



# 2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: [2020@stockton.edu](mailto:2020@stockton.edu). Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

**Please consider the following questions as helpful prompts:**

### University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

### Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
(A) \$5,000 or less		(C) \$5,000 or less	
(B) More than \$5,000		(D) More than \$5,000	

<b>Strategic Theme (choose one)</b>	
	<b>Learning</b>
	<b>Engagement</b>
	<b>Global Perspectives</b>
	<b>Sustainability</b>

**Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes**

<b>Learning</b>	
Deliver high value-added learning experiences and promote scholarly activity (S1)	Reward scholarly applications (ER2)
Promote liberal arts ideal to develop lifelong learners (S2)	Establish additional revenue sources (RS1-L)
Strengthen internal processes to support learning (IP1-L)	Reduce expenses (RS2-L)
Develop faculty and staff skills to support learning (ER1-L)	Align resources to support strategic plan (RS3-L)

<b>Engagement</b>	
Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	Foster an interactive environment among students, faculty, staff, and community (ER3)
Prepare students for active citizenship role (S4)	Increase opportunities for interactions between internal and external communities (ER4)
Create mutually reinforcing intellectual and co-curricular experiences (S5)	Establish additional revenue sources (RS1-E)
Strengthen internal processes to support engagement (IP1-E)	Reduce expenses (RS2-E)
Develop faculty and staff skills to support engagement (ER1-E)	Align resources to support the strategic plan (RS3-E)

<b>Global Perspectives</b>	
Develop a globally diverse Stockton community (S6)	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
Enhance capacity to participate globally (S7)	Establish additional revenue sources (RS1-G)
Strengthen internal processes to support global education (IP1-G)	Reduce expenses (RS2-G)
Integrate global program efforts among multiple units of the university (IP2)	Align resources to support the strategic plan (RS3-G)
Develop faculty and staff skills to support global education (ER1-G)	

<b>Sustainability</b>	
Increase sustainable infrastructure (S8)	Develop and implement sustainability programs (IP5)
Enhance sustainability education and research (S9)	Develop faculty and staff skills to support sustainability (ER1-S)
Increase recognition as a model of sustainability (S10)	Reward sustainable practices (ER6)
Partner to promote global sustainability (S11)	Establish additional revenue sources (RS1-S)
Strengthen internal process to support sustainability (IP1-S)	Reduce expenses (RS2-S)
Prioritize sustainability in plan operations and residential life (IP3)	Align resources to support the strategic plan (RS3-S)
Promote sustainability across the curriculum (IP4)	Seek efficiencies through sustainable practices (RS4)

**The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.**

**Narrative Summary of Project**

**Assessment Plan: What are your anticipated outcomes and specific measurements for success?**

<b>Budget Summary</b>						
	<b>Item</b>	<b>FY2019</b> July 1, 2018 – June 30, 2019	<b>FY2020</b> July 1, 2019 – June 30, 2020	<b>FY2021</b> July 1, 2020 – June 30, 2021	<b>FY2022</b> July 1, 2021 – June 30, 2022	<b>Notes/Comments</b> (stipends, supplies, hospitality, etc.)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
<b>Total</b>						

\* Please note: a proposal can only receive 2020 funding for two fiscal years.

<b>Funding Questions</b>		
Are you receiving any other University funding for this project?		
What department or academic school will your budget for this project reside in?		
Will you need funds for <u>immediate</u> use to begin your project?	<b>Yes</b>	<b>No</b>
If so, how much?		
Date when funds will be needed		

<b>Additional Support Questions</b>		
Will your project require support from Information Technology Services?	<b>Yes</b>	<b>No</b>
If so, please provide details		
Will your project require support from Plant/Facilities & Operations?	<b>Yes</b>	<b>No</b>
If so, please provide details		

<b>Supervisor Approval/Support</b>	
Have you discussed your 2020 proposal with your supervisor, director, and/or dean and received their support?	

\* Please note: proposers who answer "no" to this question may be required to submit additional documentation in support of their 2020 application form.

CC: Dean/Director/Supervisor

## Emily Van Duyne, Fall 2018 2020 Application

**Project Title:** *Sylvia Plath's Letters: Using Primary Sources To Uncover Women's Histories*

### **Additional Background For Project:**

Sylvia Plath's influence on literature, popular culture, and the intersection of the two cannot be overstated. At a recent British Library event celebrating the publication of her *Letters*, Plath scholar and biographer Heather Clark put it elegantly: "Sylvia Plath is one of the most important writers and cultural figures of the 20<sup>th</sup> century."

Plath committed suicide at 30, after attempting to end a tumultuous marriage to Ted Hughes, her husband of six years and the father of their two children. Though Plath had begun moving toward divorce at the time of her death, the two were technically still married; Plath died "intestate," which meant all of the rights to her work fell to Hughes.

In 1965, Hughes published *Ariel*, the manuscript on Plath's desk at the time of her death. In short order, it became a bestseller, and Plath became a literary and popular sensation, going on to win the Pulitzer Prize for her poetry. Over the course of the next twenty years, Hughes released Plath's novel *The Bell Jar*, other poetry manuscripts, all of her uncollected prose, a heavily abridged version of her letters to her mother, and a heavily abridged version of her *Journals*. *The Bell Jar* remains a bestseller, almost fifty years after its publication.

Hughes—the poet laureate of Britain, and a renowned writer himself—famously ruled the Plath estate with an iron fist, restricting quotation rights to any scholar who did not support his personal interpretations of Plath's biography and work. He also actively suppressed primary source material by Plath and those who knew her which cast him in a negative light (Hughes was known to have a violent temper, and to be unfaithful to Plath). This is chronicled in *New Yorker* writer Janet Malcolm's landmark book *The Silent Woman*, and many other publications.

Plath's suicide, her remarkable work, and her troubled relationship with Hughes combined to make her a writer of mythological status in the United States and Britain (although American, she died in London, and is buried in West Yorkshire, in the Hughes' family cemetery). Her fame coincided with the Second Wave of Feminism, and she became a feminist icon, and—in many ways—a martyr. Feminists mounted an anti-Hughes campaign, which led to Plath fans and scholars divided into two camps: those who "believed her," and those who believed Hughes loved Plath and wanted to do right by her legacy.

Hughes died of cancer in 1998, at which point Plath scholarship and fandom began to dramatically change. Huge amounts of archival material were unsealed, and her unabridged *Journals* were published in their entirety for the first time. Gradually, unearthed primary source material began to reveal the realities about not only Plath's life with Hughes, but also the deep ethical problems with both his editing of her work and the handling of her estate.

The publication of Plath's *Letters* in two volumes over the course of the last two years (each volume is approximately 1000 pages) is the most important contribution to these changes since the *Journals* in 2000; the scholarly, literary, and fan communities which hold Plath so dear must now begin reevaluating her as a writer, a woman, and a cultural icon. The beginnings of this reevaluation can be

found in the following small sample of the many reviews:

Alexander, Paul. "Plath's Joy and Desolation." *The Washington Post*. November 4, 2018: E10.

Chiasson, Dan. "The Girl That Things Happen To." *The New Yorker*. November 5, 2018. 62-7.

Roiphe, Katie. "Mad Girl's Love Song." *The New York Times Book Review*. November 10, 2018. 39.

### **The "Beuscher Letters"**

In 2017, a cache of fourteen previously unpublished, unknown-to-exist letters from Plath to her therapist-turned-confidante, Dr. Ruth Beuscher, were put up for auction by a rare books dealer. Smith College, Plath's alma mater, sued for ownership of the letters, under the terms of their agreement with Plath's estate from a previous purchase of Plath's papers. They won and, as detailed in the foreword to Vol. 2 of the *Letters*, Frieda Hughes, Plath and Hughes' surviving daughter, chose to include them in the publication.

The inclusion of the Beuscher Letters, which have frank descriptions of gross physical and emotional abuse, makes for an even more moving, timely, and pertinent book. Plath's word about Hughes' behavior has long been doubted and disbelieved by the literary establishment, and her fans and scholars dismissed as "crazy." These letters, corroborated by other primary sources and interviews with Plath herself, as well as her and Hughes' contemporaries, prove that the sexism and slander inherent to the presentation of Plath's life and work over the course of the last fifty-plus years were all too real. In a sense, these fourteen letters rescue Plath, and reinvent her image, her writing, and her biography. They prove—via contemporary feminist movements like #MeToo and #TimesUp—that Plath is more relevant than she has ever been, and that her work, life, and legacy demand reinterpretation.

The publication of these letters as a whole, and the Beuscher Letters in particular, is "breaking news," and not only in the literary world. Reviews and articles (several are cited above) about this have been front-page, feature stories in the *New Yorker*, the *New York Times*, the *Guardian*, the *Daily Beast*, the *Daily Mail* (where the Beuscher Letters were also serialized) and dozens of other publications. Hosting Peter Steinberg gives Stockton the opportunity to be part of an important, international cultural event. Peter's lecture would be free and open to the public, and would be advertised to surrounding academic communities such as Rutgers, Rowan, the University of Pennsylvania, and others.

### **Peter K. Steinberg**

An archivist by trade and training, Peter K. Steinberg has become, in the last ten years, the most prominent living Plath scholar. In addition to the editing of the *Letters*, his publications include *Sylvia Plath*, a biography of Plath as part of the *Great Writers* series, and *These Ghostly Archives*, co-authored with the sociologist Gail Crowther. Peter maintains the longest running Sylvia Plath website on the internet, *A Celebration, This Is*, and has discovered dozens of previously unknown Plath letters, and two previously unknown Plath poems. His discovery of the poems—called "Meagrams" and "To A Refractory Santa Clause"—occurred when he noticed that there was a piece of carbon paper stuck between two pages of Plath's high school notebook, which is kept by the Lilly Library in Indiana

University. His work with the librarians to unearth the poems (which were on the carbon) is a fascinating centerpiece of the public lecture he will give at Stockton.

### **Appeal to the Community & Stockton's Mission**

In addition to Peter's lecture, he will also bring the Beuscher Letters, on loan from Smith, to Stockton, so that students will be able to see the letters in their primary form. In addition to the library display, Peter will co-teach with me, during his visit, my two sections of GAH 2358: Women, Gender, Sexuality. In advance of these classes, my students will read Janet Malcolm's *The Silent Woman*, a landmark critical text about Plath's legacy, and the difficulty of writing about a person who has died while their survivors are still living; they will also read the Beuscher Letters. We will look critically at the ways these texts embody questions about the historical silencing of women's voices, both in their day to day lives, and in their writing.

Further events and partners for this project will include, but are not limited to:

-A partnership with the Wellness Center to do a campus event about Plath, the Beuscher Letters, and preventing domestic and sexual violence (April is also National Sexual Assault Awareness Month; Plath also wrote about her experiences with sexual assault in her Journals and in *The Bell Jar*).

-A classroom visit to Tom Kinsella's LITT Senior Seminar, which is a course in transcribing letters from Emma Van Sant Moore to Hollis Koster. In addition to his critical work on Plath, Peter co-taught, with Karen Kukil of Smith College, a course in transcribing Plath's letters; this is the place where the project of transcribing the letters began, and the Smith students who completed the course are acknowledged in both editions of the Letters.

-Invitations to visit the letters on exhibit in the Bjork Library and to attend Peter's lecture will be extended to local high school teachers in the humanities, with a special emphasis to literature and social studies teachers. Adalaine Holton will be inviting the teachers she partners with for both the Why The Humanities Matter summer institutes and for the WTHM reading group.

I have reached out to Kaite Yang (Psychology) and Christine Ferri (Coordinator of Freshman Seminars) to see if they are interested in having Peter visit their classrooms, given Plath's long association with psychological literature (Christine Ferri has often included *The Bell Jar* in her course *Memoir and Mental Illness*).

I have also contacted Mark Jackson about filming Peter's lecture and airing it on Stockton television. Peter has agreed to have the lecture recorded. I will also reach out to Amy Rosenberg, the South Jersey features reporter for the Philadelphia Inquirer and a longtime friend, to have her cover Peter's visit. Additionally, I will request internal and external coverage by Diane D'Amico via <https://stockton.edu/relations/service-request-form.html>. Heather Perez of the Library, who is working with Peter to bring the original letters to Stockton, has kindly offered to work with Graphics to create further publicity for these events.

If this proposal is funded, it is likely that several of the partner organizations above will also be able to plan more activities leading up to and/or following the exhibit and lecture. It is also possible that

several additional programs and student support departments might be interested in collaborating if we are able to fund this project. These additional partners may be able to contribute more funds to cover some of any additional activities, or that we may need to expend the “contingency” built into the budget for this purpose. At this time, the budget only reflects concrete arrangements that the potential partners are able to support as shown. The \$250 worth of contributions from American Studies, General Studies, and Literature will cover half of the proposed “contingency” budget; the other \$250 is included in the budget summary.

### **A Final Note About Peter K. Steinberg**

As an historian and a literary critic, Peter is a model of interdisciplinarity, embodying the best of Stockton's academic mission. His lecture will bring the privileged space of the archive to the public, furthering Stockton's mission of bringing high-end, liberal arts-based education to traditionally underserved populations. Peter's work makes Plath accessible, open-access—a more democratized version of a previously out-of-reach writer. This is the new Sylvia Plath that the world is just getting to know. This project allows our community a first-row seat for what is truly a sea-change for Plath scholars, Plath fans, and any admirer or critic of 20th century literature and pop culture.