
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT**

PROJECT LEADER(S):	Emily Van Duyne
PROJECT TITLE:	Sylvia Plath's Letters: Using Primary Sources to Better Understand Women's Histories
DATE:	April 1-2, 2019
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Senior Planning Analyst at: 2020@stockton.edu or Jessica.Kay@stockton.edu.*

Please provide a summary of the project and your experience.

In April 2019, Peter Steinberg, the editor of both volumes of Sylvia Plath's "Letters" came to Stockton for two days. During that time, he visited four classes and delivered a well-attended public lecture in the Campus Center Theater. Additionally, Peter lent us high-quality scans of the "Beuscher Letters," the 14 letters Plath wrote to her therapist-turned-confidante, Dr. Ruth Beuscher, which were unknown to exist until 2016, and the discovery of which made international headlines. With the generous help of the Graphics, we used the scans of the letters to create an exhibit about Plath and the Beuscher Letters in the Bjork Library that was up for six weeks.

In a lovely coincidence, another renowned Plath scholar, Dr. Carl Rollyson, author of the 2013 Plath biography "American Isis" and the forthcoming "The Last Days of Sylvia Plath," heard about Peter's visit through the Atlantic City Press, which did a write up of the event. Carl lives locally, and contacted me to ask if he could attend the classes with us. As a result, Peter's classroom visits turned into joint lectures with Carl Rollyson, who is also the first Plath scholar to use the "Beuscher Letters" in his biographical research/writing about Plath.

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

Objectives/outcomes from original proposal (the full proposal is also attached to the email)

1. The exposure of my 70 students, at least two other classes, the campus community, various high school students, and the local public to a world-renowned scholar's expertise and work.
2. The exposure of the Stockton community and the public to rarified material, usually available only in archives. This encourages students to seek out primary source/archival material they might not

otherwise look for; it additionally brings the privileged space of the archive to a larger audience, which is in line with Stockton's mission of bringing an elite liberal arts education to a public, affordable setting.

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

I think it is safe to say that Peter's visit/his loan of copies of the archival materials exceeded our original objectives, especially since we were able to bring Carl Rollyson to the classrooms we visited, as well, which lent layers of disciplinary experience and approach to our conversations. We reached over 120 students just in the classroom alone, and there were about sixty people at Peter's public lecture, including high school teachers and students, who were able to speak with Peter directly during the Q&A after the lecture.

In addition to the exhibit in the library, which the general public and the Stockton community at large had access to for six weeks, I was able to make color copies of the "Beuscher Letters" for all of the classes we visited. My two sections of Women, Gender, & Sexuality were able to work directly with them as supplementary, primary sources, something they wouldn't normally be able to do unless they visited an archive—as they were reading "The Silent Woman," a book about Plath that makes a markedly different claim about her marriage than the letters make, this served as an invaluable introduction to comparative approaches to literature, be they ideological or disciplinary. Indeed, having access to these primary sources gave the students a vastly different sense of Sylvia Plath's life and work than they might otherwise have had.

Finally, Thomas Kinsella's Literature Senior Seminar was devoted to working in archives. Having Peter, a world-renowned archivist, speak directly to them for two hours, show them countless archival materials from all over the world, and show them that he has, indeed, built an entire career as an archivist, was a privilege.

Please list any follow-up actions (publications, presentation venues, etc.)

Stockton's *Argo* and the Press of Atlantic City both did write ups of Peter's visit and the exhibit in the library.

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division you should be working with to secure continuation of funding for your project.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process. This report will not constitute a request for permanent funding.]

This was a one-time project.

FINANCES: Based on your proposal, please outline below how the award has been spent.		
	Amount	Notes/Comments
Beginning Budget Balance as of: 2/1/19	\$ 2375.00	
Salary Expenditures		
• Stipends	\$ 500.00	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
Total Salary and Fringe Expenditures	\$	
Non-Salary Expenditures (<i>supplies, travel, etc.</i>)		
•	\$ 100.00	Travel expenses
•	\$ 1100.00	Lodging & meals
•	\$ 100.00	Graphics/publicity
•	\$ 75.00	ASL interpreter for classroom visits, lecture
•	\$ 250.00	Contingency for activities
•	\$ -250.00	Support from other sources
Total Non-Salary Expenditures	\$	
Total Salary + Non-Salary Expenditures	\$ 1673.73	
Ending Budget Balance as of:	\$ 701.27	

If there are remaining expenditures required to complete the project, and your project was approved for multiple fiscal years, please itemize them with expected amounts and timing for payment.

IMPORTANT: *Unused funds reverted to the general 2020 Initiative Fund at the end of the fiscal year 2019, if not approved and encumbered for project costs in the next FY.*

Item	Expected Amount	Expected Timing for Payment
Total		