

Example of how an ISP can be filled in and who does what

Doctoral student's ISP reg. no.

An ISP is a legal document, but also functions as a planning tool. The supervisor and doctoral student draw up a proposal together, which is then validated according to the academic school's delegation of authority.

The plan must include the undertakings made by the doctoral student and the university and a timetable for the doctoral student's study programme. The ISP must provide an outline for planned stages and completed study elements.

Every research area for doctoral studies establishes a time plan and a process for the annual work on the ISPs.

The registration number is provided by the secretary of the steering committee. It will be used on the doctoral student's ISPs through the whole study period.

Individual study plan for doctoral (third-cycle) studies

Revisions

Steering group decision: minutes no., date

ISP initially verified, version 1	Minutes no.8/171016
Verified revised version 2	Minutes no.6/181018
Verified revised version 3	Minutes no.7/191015
Verified revised version 4	
Verified revised version 5	

The secretary of the steering committee can provide these details.

General information

Name	Third-cycle education started/first day of employment (year/month/day) 2017-09-01
Personal ID number	Email address
Telephone number	School School of Culture and Education
Research area for third-cycle studies Critical and Cultural Theory	Third-cycle subject area Comparative Literature
Planned degree <input type="checkbox"/> Lic <input checked="" type="checkbox"/> Ph.D <input type="checkbox"/> Planned lic. stage	Planned date of doctoral defence (state semester/year or date) Spring semester 2022
Reason for licentiate degree	Type of thesis <input checked="" type="checkbox"/> Monograph <input type="checkbox"/> Compilation thesis

Preliminary thesis title Desiring the Other: Queer readings of Hermann Hesse's "Peter Camenzind" and "Der Steppenwolf"
Study plan for the entire third-cycle degree. This version is valid from – to <i>(12-month period)¹</i> 2019-09-01 – 2020-08-31
Scope of employment under current employment decision <i>(full-time or part time in percent. If employment has ceased, state date of termination)</i> 100 %
Ongoing or planned absence/leave during the period <i>(parental leave, elected position in a trade union, service in the defence forces, sick leave. NB! Only state the date and so need not be provided)</i> 2019-11-01 – 2020-01-15 50 %
Planned departmental duties during the period <i>(state approximate number of clock hours)</i> 40 clock hours

If employment began on a date other than 1 September, the ISP may either be revised from that date for one year ahead, or the first ISP is valid for a shorter period that runs until 31 August. In this way, the ISP will be in phase with the other doctoral students' revisions in the area. The research area's steering committee and director of studies decide what the routine will be.

Financier

<input checked="" type="checkbox"/> Foundation for Baltic and East European Studies/BEEGS <input type="checkbox"/> Foundation for Baltic and East European Studies/project <input type="checkbox"/> University's direct government funding for research <input type="checkbox"/> Other <i>(e.g. research grants from external financier, other employer – state which)</i>

Ethical review

<p>Must an application for ethical approval be submitted for studies included in this thesis project?</p> <input type="checkbox"/> Yes, approval will be applied for <input type="checkbox"/> Approval received <i>(append documentation)</i> <input checked="" type="checkbox"/> No, approval not necessary <p>If no, state why: Literature studies – no research on humans or sensitive personal data are included.</p>

According to the university's guidelines for ethical review (reg. no. 2182-1.1.2/2021), all employees at Södertörn University planning to conduct research, are responsible for ethical review of research involving humans, human biological material, or sensitive personal data. For doctoral students, the principal supervisor has the primary responsibility for assessing the need for ethical review. If there is any uncertainty on the issue, an application must be submitted to the Swedish Ethical Review Authority.

¹ If s
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Ethics courses

(courses are not obligatory and do not give credits)

Participated in the following trainings/workshops arranged by the university's council for research ethics (or equivalent):

Name of course/workshop: **Research Ethics and Good Research Practice** Date: **6 May 2019**

Name of course/workshop: **GDPR for Researchers** Date: **2 Oct 2019**

Name of course/workshop: **Ethical Review** Date: **25 Mar 2019**

Comments:

Summary of the planned thesis project (*maximum 300 words*)

Short summary of the planned thesis project, e.g. purpose, issues, hypotheses, method, theoretical framework, planned and published articles. Doctoral students funded by the Foundation for Baltic and East European Studies must state the thesis project's connection to and relevance for the Baltic Sea Region and Eastern Europe in the summary.

NB! Update every year! Don't forget to also update information about your thesis project on the university's website (e.g. on your profile page and the subject's webpage).

Example summary:

Desiring the Other: Queer readings of Hermann Hesse's "Peter Camenzind" and "Der Steppenwolf"

Baltic German descendant and Nobel Laureate Hermann Hesse (1877–1962) is the most translated German-language author ever. From the early twentieth century and onward his writings, generally centered on the search for self-knowledge and spirituality, made him an important voice in the Baltic Sea region, and his novels have been sold in more than 120 million copies all over the world.

In the majority of Hesse's novels, the narrative revolves around a male protagonist who comes to know himself through friendship with another man. This enigmatic and alluring "other" is usually a rebellious character who comes to play a key role in the protagonist's personal development and journey through life. The hypothesis of this doctoral dissertation is that the male friendships in Hesse's novels are characterized by homosocial desire; that these friendships can be understood as ideals with romantic significance and that they are shaped by temporal aspects. The overall aim of the study is to examine how queerness, otherness, male homosocial desire and heterosexual ambivalence intersect with temporal positions like "past", "present" and "future" in the novels "Peter Camenzind" (1904) and "Der Steppenwolf" (1927). The aim is threefold: First, by doing queer readings of the two novels, the study intends to highlight expressions of queerness, heterosexual ambivalence and male homosocial desire. Second, the study means to investigate how the norm-breaking and queer characteristics of the novels are interlinked with concepts of otherness. And third, the study will examine how "queer temporality" affect the concept of male friendship as an ideal with romantic significance.

This PhD project's foundation in queer theory, its ambition to examine how queerness, otherness, male homosocial desire and heterosexual ambivalence intersect with concepts of "queer time" in Hermann Hesse's novels, stands out within the research field on his writings since they have not been approached queerly before.

The summary must be maximum 300 words and may be written in English or Swedish.

The supervisors are responsible for filling in the information about supervision after consultation with the doctoral student.

Supervision

Total 480 clock hours for the whole period of study (4 years full-time): 320 for the principal supervisor and 160 hours for other supervisors. Supervision hours may be redistributed between supervisors and include all supervisory duties, meetings, etc.

<p>Supervisor 1 (principal supervisor) – <i>title, first and last name, higher education institution, e-mail</i></p> <p>Responsible for: Overall responsibility for planning, meetings, comments on the manuscript, queer theory.</p>	<p>Supervisor training</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Supervisor 2 – <i>title, first and last name, higher education institution, e-mail</i></p> <p>Responsible for: German literary history, comments on the manuscript.</p>	<p>Supervisor training</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Supervisor 3 – <i>title, first and last name, higher education institution, e-mail</i></p> <p>Responsible for:</p>	<p>Supervisor training</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Planned supervision per supervisor during the current 12-month period – <i>scope in clock hours and frequency</i></p> <p>Supervisor 1 (principal supervisor) Physical meetings 1 per month, total 8, each 2 clock hours; estimated time including reading etc. 64 clock hours/year.</p> <p>Supervisor 2 Physical meetings 2 per semester, total 4, each 2 clock hours; estimated time incl. reading etc. 32 clock hours/year.</p> <p>Supervisor 3</p>	
<p>Completed supervision per supervisor, up to and including the end date of the previous individual study plan – <i>scope in clock hours (as provided by head of department)</i></p> <p>Supervisor 1 (principal supervisor) 192 clock hours</p> <p>Supervisor 2 96 clock hours</p> <p>Supervisor 3</p> <p>Any deviations from planned supervision</p>	

At least one of the supervisors must have undergone supervisor training or been assessed as having the equivalent competence.

A reasonable template for planning these hours could be 480 clock hours over 5 years when studying full time, so that there are enough to last until a public defence if employment is extended. In this example, there is a maximum of 96 hours of supervision per year, e.g. 64 hours for the principal supervisor and 32 hours for the assistant supervisor(s). Different subject may have different principles for allocating these hours.

Please note that clock hours for supervision must be adapted to studies, i.e. the time remaining after departmental duties, sick leave, parental leave, etc. is subtracted. One example:
In the current year, a doctoral student has 5% departmental duties and is on parental leave 20% (of full time). If the above template is followed, the supervisory hours for this doctoral student are:
For the principal supervisor: $64 \times 0.75 = 48$ clock hours
For other supervisors: $32 \times 0.75 = 24$ clock hours

This example is for a doctoral student who is halfway through their studies. A doctoral student's first ISP is not as detailed, but a general planning must always be done for all years.

For help with realistic time planning for each year, use the example given on the Doctoral Studies pages on the employee web, see the box *Individual Study Plan* on the page [General syllabus, individual study plan and qualitative targets for licentiate and doctoral degrees](#).

General planning for the whole third-cycle degree

Each year is equivalent to 12 months, starting from the first date of employment.²

When revising the ISP, remember to update the planning for previous years and leave the information in future versions.

Has the general plan changed from the previous year's study plan?

Yes No

If yes, specify the deviations from the plan and why they occurred:

The summary of the planned research project has changed slightly (fewer novels, project's purpose and overall design). Planning of the following years of work has also changed: Elective courses have switched semesters, especially *Forskningsfält och metoder inom litteraturvetenskap*, 7.5 credits, which has moved from autumn 17 to autumn 18. Planned participation in conferences has changed, and departmental duties are specified in this ISP version.

Year 1

State dates (from – to) 2017-09-01 – 2018-08-31

Specification of planned course and thesis work, seminars, participation in higher seminars, conferences, departmental duties, planned absence, etc.

1. Introduction weeks 1/9-11/9-2017
2. Obligatory courses: a) *Kritisk kulturteori*, 7.5 credits, b) *Truth, Construction, Subjectivity*, 7.5 credits, c) *Contemporary Research into the Baltic Region and Eastern Europe*, 7.5 credits.
3. Elective course: *Politics of Vulnerability at Utrecht University*, 7.5 credits, organised by the InterGender Consortium
4. Participation in higher seminars in comparative literature and CBEES seminar series.
5. Production of thesis planning with any analytical sections, chapters, etc. Preparatory reading for thesis work (special focus on the theoretical framework. Close reading of "Peter Camenzind" and writing a rough sketch for the first analytical section of the thesis.
6. Planning seminar, spring semester 18
7. Conference participation: National subject conference in comparative literature with presentation of my own paper (see below: Elective course "*Vetenskaplig forskningspresentation*, 2 credits")
8. Lecture at EuroPride House on queer theory/thesis, commissioned by the university's Communication & PR unit.

Remember to briefly describe completed and planned thesis work, including material collection, compilation of empirical data, interviews, etc.

Year 2

State dates (from – to) 2018-09-01 – 2019-08-31

Specification of planned course and thesis work, seminars, participation in higher seminars, conferences, departmental duties, planned absence, etc.

² If studies start according to the normal academic year. Doctoral students who start their programme at another time of year are recommended to select the end date for year one so it corresponds to the end date for the other doctoral students' individual study plans.

1. Writing the thesis' first analytical section on "Peter Camenzind". Start draft of a) Introduction, b) Theory and method, and c) Background. Reading for analysis of "Steppenwolf" (primary and secondary sources).
2. Writing a scholarly article linked to my thesis subject.
3. Compulsory course: Forskningsfält och metoder inom litteraturvetenskap, 7.5 credits.
4. Participation in higher seminars in comparative literature.
5. Higher seminar with N N from Philosophy at Södertörn, on Levinas and literature.
6. Conference participation: Queering friendship in Lisbon with my own paper (October).
7. Stay in Berlin in spring semester 2019: German language course (8 weeks) and work as visiting researcher at Humboldt Universitats Nordeuropa-Institut with started chapter on "Der Steppenwolf".
8. Vice chair of Södertörn University's Doctoral Students' Committee (and Management Council and Board).
9. Departmental duties, 40 clock hours, teaching.

Also note foreign stays and fieldwork that are part of your studies. The university must submit information about doctoral students' foreign stays to Statistics Sweden once their studies are complete.

Year 3

State dates (from – to) 2019-09-01 – 2020-08-31

Specification of planned course and thesis work, seminars, participation in higher seminars, conferences, departmental duties, planned absence, etc.

1. Continue writing thesis in the autumn semester with finished rough draft of the entire introduction, section 1: "Peter Camenzind" and analytical section 3: "Der Steppenwolf" at the end of December. Reading for analysis of "Demian" (primary and secondary sources).
2. Half-way seminar at the start of the spring semester (January or February).
3. Participation in higher seminars in comparative literature.
4. Compulsory course: *Historisk kurs i litteraturvetenskap*, 7.5 credits.
5. Elective course: Teaching and Learning in Higher Education, 7.5 credits.
6. Departmental duties, 60 clock hours of teaching and 100 clock hours of conference organisation.

Year 4

State dates (from – to) 2020-09-01 – 2021-08-31

Specification of planned course and thesis work, seminars, participation in higher seminars, conferences, departmental duties, planned absence, etc.

1. Continued thesis writing with complete rough draft for analytical section on "Demian" and concluding chapter.
2. Seminar with presentation of rough draft for all thesis sections.
3. Participation in higher seminars in comparative literature.
4. Compulsory course: Litteraturvetenskaplig amneskurs, 7.5 credits.
5. Participation at conferences
6. Departmental duties, 60 clock hours, teaching.

Year 5

State dates (from – to) 2021-09-01 – 2022-08-31

Specification of planned course and thesis work, seminars, participation in higher seminars, conferences, departmental duties, planned absence, etc.

1. Finish writing all parts of the thesis.
2. Final seminar in the autumn semester.
3. Completion of thesis.
4. Participation in higher seminars in comparative literature.
5. Presentation of thesis (talking about the content of the thesis in a popular manner)
6. Public defence of thesis.

Year 6 continue as necessary (add rows as above based on the time taken)

Completed courses according to the general syllabus (ASP)

Course name and credits in ASP <i>(obligatory and elective, see the ASP)</i>	Course and credits equivalent to course in ASP <i>(e.g. course with transferred credits, course that replaces ASP course, name of elective course)</i>	Examined <i>(year/month/day)</i>	Equivalent to the following intended learning outcomes in HEO/ASP <i>(state letter given in appendix and any motivation in other comments or in appendix if link is not apparent in the syllabus)</i>
Introduction to Critical and Cultural Theory, 7,5 hp		2017-12-03	a, d
Truth, Construction and Subjectivity: Contemporary Issues in the Theory of Scientific Knowledge, 7,5 hp		2017-12-08	a, d
Valbar kurs, 7,5 hp	Politics of Vulnerability, 7,5 hp	2018-05-15	a, d
Contemporary Research into the Baltic Sea Region and Eastern Europe, 7,5 hp		2018-06-08	a, d
Vetenskaplig forskningspresentation, 2 hp		2018-04-13	a, d, c, f
Forskningsfält och metoder inom litteraturvetenskapen, 7,5 hp		2019-05-24	c, d, g, j

Completed elements of the degree: thesis work and other work according to the study plan (ASP)

Specification <i>(e.g. seminars, thesis chapters, article name/co-authors, data collection, analysis, fieldwork, participation in conferences, and presentation of thesis)</i>	Completed <i>(year/month/day)</i>	Equivalent to the following intended learning outcomes in HEO/ASP <i>(state letter given in appendix and any motivation in other comments or in appendix if link is not clear)</i>
Planning seminar: "Desiring the Other: Male homosociality in the writings of Hermann Hesse" with overall plan for thesis work in the coming five years	2018-04-10	a, b, c, d, g
Conference participation, at a national subject conference for comparative literature in Linköping, "Det moderna som parentes"	2018-04-11	f, h
Close reading of primary sources and compilation of analysis for writing chapters	2018-06-01	a, c, g
Production of list of contents and general outline for the thesis	2018-06-01	a, c, g
Completed higher seminar with N N from Philosophy, on Levinas and literature.	2018-11-22	a, b, c, f, g, h, i
Visiting researcher at Humboldt Universität including improving proficiency in German and archive studies	2019-06-27	c, f, j
Thesis ready for printing <i>(or preliminary date)</i>		<i>(e.g. a-e, g, i, perhaps j)</i>

Some comments about outcomes and the ISP

An outcome may have several elements, e.g. outcome “a” in the appendix:

Demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field

- demonstrate broad knowledge in the research field
- demonstrate systematic understanding of the research field
- demonstrate advanced specialised knowledge in a limited area of this field
- demonstrate up-to-date specialised knowledge in a limited area of this field.

This means:

- that one and the same outcome may be found as being fulfilled in several places in the ISP
- that a course that provides broad knowledge may fulfil outcome a, as well as work on the thesis that provides advanced and up-to-date specialist knowledge
- that a learning activity can fulfil several elements in several outcomes
- that thesis work fulfils several outcomes, e.g. a, b, c, d, e, f, g, i
- that there is no single right way of doing things – assessment is done through collegial dialogue within the subject and research area.

The principal supervisor is responsible for filling in the column for “Equivalent to the following outcomes in the HEO/ASP”, but:

- fulfilling the outcomes for courses common to the research area must be decided by the steering committee, and for subject-specific courses by the supervisory collegium
- the intended learning outcomes in the syllabuses are the basis for assessment
- practice-based learning activities are assessed using proven experience (e.g. text seminars and conference participation).

When assessing outcome fulfilment, it is important to remember:

- it is best used for providing an overview of the study process, e.g. it is a good way of seeing that the doctoral student does not do too much of the same thing, or that they have not fulfilled any of the outcomes
- accordingly, it should function more as a “compass”, than a “ruler”
- it is assessed with consideration of how the outcomes can best be realised in the doctoral student’s unique and individual study path.

Departmental duties

(maximum 20 percent of full-time calculated for the entire period of study)

See the subject’s general syllabus (ASP) for information about any requirements for a course in teaching and learning in higher education in order to teach.

The table below does not need to be accurate, but is used as an overview for planning and documenting work experience in addition to third-cycle studies.³

Semester/year <i>(completed and planned work)</i>	Specification <i>(teaching, administration of conference/workshop, administration of seminars, other administration, etc.)</i>	Approximate number of clock hours
Year 1	No departmental duties	0
Year 2	Teaching and handbook for doctoral students	40

³ For precise details, contact the relevant head of department who, in consultation with the main supervisor, is responsible for entering the doctoral students in the university’s staffing system.

Year 3	Teaching, organising a conference	160
Year 4	Teaching	60
Year 5	No departmental duties	0
Year 1	No departmental duties	0

Doctoral students commonly undertake some form of departmental duties while they are studying, such as teaching and/or administration. However, there is no requirement for this, and departmental duties are not included in doctoral studies. The principal supervisor decides what the appropriate departmental duties are and their scope.

Departmental duties may be equivalent to no more than 20 % of the total period of employment, but the percentage may vary from semester to semester. They are the basis for an extension to your doctoral studentship of the equivalent time. Doctoral students must always be told, in advance, how many clock hours are allocated to the departmental duties being offered – always contact the head of department.

Remember that 20 % of a doctoral student's total working hours is a lot of hours. Studies, including your thesis work, must always come first. There is an example given on the Doctoral Studies pages on the employee web, see the box *Individual Study Plan* on the page [General syllabus, individual study plan and qualitative targets for licentiate and doctoral degrees](#), with examples of how various percentages can be converted to weeks of work.

Other comments

Here, for example, the use of expenses funding can be specified in relation to completed and planned activities in the general planning.

Decision

According to the school's delegation of authority

Decision date	Steering committee minutes no.
Signature (chairperson)	Name (in block letters)

Signatures

Signed by the principal supervisor and the doctoral student after the decision to approve the individual study plan, as above

Date	Signature	Name (in block letters)

NB!

The ISP must not be signed until it is validated according to the academic school's delegation of authority. The validating body may suggest changes after the proposal has been submitted, so it is the validated version that must be signed.

Appendix 1

Intended learning outcomes for doctoral degrees pursuant to the Higher Education Ordinance, Annex 2

Knowledge and understanding

For the Degree of Doctor the third-cycle student shall:

- a) demonstrate broad knowledge and systematic understanding of the research field as well as advanced and up-to-date specialised knowledge in a limited area of this field, and
- b) demonstrate familiarity with research methodology in general and the methods of the specific field of research in particular.

Competence and skills

For the Degree of Doctor the third-cycle student shall:

- c) demonstrate the capacity for scholarly analysis and synthesis as well as to review and assess new and complex phenomena, issues and situations autonomously and critically
- d) demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work
- e) demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research
- f) demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general
- g) demonstrate the ability to identify the need for further knowledge and
- h) demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

Judgement and approach

For the Degree of Doctor the third-cycle student shall:

- i) demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and
- j) demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

Miscellaneous

Specific requirements determined by each higher education institution itself within the parameters of the requirements laid down in this qualification descriptor shall also apply for a Degree of Doctor with a defined specialisation.

Additional objectives in accordance with the subject's general syllabus (ASP)

- k) *Add any objectives stated in the ASP.*
- l) ...
- m) ...