, unless it was really specific about women. So you had humanity and they were all men. And then if you wanted to know something about women then you'd study women. So I think that has changed, and with it Women's Studies has changed. And you can even argue that Women's Studies might have had something to do with the change, and you can also argue that it still hasn't changed much, but I think it's changed a bit.

And so that's what I've seen, I've seen a lot of change in that. Just the perception of the positionality of different, specific populations. And that's why I get really twitchy in class when people start talking about "ethno-this" because it's all—I mean, that's the race version of Women Studies. It's like, no, let's not have one group of people be the un-named standard, unless you want—no, no we can't just do it. There's no way it works.

[0:22:56.5]

JACOBSON: How have students changed? Have you seen any differences?

BUSHNELL: Oh, students change constantly, of course. For one thing, they all know how to work computers and talk about Buzzfeeds and Twitter in ways that I don't have a clue what they are talking about. I mean, I know Twitter and I think at one point I even started a Twitter account. So technology changes, and with that, though, it's changed students' relationship to their world. Students know so much more now than they used to. It really overwhelms me how smart you guys are and how you

know how to get information, which is almost as good as having the information. Not quite, but almost. So all you need is like a few key ideas, and then if you're interested, you can go find more. Whereas it used to be, as a faculty I would have to tell you everything or something because there was just not a lot of ways for you to find information. So it's changed the whole learning environment, I think. And other than that, I don't know, college students are just incredibly cool people and they are still incredibly cool people. I mean, just people who want to learn stuff, or want to be active, productive members of society, that hasn't changed.

Activism and working for equity, whether it's gender equity or any other kind of equity, it's kind of changed in what we do. We used to put on marches and rallies all the time, stop the freeway and we don't do that so much anymore. I think people are a little more strategic in how they do it, and things work differently. And so that has kind of changed the details, but the intent, I don't think, has changed. So we still have people doing activist work.

[0:24:57.2]

JACOBSON: Do you consider yourself a feminist activist?

BUSHNELL: I don't know what else I would be if I was not an activist. But I'm probably—Well, I was going to say I'm probably not your typical, but then what would be a typical activist? You're not going to find me with a bullhorn in my hand. I do not like to have people looking at me. I'm a behind the scenes kind of person and will make things happen, but I always have. It's just like, if there's a problem…I think that's the engineer: "Well, let's fix it. What would it take to fix it? Let's understand what the problem is." And then when we understand that, you can do actions to try to make it different.

JACOBSON: Even through teaching, I guess.

BUSHNELL: Ah, teaching is the ultimate activism.

JACOBSON: You've taught me a lot of things I've never thought about before, that's for sure.

BUSHNELL: That's an ego thing. It's gotten to be an ego thing on my part. So that it's kind of like I know that there are a lot of teachers here and they all teach cool things, but I think I do it better than a lot, to tell you the truth. And I'll miss that, but that might be a little egotistical of me.

[0:26:15.8]

JACOBSON: Going back to the students, was it mostly women when you first started teaching Women Studies classes?

BUSHNELL: Yeah.

JACOBSON: And now? I mean, obviously in that one class we have it is more diverse, or whatever word you want to use.

BUSHNELL: Um, half the guys in our class are students who have taken other classes with me from other departments. One of them became a Women Studies major because of classes that he took with me that were more generic. But Women 300, Priti Ramamurthy and I re-made that class a while back when I was doing curriculum work here, and that tends to pick up a lot of people of all genders. But by and large, it seems like there are still mostly women in Women Studies classes.

But I teach for CHID and CHID are mostly guys. Students will find faculty they like, and then they try to take all your classes. And so then the male students I teach for CHID tend to come over and take my Women Studies classes, too.

JACOBSON: That's cool, bringing them into the fold.

BUSHNELL: (laughs) Subversive!

[0:27:34.7]

JACOBSON: Dr. Jeffords was talking about when she was here a big part of her work as Director was making sure there was more of a global perspective. Can you speak to that a little bit?

BUSHNELL: Well, Susan Jeffords was working on it before I was here much. It didn't—feminism in the '70s was not—we didn't perceive it as global, at all. And of course if you look at the 1970s feminist leaders in this country, they didn't have that perspective so much. And so Susan Jeffords probably started that conversation. And then even in the 1990s it was still going on. And I remember in this very room kind of having an argument because they wanted to call it "transnational." That was the big thing, "transnational feminism." And of course I'm going, "Well, you've got to problematize this nation thing," because coming from an indigenous perspective "nation" is a really problematic term. And I got voted down, so they said, "No it's not going to be a global perspective, it's going to be transnational," but I don't know if they've changed that wording because it's really different, if you think of transnational. To me, it's different.

JACOBSON: It's still transnational.

BUSHNELL: Yeah. I wish they would drop that and go with "global." Especially now, I mean national borders change. So what are you going to call Crimean Ukraine? Is it like, if it's all within the former Ukraine, is it national? Or if it includes Crimea now is it transnational? It's the whole idea that I find colonial.

[0:29:29.2]

JACOBSON: I took Indigenous Feminisms from you a while ago. Were there classes like that being taught when you came? Or were those sort of things you introduced?

BUSHNELL: No. That particular—Indigenous Feminisms, Luana Ross introduced that class. I introduced—Sue-Ellen Jacobs gave me the opportunity, said, "If you could teach anything you wanted--?" and that was a 400 level class on reading. It was a silly name, Reading Native American Women's Lives.

JACOBSON: A mouthful.

BUSHNELL: A mouthful. But that was because that was my interest area – Native women – and when I came there was not much done. Sue-Ellen did research with Tailaa [?] speaking women. And they had just hired Luana Ross, but she wasn't here when they brought me in. And Luana's a sociologist and works with crime a lot so even though she's a Native woman and I'm interested in Native work and in Native women, our interests were real different. So I didn't really introduce stuff like that, other than looking at Indigenous populations.

When Luana was gone for three years, they hired me so I did three classes a year for three years, it ended last year. And I was teaching Women 300 a lot. And one of things that I tried to do with Women 300 was to make it more global. And that's something that Priti Ramamurthy and I had talked about, too, was let's look at people—and really do it. And of course my shtick is, "Let's not just look at them, the readings should reflect." So I assign things for the students to read that are written by people from around the world, which, not all the people are doing that. I've gotten into a few arguments with people and they would have readings about Native women written by White anthropologists. And it's like, "Don't you think that could be a little problem?" "Oh, but it's so well written."

[0:31:51.7]

JACOBSON: I guess a global perspective is, to me, an issue that's more popular now than it used to be. But what are some other things that were—like differences in between what was really important to you when you were younger, and what's important to you now?

BUSHNELL: My own things that I was interested in was of course health, women's health. So women's health and reproductive rights because when I grew up there wasn't birth control or anything like that. So that was a huge, huge part of why I was interested in anything that feminist movement was doing.

But also, after the Engineering debacle, I was very sensitive to access to different employment trajectories and what have you. And looking, even then, I mean the wage discrepancies back then were just—they were blatant. There was no—it was just blatant. I remember having a job when I was in college, working at an ad agency, it was like that TV show *Mad Men*, it was just like that. It was like, that was my job. And of course I was just a typing person, but since I was one of the women. So there was the guys who were like the bosses, and then the women – grunt workers. And the women were supposed to take turns making coffee every day. And of course I didn't drink coffee. I was like, "I don't know how to make coffee," and they go, "Well, you're a woman and you work here so you have to make coffee." I was like, "I don't drink coffee. And I don't know how to make coffee." Well, I sort of lost that argument, but I didn't. Because I just learned how to make really bad—I don't know, I figured some way that they wouldn't drink it. So then they would always complain and it's like, "Well you should learn—I mean, you're smart, why can't you learn how to make a good cup of coffee?" "Well, I don't know. I'm just a woman here."

So employment things were always a big issue. And like I say, ever since that Engineering—I'm still pretty pissed. In fact, when I came back and got the PhD in Women Studies I remember calling my eldest daughter, who is an engineer, and

telling her that these crazy people admitted me to this program, and she goes, "Well, why didn't you apply to the Engineering school?" It's like ah, I should have, except that I wasn't thinking that I was—but in retrospect, fifteen years ago that's what I should have done.

JACOBSON: Do you wish you had?

BUSHNELL: Yes, I do. Especially now hearing—I would have liked to do Mechanical Engineering and I would have liked to do tidal energy stuff. My daughter who is a civil engineer and involved with water, we have come up with ideas on tidal energy, and in Oregon I just learned that last week, or yesterday almost, they went live with a tidal energy project that's completely different. What they did is make pillows out of some substance, and so when the tide comes in it compresses the air in these pillows which then runs the turbines. And then when the tide goes out, there's less water so the pillows kind of … and I thought, I would have never thought of that. So there's like almost no moving parts. And the pillows, I don't know the details, but technically, you could like suspend the pillows. Because one of the issues of tidal energy is you're destroying the sea bottom, but if you suspend the pillows, there's almost no environmental degradation. It's just like, "Wow." I can't wait for this quarter to be over to get some time to read up on that particular thing.

Anyhow, so jobs, women's health, reproductive health, big, big thing. And a lot of violence against women. And that was kind of a funny thing that I probably came at from a women's health perspective because I would get women that would come in and were getting beaten up.

[0:36:10.6]

JACOBSON: And now do you—I mean, you're probably still concerned with those same things, but are some pressing issues of today?

BUSHNELL: Stunningly a lot, isn't it? We're still looking at women's health. We're still looking at reproductive health, and it is way more complicated now than we ever thought. And I think reproductive health now is a bigger issue because of all the stuff like all the toxins. In the 1960s and '70s they were just introducing poison into our food stream. Other people would probably call it something different – genetically modified food, Roundup – it's things that human bodies weren't meant…And when you're looking at the bodies that make new human beings and then you poison them a little bit, don't you think you're going to have some problems there? That's a big issue for me, is trying to bring in environmental knowledge to women's health, to human health. And jobs, still. And violence, still.

But there is just a whole lot more knowledge. I'm more interested in knowledge than I was back then because a lot of it is I didn't understand what was going on. Why would people do research on human people and only do it on men? Isn't that a crazy idea? I mean, why would you even think of that? And now, after doing the Doctor of Philosophy, you can take philosophy classes and study philosophy, I have a better idea of how knowledge and human populations intermesh a little bit.

[0:38:00.3]

JACOBSON: What would you encourage me as a student or any other student to learn or what to do, Women Studies-wise?

BUSHNELL: Women Studies-wise? Good question. That's a really good question because there are so many variables. "Do you have to make a living wage?" yes or no, that's going to be completely different. Or will you always have some other means of support? And if not, you should be an engineer. That's the reality. I think what

you are doing is a really smart move, to be involved with Media and Journalism, because that, in my mind, can be construed as public education. And I think the more women who have a feminist or women's focus and the more educated the public becomes, then maybe we'll start to chip away some of that male entitlement like we just recently saw in Santa Barbara.

JACOBSON: I just think your idea about knowledge is—that's something— everyone should be considering that.

BUSHNELL: Oh yeah. Well, that's the work of knowledge. I did Nursing, there was nursing work; I wanted to be an engineer, that is engineering work; and knowledge is knowledge work, and that's what they do here. Unfortunately, this particular job sector is wonky and if you wanted to go into the work of knowledge, you have to know that you have to be able to move. I was tied to Seattle which that made it hard. But there is a lot of exciting stuff going on now with the intersection of feminist scholarship and other kinds of scholarship now it's getting pretty cool. So if you're interested in that, I could keep studying that forever, except I want to look into tidal energy.

[0:40:22.4]

JACOBSON: I just have two more questions. The first one is not anything we talked about yet but about changing the name to Gender, Women, and Sexuality Studies from Women Studies.

BUSHNELL: I was there when we did that. I was at that meeting. Well, what do I think of that? I really liked the idea of calling it "Gender" rather than "Women" because the minute you start scratching the surface of "women" you realize what an artifice that is. And "Gender" seemed to broaden it out a little bit but then it also takes the reality of the focus that the majority of human people are mostly men or women, still. And so there was a real focus on— "If you want to learn about guy stuff go out there, and we're just going to focus on women's stuff here." And so I could see

that argument, but I could also see that an awful lot of our students come here with all sorts of gender interests beyond just garden-variety sexism, if you will. And people like Jen Self, when she came through and then started the Q Center here, were really instrumental on having that. Although Women Studies, from the beginning, always attracted a lot of queer, gay lesbian, GLB – the alphabet soup that's why I like queer it's a short easy word, I can just say it. So Women Studies always attracted a lot of stuff around gender beyond just sexism, so that seemed really positive. I could see keeping the women in it, so Gender and Women Studies because there are Gender Studies departments that then kind of lose that "rawr" (makes cat noise) feminism thing that—

I would have liked to have seen it called Feminist Studies, but people seemed to think that that would turn off too many people. See, I'm not a warm fuzzy people so my respond to that was like, "So what?" But then the economic realities come in and, well, we need more students. And then somebody said something about if you— on the class lists, or the lists of department, you want your name to be closer to top, so Zoology quit being called Zoology and now it's called something else. And then Women Studies with a "W" was on the bottom. So by starting with "Gender," well I guess that makes sense. So the Gender and the Women made perfect sense but then adding "Sexuality," I never understood that. I know that we have faculty who are interested in that, but I wouldn't have put it in, but that was just the option. I mean, "Gender and Women Studies," doesn't that include sexuality? I would have— then, if we are going include sexuality, well, are we going to include racism and ability? It is what it is, but I do find it being called "gee whizz" to be a little demeaning and infantile. I'm really surprised that people have glommed on to that.

JACOBSON: I've tried to start to calling it Women Studies after you said that. It is really kind of, "Oh, golly, gee whizz," a little bit silly.

BUSHNELL: It is silly. And did you hear about the research even about naming hurricanes?

JACOBSON: Oh, that hurricanes with female names aren't as…

BUSHNELL: People don't take them as seriously, and so more are killed. This society we live in is racist – therefore we're racist – and it is sexist. If you know this why would you ever do anything to support what you're trying to fight against? And calling it "gee whizz" kind of seems that way.

[0:44:50.8]

JACOBSON: My last question is, since you're retired what are you going to do when you retire?

BUSHNELL: Oh my god, I have so many things to do. One of the things I do, as I mentioned, one of the last articles I published was through Indigenous women's network magazine, I forget the name of it, but it was targeted to reproductive-age women who are not having to get pregnant, but are in relationships that it might happen and they might keep the child if they do. I think we really need to be targeting those women to be paying closer attention to their diet, their food intake, and their— I don't know what to call it— the things that you allow yourself to be exposed to.

This came out of my master's research when I interviewed Native women about what they thought was important related to being pregnant and birthing. And that was one thing they said is that, "When you have a person inside of you, everything that you experience that fetus, newborn body experiences. So you need to consciously filter what you experience because you don't want it to be affecting the baby." So out on the outer coast, the people there, if women were pregnant there weren't supposed to see any animal getting killed or butchered, or any violence they were very specifically— and it was all to protect the baby from the hormones and the chemicals or whatever the mom would be experiencing.

So I would like to get back into writing some of that stuff and working with that. Plus my husband and I we have kind of a large lawn, almost a half-acre and we started growing our own food more and more. So I just ran out two weeks ago of my vegetables. We grow non-GMO, mostly old seed stock vegetables and tobacco. I got some tobacco from the reservation that I grow. I even had some quinoa seeds – I was going to see if I can grow quinoa.

JACOBSON: Does it grow on a bush?

BUSHNELL: Yes it grows on a bush and I don't think it will grow but I thought I would give it a try. I'm going to do that and two of my daughters are getting married and both them are talking about having children so I'm going to be grandma. I have so much stuff to do. What I like to do is make things, so I weave, I do a lot of weaving. Well I haven't, but my looms are still sitting there. I keep them clean, I dust them off all the time, they are very clean. My daughters now want to learn how to knit and of course I've been knitting since I was five. I have no trouble with keeping myself busy. And then one of them wants to open a restaurant, the youngest, and they'll want help and so I figured I can go hang out and be the grandma in the corner helping out at the restaurant anyway they need. I love to cook. That happened when I had kids – we all have to eat and we can't effort to eat at restaurants, so I have to cook, and if have to cook I might as well get in to it, so I got in to it. That's what I'm going to do.

[0:51:32.0]

BUSHNELL: The activism stuff always finds me, though. So even though I don't mention it, some will happen and I'm sure I'll get involved somehow because I always do.

[End: BushnellVideo.mov]