

PENSUMLISTE

Høst 2020

INSTITUTT FOR PSYKOLOGI

Årsstudium i psykologi

Bachelorprogram i psykologi

Masterprogram i psykologi:

Master i psykologi, studieretning arbeids- og
organisasjonspsykologi

Master i psykologi, studieretning læring – hjerne, atferd,
omgivelser

NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET
Fakultet for samfunns- og utdanningsvitenskap

PSY1010 PSYKOLOGIENS HISTORIE (7,5 STUDIEPOENG HØST)

Karl Halvor Teigen (2004). En psykologihistorie, Fagbokforlaget. Bergen

John B. Watson (1913). Psychology as the Behaviorist Views it. First published in Psychological Review, 20, 158-177. <http://psychclassics.yorku.ca/Watson/views.htm>

+ ytterligere to artikler av historisk interesse som blir gjort kjent ved studiestart.

Forslag til fordypningslitteratur:

Roger Smith (2013). Between mind and nature: A history of psychology, London: Reaktion Books

PSY1011 PSYKOLOGIENS METODOLOGI (7,5 STUDIEPOENG HØST)

Psykologisk forskningsmetode; en innføring i kvalitative og kvantitative tilnærminger av Darren Langdridge (2006) <http://www.adlibris.com/no/product.aspx?isbn=8251920485>

Utvalgte artikler:

Helseforskningsloven (ca. 4 sider): <http://lovdata.no/dokument/NL/lov/2008-06-20-44>

Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teologi. (30 sider)

[https://www.etikkom.no/Documents/Publikasjoner-som-PDF/Forskningsetiske%20retningslinjer%20for%20samfunnsvitenskap,%20humaniora,%20juss%20og%20teologi%20\(2006\).pdf](https://www.etikkom.no/Documents/Publikasjoner-som-PDF/Forskningsetiske%20retningslinjer%20for%20samfunnsvitenskap,%20humaniora,%20juss%20og%20teologi%20(2006).pdf)

Reid, K., Flowers, P, Larkin, M (2005). Exploring lived

Experience. The Psychologist, 18, 20-23

PSY1012 COGNITIVE PSYCHOLOGY 1 (7,5 STUDIEPOENG VÅR)

Goldstein, E.B., Van Hooff, J.C (nyeste utgave):
Cognitive Psychology. Cengage Learning, UK.

Biegler, R. (2019). Bayes' theorem. (6 pages)

Ernst, M. O. and Banks, M. S. (2002). Humans integrate visual and haptic information in a statistically optimal fashion. *Nature*, 6870, 429-433.

PSY1013 BIOLOGISK PSYKOLOGI 1 (7,5 STUDIEPOENG HØST)

«*Neuroscience – Exploring the brain*», MF Bear, WC Connors, and MA Paradiso. 4th edition. ISBN 9781451109542

(Utvalgte deler, anslagsvis 550 sider, vil utgjøre pensum.)

PSY1014 SOSIALPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)

Gilovich, T; Keltner, D.; Chen, S., & Nisbett, R.E. (2019). *Social Psychology* (Fifth Edition). W. W. Norton & Company. ISBN: 9780393667745. Kapittel 1–10 og 12–14

Sutton, R. & Douglas, K. (2019). *Social psychology* (2nd Edition). Kapittel 11. Palgrave Macmillan. ISBN: 9781137526632. (kopi av kapittelet gjøres tilgjengelig for studentene på Blackboard)

Anbefalt tilleggslitteratur:

Gilovich, T; Keltner, D.; Chen, S., & Nisbett, R.E. (2019). *Social Psychology* (Fifth Edition). W. W. Norton & Company. Kapittel 11

Smith, J. R. & Haslam, S. A. (2017) *Social Psychology: Revisiting the Classic Studies* (2nd Edition). Sage. ISBN: 9781473978669

PSY1015 UTVIKLINGSPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)

Keenan, Evans & Crowley (2016). *An introduction to child development*. Third edition. Sage publications ltd.

I tillegg: Utvalgte artikler som gjøres tilgjengelig ved kursstart.

PSY1016 PERSONLIGHETSPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)

Larsen & Buss (2017) *Personality Psychology: Domains of knowledge*. Kap 1-9, 11-13, 15-16, 18

PSY1018 – PSYKISKE LIDELSER (7,5 STUDIEPOENG HØST)

Hagen, R. & Kennair, L. E. O. (2016). *Psykiske lidelser*. Oslo: Gyldendal Akademisk. (hele boken)

PSY2012 COGNITIVE PSYCHOLOGY 2 (7,5 STUDIEPOENG HØST)

Language

Cristia, A. and Seidl, A. (2014). The hyperarticulation hypothesis of infant-directed Speech. *Journal of Child Language*, 41, 913–934. doi:10.1017/S0305000912000669

Signal detection theory

Anderson, N. D. (2015). Teaching signal detection theory with pseudoscience. *Frontiers in Psychology*, 6(762).

- Lynn, S. K. and L. F. Barrett (2014). Utilizing "Signal Detection Theory. *Psychological Science* **25**(9): 1663-1673.
- Lynn SK, Zhang X, Barrett LF. Affective state influences perception by affecting decision parameters underlying bias and sensitivity. *Emotion*, **12**:726–736.
- Riekkki, T., et al. (2013). "Paranormal and Religious Believers Are More Prone to Illusory Face Perception than Skeptics and Non-believers." *Applied Cognitive Psychology*, **27**(2): 150-155.
- van Elk, M. (2015). "Perceptual Biases in Relation to Paranormal and Conspiracy Beliefs." *Plos One*, **10**(6): 15.

Bayes' theorem

- Brock, J. (2014). Combining the old and the new. *The Psychologist*, **27**(10), 750–753.
- Perfors, A., et al. (2011). "A tutorial introduction to Bayesian models of cognitive development." *Cognition*, **120**(3): 302-321.
- Vilares, I. and K. Kording (2011). Bayesian models: the structure of the world, uncertainty, behavior, and the brain. *Year in Cognitive Neuroscience*. M. B. Miller and A. Kingstone. Oxford, Blackwell Science Publ. **1224**: 22-39.

Game theory

- Bear, A., & Rand, D. G. (2016). Intuition, deliberation, and the evolution of cooperation. *Proceedings of the National Academy of Sciences of the United States of America*, **113**(4), 936-941. doi:10.1073/pnas.1517780113
- Frank, R. H. (1988). *Passions Within Reason*. P. 43-80. New York, London: W. W. Norton & Company.
- Gray, S. J., & Gallo, D. A. (2016). Paranormal psychic believers and skeptics: a large-scale test of the cognitive differences hypothesis. *Memory & Cognition*, **44**(2), 242-261. doi:10.3758/s13421-015-0563-x
- Singer, T., Seymour, B., O'Doherty, J. P., Stephan, K. E., Dolan, R. J. and Frith, C. (2006). Empathic neural responses are modulated by the perceived fairness of others. *Nature*, **436**, 466-469.
- Wolf, M., van Doorn, G. S., Leimar, O., & Weissing, F. J. (2007). Life-history trade-offs favour the evolution of animal personalities. *Nature*, **447**(7144), 581-584. doi:10.1038/nature05835

PSY2013 BIOLOGISK PSYKOLOGI 2 (7,5 STUDIEPOENG VÅR)

Bok / Bokkapittel:

Bear, Connors & Paradiso. Neuroscience, 4th ed (2015). Neuroscience. Wolters Kluwer.

Kapittel 2: Neurons and Glia.

Kapittel 3: The Neuronal Membrane at Rest.

Kapittel 4: The Action Potential.

Kapittel 5: Synaptic transmission.
Kapittel 6: Neurotransmitter Systems.
Kapittel 9: The Eye.
Kapittel 10: The Central Visual System.
Kapittel 11: The Auditory and Vestibular Systems.
Kapittel 14: Brain Control of Movement.
Kapittel 15: Chemical Control of the Brain and Behaviour.
Kapittel 18: Brain Mechanisms of Emotion.
Kapittel 19: Brain Rhythms and Sleep.
Kapittel 20: Language.
Kapittel 21: The Resting Brain, Attention and Consciousness.
Kapittel 23: Wiring the Brain.
Kapittel 24: Memory Systems.
Kapittel 25: Molecular Mechanisms of Learning and Memory.

Artikler:

Cohen, M. X. (2011). It's about time. *Frontiers in human neuroscience*. Vol 5 Art 2.

Colgin, L., L., Moser, E., I. (2010). Gamma oscillations in the hippocampus. *Physiology*, vol 25.

Fries, P. (2005). A mechanism for cognitive dynamics: neuronal communication through neuronal coherence. *Trends in cognitive sciences*, Vol 9, no 10.

Fries, P., Nikolic, D., Singer, W. (2007). The gamma cycle. *Trends in neurosciences*. Vol 30, no 7.

Hagoort, P (2017). The core and beyond in the language-ready brain. *Neuroscience and biobehavioral reviews*, vol 81.

Harris, K., D., Mrsic-Flogel, T., D., (2013). Cortical connectivity and sensory coding. *Nature*, vol 503.

Høydal, ØA., Skytøyen, ER., Andersson, SO., Moser, MB., Moser, EI (2019). Object-vector coding in the medial entorhinal cortex. *Nature*, 568.

Menon V. (2015). Salience Network. In: Arthur W Toga, ed. *Brain Mapping: An Encyclopedic Reference*, vol 2. Academic Press, Elsevier.

Moser, E.I., Moser, M-B. (2013). Grid cells and neural coding in high-end cortices. *Neuron* (80).

Poeppel, D., Emmorey, K., Hicok, G., Pylkkänen, L. (2012). Towards a new neurobiology of language. *The journal of neuroscience*, 32.

Raichle, M. E. (2015). The restless brain. *Philosophical Transactions*, 370.

Schwartz, JRL., Roth, T. (2008). Neurophysiology of sleep and wakefulness. Basic science and clinical implications. *Current neuropharmacology*, 6.

Singer W (2009) Consciousness and neuronal synchronization. The neurology of consciousness, chapter 4, 43-52.

PSY2014 SOCIAL PSYCHOLOGY 2 (7,5 STUDIEPOENG SPRING)

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179 – 211.

Cialdini, R. B. (1995). Principles and techniques of social influence. In Abraham Tesser (Ed.), *Advanced Social Psychology*, Chapter 7 (pp.257-281). New York: McGraw-Hill.

Crocker, J., Major, B., & Steele, C. (1998). Social stigma. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. II., 4th ed., (pp. 504-553). Boston, Massachusetts: McGraw Hill.

Gilovich, T. D., & Griffin, D. W. (2010). Judgment and decision making. In Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 542-588). New Jersey: John Wiley & Sons, Inc.

Hackman, J.R., & Katz, N. (2010). Group behavior and performance. In Susan T. Fiske, Daniel T. Gilbert, & Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (5th edition, Vol. 2, pp. 1208-1251). Hoboken, N.J.: Wiley.

Howard, J. A., & Renfrow, D. D. (2006). Social cognition. In John Delamater (Ed.), *Handbook of Social Psychology* (Chapter 11, pp. 259-281). New York, NY: Springer Science + Business Media, LLC.

Krauss, R. M., & Fussel, S. R. (1996). Social psychological models of interpersonal communication. In E. Tory Higgins and Arie W. Kruglanski. *Social Psychology. Handbook of Basic Principles* (pp. 655-701). New York: The Guilford Press.

Rosenstock, I. M. (1974). Historical origins of the health belief model. *Health education monographs*, 2(4), 328-335.

Stern, P. C., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. *Research in Human Ecology*, 6, 81– 97.

Swann, W. B., & Bossom, J. K. (2010). Self and identity. In Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 589-628). New Jersey: John Wiley & Sons, Inc.

Tyler, T. R., & Smith, H. J. (1998). Social justice and social movement. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. II., 4th ed., pp.595-629). Boston, Massachusetts: McGraw Hill.

Webber, D., Babush, M., Schori-Eyal, N., Vazeou-Nieuwenhuis, A., Hettiarachchi, M., Bélanger, J. J., Moyano, M., Trujillo, H. M., Gunaratna, R., Kruglanski, A. W., & Gelfand, M. J. (2018). The road to extremism: Field and experimental evidence that significance loss-

induced need for closure fosters radicalization. *Journal of Personality and Social Psychology*, 114, 270-285. <http://dx.doi.org/10.1037/pspi0000111>

Zajonc, R. B. (1998). Emotions. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. I., 4th ed., pp.591-632). Boston, Massachusetts: McGraw Hill.

SUGGESTED READINGS

See also lecture slides.

Ajzen, I. (2011). The Theory of Planned Behavior. In Lange, Paul, A.M. Van, and Kruglanski, Arie W. *Handbook of Theories of Social Psychology* (Vol. 1. ProQuest ebrary. Web. 7 October 2014, pp. 438-459). London, GBR: SAGE.

Ajzen, I. (1996). The social psychology of decision making. In E. Tory Higgins and Arie W. Kruglanski. *Social Psychology. Handbook of Basic Principles* (pp. 297-325). New York: The Guilford Press.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachment as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.

Baumeister, R. F. (1998). The self. In Daniel T. Gilbert, Susan T. Fiske and Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. I., 4th ed., pp. 680-740). Boston, Massachusetts: McGraw Hill.

Baumeister, R. F., & Landau, M. J. (2018). Finding the meaning of meaning: Emerging insights on four grand questions. *Review of General Psychology*, 22, 1-10

Bendixen, M., & Gabriel, U. (2013). Social judgment of aggressive language: Effects of target and sender sex on the evaluation of slurs. *Scandinavian Journal of Psychology*, 54, 236-242.

Cialdini, R. B., & Trost, M.R. (1998). Social influence: Social norms, conformity, and compliance. In Daniel T. Gilbert, Susan T. Fiske, & Gardner Lindzey (Eds.), *The Handbook of Social Psychology* (Vol. II., 4th ed., pp. 151-192). Boston, Massachusetts: McGraw Hill.

Cialdini, R. B. (2001). *Influence: Science and practice* (4th ed.). Boston: Allyn & Bacon.

Driscoll, D. (2018). Beyond organizational ties: foundations of persistent commitment in environmental activism, *Social Movement Studies*, 17, 697-715.
DOI:10.1080/14742837.2018.1519412

Fiske, S. T., & Taylor, S. (1991). Social categories and schemas. In Susan T. Fiske and Shelley E. Taylor (Eds.), *Social Cognition* (2nd ed., Chapter 4, pp. 96-141). New York: McGraw-Hill.

Fiske, S. T., & Taylor, S. (1991). Social cognition and the self. In Susan T. Fiske and Shelley E. Taylor (Eds.), *Social Cognition* (2nd ed., Chapter 6, pp. 180-242). New York: McGraw-Hill.

Fiske, S. T., & Taylor, S. (1991). Social inferences. In Susan T. Fiske and Shelley E. Taylor (Eds.), *Social Cognition* (2nd ed., Chapter 9, pp. 346-406). New York: McGraw-Hill.

Fiske, S., T., & Taylor, S. E. (2008). Self in social cognition. In Susan T. Fiske and Shelley E. Taylor (Eds.), *Social Cognition. From Brains to Culture* (Chapter 5, pp. 105-133). New York, N.Y.: McGraw-Hill.

Gabriel, U., Gygax, P. M., & Kuhn, E. A. (2018). Neutralising linguistic sexism: Promising but cumbersome? *Group Processes & Intergroup Relations*, 21(5), 844–858.
<https://doi.org/10.1177/1368430218771742>

Gabriel, U. & Gygax, P. (2016). Gender and Linguistic Sexism. In H. Giles & A. Maass (Eds),
Advances in and Prospects for Intergroup Communication. New York, NY: Peter Lang.

Gonsalkorale, K., & Williams, K. D. (2007). The KKK won't let me play: ostracism even by a despised outgroup hurts. *European Journal of Social Psychology*, 37, 1176-1186.

Gygax, P. M., Garnham, A., & Doehren, S. (2016). What do true gender ratios and stereotype norms really tell us? *Frontiers in Psychology*, 7, article 1036. Open access. doi: 10.3389/fpsyg.2016.01036

Hogg, M. A. (2010). Influence and leadership. In Susan T. Fiske, Daniel T. Gilbert and Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 2, Chapter 31, 1166-1207). Hoboken, N.J.: John Wiley & Sons.

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2, 204-222.

Johansson, L.-O. (2005). Fairness of allocations among groups of unknown others. *Social Justice Research*, 18:1, 43-61. DOI: 10.1007/s11211-005-3392-4

Kleres, J., & Wettergren, Å. (2017). Fear, hope, anger, and guilt in climate activism. *Social Movement Studies*, 16, 507-519. <https://doi.org/10.1080/14742837.2017.1344546>

Landau, M. J., Johns, M., Greenberg, J., Pyszczynski, T., Martens, A., Goldenberg, J. L., & Solomon, S. (2004). A function of form: Terror management and structuring the social world. *Journal of Personality and Social Psychology*, 87, 190-210. DOI: 10.1037/0022-3514.87.2.190

Rosenstock, I. M., Strecher, V. J., & Becker, M. H. (1988). Social learning theory and the health belief model. *Health education quarterly*, 15(2), 175-183.

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 3-50). New Jersey: John Wiley & Sons, Inc.

Ruggieri, S., Bendixen, M., Gabriel, U., & Alsaker, F. (2013). Do victimization experiences accentuate reactions to ostracism? An experiment using cyberball. *International Journal of Developmental Sciences*, 7(1), 25-32. doi:10.3233/DEV-1312114

Vachon, D. D., Lynam, D. R., & Johnson, J. A. (2014). The (non)relation between empathy and aggression: Surprising results from a meta-analysis. *Psychological Bulletin*, 140:3, 751-773. DOI: 10.1037/a0035236

Van der Linden, S. (2014). On the relationship between personal experience, affect and risk perception: The case of climate change. *European Journal of Social Psychology*, 44, 430-440. DOI: 10.1002/ejsp.2008

Williams, K. D. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452.

PSY2015 UTVIKLINGSPSYKOLOGI 2 (7,5 STUDIEPOENG HØST)

Belsky & Pluess (2016), Fivush & Zaman (2015) og McAdams & Zapata-Gietl (2015) gjøres tilgjengelig via elektronisk kompendium. Resterende pensum er også tilgjengelig online. Nærmere info blir oppgitt ved semesterstart og på Blackboard.

Temperament og formbarhet

Belsky, J., & Pluess, M. (2016). Differential susceptibility to environmental influences. In D. Cicchetti (Ed.), *Developmental psychopathology: Developmental neuroscience* (3rd ed., pp. 59-106). Hoboken, NJ, US: John Wiley & Sons Inc.

Temperament. In: Tremblay RE, Boivin M, Peters RDeV, eds. Rothbart MK, topic ed. *Encyclopedia on Early Childhood Development* [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/temperament.pdf>. Accessed May 8, 2020. (31 sider)

Relasjonell utvikling

Allen, J. P., & Loeb, E. L. (2015). The Autonomy-Connection Challenge in Adolescent-Peer Relationships. *Child Development Perspectives*, 9, 101-105.

Becht, A. I., Nelemans, S. A., van Dijk, M. P. A., Branje, S. J. T., Van Lier, P. A. C., Denissen, J. J. A., & Meeus, W. H. J. (2017). Clear Self, Better Relationships: Adolescents' Self-Concept Clarity and Relationship Quality with Parents and Peers Across 5 Years. *Child Development*, 88, 1823-1833.

Fearon, R. M. P., Groh, A. M., Bakermans-Kranenburg, M. J., van Ijzendoorn, M. H., & Roisman, G. I. (2016). Attachment and developmental psychopathology. In D. Cicchetti (Ed.), *Developmental psychopathology: Theory and method* (pp. 325-360). Hoboken, NJ: Wiley.

Katz, L. F., Maliken, A. C., & Stettler, N. M. (2012). Parental Meta-Emotion Philosophy: A Review of Research and Theoretical Framework. *Child Development Perspectives*, 6, 417-422.

Viddal, K. R., Berg-Nielsen, T. S., Belsky, J., & Wichstrøm, L. (2017). Change in attachment predicts change in emotion regulation particularly among 5-HTTLPR short-allele homozygotes. *Developmental Psychology*, 53, 1316-1329.

Zeegers, M. A. J., Colonnese, C., Stams, G. J. M., & Meins, E. (2017). Mind matters: A meta-analysis on parental mentalization and sensitivity as predictors of infant-parent attachment. *Psychological Bulletin*, 143, 1245-1272.

Foreldrestil/foreldreskap

Power T. G. (2013). Parenting dimensions and styles: a brief history and recommendations for future research. *Childhood obesity, 9*, 14–21.

Soenens, B., Vansteenkiste, M., & Van Petegem, S. (2015). Let us not throw out the baby with the bathwater: Applying the principle of universalism without uniformity to autonomy-supportive and controlling parenting. *Child Development Perspectives, 9*, 44-49.

Vasquez, A. C., Patall, E. A., Fong, C. J., Corrigan, A. S., & Pine, L. (2016). Parent Autonomy Support, Academic Achievement, and Psychosocial Functioning: a Meta-analysis of Research. *Educational Psychology Review, 28*, 605-644.

Identitet

Fivush, R. & Zaman, W. (2015). Gendered Narrative Voices: Sociocultural and Feminist Approaches to Emerging Identity in Childhood and Adolescence. In K. C. McLean & M. Syed (Eds). *Identity Development Across the Lifespan. The Oxford Handbook of Identity Development* (pp. 33-52). Oxford: Oxford University Press.

Marcia, J. E. (1966). Development and validation of ego-identity status. *Journal of Personality and Social Psychology, 3*, 551–558.

McAdams, D. P., & Zapata-Gietl, C. (2015). Three Strands of Identity Development across the Human Life Course: Reading Erik Erikson in Full. In K. C. McLean & M. Syed (Eds). *Identity Development Across the Lifespan. The Oxford Handbook of Identity Development* (pp. 81-92). Oxford: Oxford University Press.

Meeus, W., van de Schoot, R., Keijsers, L. & Branje, S. (2012). Identity Statuses as Developmental Trajectories: A Five-Wave Longitudinal Study in Early-to-Middle and Middle-to-Late Adolescents. *Journal of Youth and Adolescence, 41*, 1008-21.

Tenåringshjernen, pubertet og seksualitet

Golden, R. L., Furman, W., & Collibee, C. (2016). The risks and rewards of sexual debut. *Developmental Psychology, 52*, 1913–1925.

Peter, J., & Valkenburg, P. M. (2016). Adolescents and Pornography: A Review of 20 Years of Research. *Journal of Sex Research, 53*, 509-531.

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487.

Shulman, E.P., Smith, A.R., Silva, K., Icenogle, G., Duell, N., Chein, J., & Steinberg, L. (2016). The dual systems model: Review, reappraisal, and reaffirmation. *Developmental Cognitive Neuroscience, 17*, 103–117.

Skoog, T., Bayram Ozdemir, S., & Stattin, H. (2016). Understanding the Link between Pubertal Timing in Girls and the Development of Depressive Symptoms: The Role of Sexual Harassment. *Journal of Youth and Adolescence, 45*, 316-327.

Anbefalt litteratur

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Sameroff, A. J. (2009). The transactional model. In A. J. Sameroff (Ed.), *Transactional model of development: How children and contexts shape each other* (pp. 3-32). Washington DC: American Psychological Association.

Smith, L. (2018). *En kort introduksjon til utviklingspsykologi*. Oslo: Fagbokforlaget

PSY2016 PERSONLIGHETSPSYKOLOGI 2 (640 sider) (7,5 STUDIEPOENG VÅR)

Pensum

Kennair & Hagen (red). (2015). *Personlighetspsykologi*. Bergen: Fagbokforlaget.

Utvalgte artikler i kompendium (*= kompendium)

Anbefalt lesning

John, O.P., Robins, R., Pervin, L. A. (2011). *Handbook of personality: Theory and research*. Guilford Press (herunder kapittel 2, 4,6, 8, 10- 11, 13-15, 19-23, 29)

Pensum ordnet etter tema

(* refererer til artikler i kompendium)

Trekkteori (96 sider)

*Block, J. (2001). Millennial Contrarianism: The Five-Factor Approach to Personality Description 5 Years Later. *Journal of Research in Personality* 35, 98–107 (9)

*Clark, A. (2005). Temperament as unifying basis for personality and psychopathology. *Journal of abnormal Psychology*, 4, 505-521. (16)

*Eysenck, H.J. (1992). Four ways five factors are not basic. *Personality and individual differences*, 13, 667-673. (7 sider)

* McCrae, R.R (2010). The place of the FFM in personality psychology. *Psychological Inquiry*, 21, 57-64. (8 sider).

*McCrae, R.R., & John, O. P. (1992). An introduction to the Five-Factor Model and its applications. *Journal of Personality*, 60, 175–215 (41 sider).

Kognitiv personlighetsteori (105 sider)

* Bandura, A. (1999). Social cognitive theory of personality. I Pervin & John (ed): *Handbook of personality. Theory and research* (2nd edition) (ss. 154-196) (43 sider)

* Wells, A., & Matthews, G. (1996) Modelling cognition in emotional disorder: The S-REF model. *Behaviour Research and Therapy*, 34, 881-888 (8 sider).

Humanistisk teori (75 sider)

*Rogers, C. The necessary and sufficient conditions of therapeutic change. *Journal of Consulting Psychology*, 95-103 (19 sider).

Psykodynamisk teori (107 sider)

*Kernberg, O., & Caligor, E. (2005). A psychoanalytic theory of personality disorder. I Lenzenweger & Clarkin (ed). *Major theories of personality disorder* (ss. 114-156) (43 sider).

* Wolfe, B. (1989) Heinz Kohut's self psychology. A conceptual analysis. *Psychotherapy*, 545- 554 (11 sider).

Evolusjonspsykologi og atferdsgenetikk (161 sider)

Evolusjonspsykologi

* Kennair, L.E.O.(2004). *Evolusjonspsykologi: En innføring i menneskets natur*. Trondheim. Tapir. Kapittel 3 (39 sider).

* Buss, D.M. & Hawley, P.H. (2011). *The evolution of personality and individual differences*. New York. Oxford. Kapittel 1 og 2 (53 sider).

Atferdsgenetikk

* Belsky, J. & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin*, 135, 885-908 (24 sider)

* Caspi, A., Roberts, B.W., & Shiner, R.L. (2005). Personality development : Stability and change. *Annual Review of Psychology*, 56, 453-484 (32 sider)

* McGue, M. (2008). The end of behavioral genetics? *Behavior Genetics*, 40, 284-296 (13 sider)

* Turkheimer (2000). The three laws of behavior genetics and what they mean. *Current Directions in Psychological Science*, 9, 160-164 (5 sider)

Personlighet og helse (90 sider)

*Watson D, Clark. L. A, Stasik, S. M (2011). Emotions and the emotional disorders: A quantitative hierarchical perspective. *International Journal of Clinical and Health Psychology*, 429-442 (14 sider)

PSY2017 STATISTIKK OG KVANTITATIVE FORSKNINGSMETODER
(7,5 STUDIEPOENG HØST)

Field, A. (2017). *Discovering statistics using IBM SPSS statistics* (5th edition). Sage.

PSY2018 KVALITATIVE FORSKNINGSMETODER (7,5 STUDIEPOENG HØST)

Smith, J. A. (2015). *Qualitative Psychology. A practical guide to research methods*. 3rd edition. Sage.

Corbin, J. & Strauss, A. (1990). Grounded Theory Research: Procedures, Canons, and Evaluative Criteria. *Qualitative Sociology*, 13, 4-21.

Creswell, J. W., & Miller, D. L. (2000). Determining Validity in Qualitative Inquiry, *Theory Into Practice*, 39, 124-130.

Smith, J. A., & Osborn, M. (2007). Pain as an assault on the self: An Interpretative phenomenological analysis of the psychological impact of chronic benign low back pain, *Psychology & Health*, 22, 517-534.

Rosenhan, D. L. (1973). On being sane in insane places. *Santa Clara Law review*, 13, 379-399.

Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology & Health*, 11, 261-271.

Meyrick, J. (2006). What is good qualitative research? A first step towards a comprehensive approach to judging rigour/quality. *Journal of Health Psychology*, 11, 799-808.

Yeo et al. In-depth Interviews. In Jane Ritchie, Jane Lewis, Carol McNaughton Nicholls and Rachel Ormston (eds.). (2014). *Qualitative Research Practice: A guide for social science students and researchers*. pp. 178 – 210. (Tilgjengelig på BlackBoard).

Howitt (2010). Ethnography and participant observation. I Introduction to qualitative Methods in psychology. (Tilgjengelig på BlackBoard).

Kenny, M., & Fourie, R. (2015). Contrasting Classic, Straussian, and Constructivist Grounded Theory: Methodological and Philosophical Conflicts. *The Qualitative Report*, 20, 1270 – 1289.

Anbefalt ikke obligatorisk pensum:

Nordfjærn, T., Rundmo, T., & Hole, R. (2010). Treatment and recovery as perceived by patients with substance addiction. *Journal of Psychiatric and Mental Health Nursing*, 17, 46 - 64.

Thornberg, R. (2012). Informed grounded theory. *Scandinavian Journal of Educational Research*, 56, 243 – 259.

Fairclough, N. Critical discourse analysis as a method in social scientific research. In: Ruth Wodak, and Michael Meyer (eds.). *Methods in Critical Discourse Analysis* (2001). pp. 121-139.

PSY2019 ARBEIDS- ORGANISASJONPSYKOLOGI (7,5 STUDIEPOENG HØST)

S. Einarsen og A. Skogstad (red.). *Det gode arbeidsmiljø. Krav og utfordringer*. 2. utgave. Bergen. Fagbokforlaget. Utvalgte kapitler

Kaufmann, G. & Kaufmann, A. (2015). *Psykologi i organisasjon og ledelse*. 5. Utgave. Bergen: Fagbokforlaget. Utvalgte kapitler.

PSY2021 MEDIENES PUBLIKUM (7,5 STUDIEPOENG VÅR)

Bøker:

Hagen, Ingunn (2004/1998): *Medias publikum. Frå mottakar til brukar?* Oslo: Ad Notam Gyldendal (173 s.).

Hagen, Ingunn og Thomas Wold (2009): *Mediegenerasjonen. Barn og unge i det nye medielandskapet*. Oslo: Samlaget. (160 s.)

Kompendium

Boyle, Karen (2005): "The effects of violence in the media." *Media and Violence. Gendering the Debates*. London: Sage.

Bushman, Brad J; Anderson, Craig A (2001): *Media Violence and the American Public: Scientific Facts Versus Media Misinformation*. *American Psychologist* Vol. 56, no.6/7. 477-489

Danah Boyd (2010): *Social networked sites as networked publics: Affordances, Dynamics and Implications*,. In *The Networked self: Identity, community and culture on social network sites*. New York: Routledge

Hall, Stuart (1980; 2002): "Encoding/Decoding." I: Stuart Hall, Dorothy Hobson, Andrew Lowe and Paul Willis (eds.). *Culture, Media, Language*. Birmingham: Routledge. s. 128-139.

Höjjer, B. (2004): *The discourse of global compassion: the audience and media reporting of human suffering*. *Media, Culture & Society* © 2004 SAGE Publications (London, Thousand Oaks and New Delhi), Vol. 26(4): 513–531

Merendino A.; Dibb S.; Meadows M.; Quinn L.; Wilson D.; Simkin L.; Canhoto A.I. (2018) *Big Data, Big Decisions: The Impact of Big Data on Board Level Decision Making*. *Journal of Business Research* 93: 67-78

Morley, David (1992): "Television audience research: a critical history." In: Television, Audiences & Cultural Studies. London and New York: Routledge. s.45-59.

Schrøder K.C. (2015) News Media Old and New, Journalism Studies, 16:1

Sheldon P.; Bryant K. (2016) Instagram: Motives for its use and relationship to narcissism and contextual age. Computers in Human Behavior 58 (89-97)

Staksrud E; Ólafsson K.; Livingstone, S (2013): Does the use of social networking sites increase children's risk of harm? Computers in Human Behavior 29 (2013) 40–50

Sørensen, IK. (2018): Disney's High School Musical and the construction of the tween audience. Global studies of childhood. Volume: 8 issue: 3, page(s): 213-224

Tuma, Regina M. (2013): «Media Psychology and It's History». In: Karen E. Dill (Ed.): The Oxford Handbook of Media Psychology. Oxford: Oxford University Press. P. 62-75.

Waldahl, Ragnar (2001): Mediepåvirkning. Oslo: Gyldendal. Kap. 6. s. 107-132.

PSY2022 FORSKNINGSDSIGN (7,5 STUDIEPOENG VÅR)

Meltzoff, J., & Cooper, H. (2018). *Critical Thinking about Research: Psychology and Related Fields. (Second Edition)*. Washington, DC. American Psychological Association. 335 sider. ISBN: 978-1-4338-2710-5. Kindle version: <https://www.amazon.com/Critical-Thinking-About-Research-Psychology-ebook/dp/B075VKZDH7/>

Artikler:

Schwarz, N., Groves, R. M., & Schuman, H. (1998). Survey methods. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 143-179). Boston, MA: The McGraw-Hill Companies, Inc.

Schwarz, N., Knäuper, B., Oyserman, D., & Stich, C. (2008). The psychology of asking questions. In E. de Leeuw & J. Hox (Eds.), *International handbook of survey methodology* (pp. 18-34): Taylor & Francis.

Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. *Psychological Bulletin*, 133, 859-883.

Wilson, T. D., Aronson, E., & Carlsmith, K. (2010). The Art of Laboratory Experimentation. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed., Vol. 1, pp. 51-81). Hoboken, NJ: John Wiley & Sons, Inc.

Om replikasjonskrisen i psykologien:

Open Science Collaboration, Science 349, aac4716 (2015). doi: 10.1126/science.aac4716

Gilbert, D. T., King, G., Pettigrew, S., & Wilson, T. D. (2016). Comment on “Estimating the reproducibility of psychological science”. *Science*, 351(6277), 1037-1037.
doi:10.1126/science.aad7243

Earp, B. D., & Trafimow, D. (2015). Replication, falsification, and the crisis of confidence in social psychology. *Frontiers in Psychology*, 6(621). doi:10.3389/fpsyg.2015.00621

Om beregning av Power:

G-power (Statistical Power Analyses for Window and Mac); download from:

<http://www.gpower.hhu.de/>

Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-159.

Om forskningsetikk:

Gjeldende lovverk knyttet til forskningsetikk studentene skal ha kjennskap til finnes her:

https://helseforskning.etikkom.no/reglerogrutiner/loverogregler?p_dim=34770&_ikbLanguageCode=n

PSY2023 – PSYKOLOGISKE PERSPEKTIVER FOR LÆRING OG FERDIGHETSUTVIKLING (STUDIEPOENG 7,5 – HØST)

1. Sigmundsson, H. (red). (2020). Ekspertise. Utvikling av kunnskap og ferdigheter. Fagbokforlaget, Oslo
2. Sigmundsson, H. (red). (2014). Læringsvansker. Fagbokforlaget
3. Kleim, J.A., Jones, T.A. (2008). Principles of experience-dependent neural plasticity: implications for rehabilitation after brain damage. *Journal of Speech, Language, and Hearing Research*, 51, 225-239.
4. Sigmundsson, H., Trana, L. M., Polman, R.C.J., Haga, M. (2017). What is trained develops! Perspective on skill learning.. *Sports* 2017; Volum 5.(2).
[10.3390/sports5020038](https://doi.org/10.3390/sports5020038)
5. Rogoff, B (1998). Cognition as a collaborative process. I Damon W., Kuhn D. & Siegler R.S. (Eds), *Handbook of child psychology*, vol 2: cognition, perception, and language, s.679-744
6. Sripada_2018.pdf (dr.avhandling fra NTNU)

PSY2900 BACHELOROPPGAVE I PSYKOLOGI (STUDIEPOENG 22,5 VÅR)

Pensum avhenger av hvilket prosjekt man velger.

PSY2901 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR ARBEIDS- OG ORGANISASJONSPSYKOLOGI (STUDIEPOENG 22,5 VÅR)

Pensum avhenger av hvilket prosjekt man velger.

**PSY2902 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR
EVOLUSJONSPSYKOLOGI OG INDIVIDUELLE FORSKJELLER (STUDIEPOENG
22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2903 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR
UTVIKLINGSPSYKOLOGI (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2904 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR
MILJØ, TRAFIKK OG FORBRUKERATFERD (STUDIEPOENG 22,5 VÅR)**

Klößner, C. A. (2015). *The Psychology of Pro-Environmental Communication: Beyond Standard Information Strategies*. Palgrave Macmillan.

Steg, L., van den Berg, A. E., & De Groot, J. I. (Eds.). (2012). *Environmental psychology: An introduction*. John Wiley & Sons.

Pluss selvvalgt pensum etter valgt prosjekt

**PSY2905 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR
LÆRING OG FERDIGHETSUTVIKLING (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

**PSY2906 BACHELOROPPGAVE I PSYKOLOGI – PROSJEKTER INNENFOR
TALE, KOGNISJON OG SPRÅK (STUDIEPOENG 22,5 VÅR)**

Pensum avhenger av hvilket prosjekt man velger.

PSY3100 FORSKNINGSMETODE – KVANTITATIV (STUDIEPOENG 7,5 HØST)

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2016). *A PRIMER ON PARTIAL LEAST SQUARES STRUCTURAL EQUATION MODELING (PLS-SEM)*. London: Sage.

Mehmetoglu, M., & Jakobsen, T. G. (2017). *Applied Statistics Using Stata - A Guide for the Social Sciences*. London: SAGE.

PSY3101 FORSKNINGSMETODE – KVALITATIV (STUDIEPOENG 7,5 HØST)

Hermeneutikk

Gadamer, H.-G. (2012). *Sannhet og metode. Grunntrekk i en filosofisk hermeneutikk*, Oslo, Pax (s.252-266)

Packer, M.J & R.B. Addison (1989). *Entering the Circle. Hermeutic investigation in Psychology*; Albanay NY, State University of New York Press (s.13-36)

Fenomenologi

Giorgi, A. (1985). Phenomenology and Psychological Research, Pittsburg PA, Duquesne University Press (s. 1-22)

Husserl, E. (1935). The Vienna Lecture: Philosophy and the Crisis of European Humanity, I

Husserl, E. (1970). The Crisis of European Sciences and Transcendental Phenomenology, Evanston, Northwestern University Press (s. 269-299)

Argumentasjonsteori

Van Eemeren, F.H., Garssen, B., Krabbe, E.C.W., Snoeck Henkemans, A.F., Verheij, B. & Wagemans, J.H.M. (2014). Handbook of Argumentation Theory, Dordrecht, Springer (s. 1-49)

Aksjonsforskning

Greenwood, D.J. & Levin, M. (2007). Introduction to action research: social research for social change, Thousand Oaks, Calif, Sage Publ. (s. 1-75)

Grounded Theory

Glaser, B.G. & A.L. Strauss, (1967). The Discovery of Grounded Theory, New York, Aldine de Gruyter, (s.1-77.)

Charmaz, K. (2006). Constructing Grounded Theory. A Practical Guide through Qualitative Analysis, London, Sage (s. 1-71)

Tematisk innholdsanalyse

Anderson, R. (2007). Thematic Content Analysis. Descriptive Presentation of Qualitative Data (4 s.)

Narrativ analyse

Bamberg, M. (Ed.)(2007). Narrative. State of the Art, Amsterdam, J. Benjamins Pub. & co (s. 1-5, s. 165-173)

Diskursanalyse

Van Dijk, T.A. (1993). Principles of critical discourse analyses. Discourse & Society, 4 (2), 249-283.

Posisjoneringsteori

Moghaddam, F. M., R. Harré & N. Lee (Eds.)(2008). Global Conflict Resolution through Positioning Theories, Springer (s.3-20, 65-78, s. 293-294)

Intervjuer

Kvale, S. & S. Brinkmann (2009). Interviews. Learning the Craft of Qualitative Research Interviewing. Second Edition, Thousand Oaks/London, Sage, (s. 1-20)

Vitenskapsteori

Henrich, J., S.J. Heine, A. Norenzayan (2010). Most people are not WEIRD, Nature, Vol. 466/1 July 2010 [1s.]

Klempe, S.H. (2014). Catalysis, Functional Explanations and Functionalism in Psychology, In Cabel & Valsiner (Eds) The Catalyzing Mind - Beyond Models of Causality. Annals of Theoretical Psychology Vol. 11, Springer (s. 71-92)

PSY3110 LÆRING, ATFERD OG OMGIVELSER (7,5 STUDIEPOENG – HØST)

Relevant pensumlitteratur for PSY 3110 Læring, atferd og omgivelser

Ericsson, K.A. & Pool, R. (2016). *Peak: Secrets from the new science of expertise*. Houghton Mifflin Harcourt., New York (2016)

Edelman, G..M.(1992). *Bright air, brilliant fire: On the matter of the mind*. New York: Basic Books.

I tillegg kommer utvalgte artikler og bokkapitler

Bokkapitler

Englund, K. (2014). Språkutvikling – ferdigheter, vansker og erfaring. I Sigmundsson, H. (2014). *Læringsvansker*. Akademia

Hernes, G. (2012). *Hot Topic – Cold Comfort. Climate Change and Attitude Change*, Kap. IV: Explanations of Attitude Change, Oslo, Nordforsk, s. 11-148

Morelli & Rothbaum (2007). Situating the child in context: Attachment relationships and self-regulation in different cultures. I Kitayama, S. & Cohen, D. *Handbook of cultural psychology*. London: The Guilford press, pp. 500-527

Rogoff, B., Correa-Chávez, M., & Navichoc Cotuc, M. (2005). A cultural/historical view of schooling in human development. In D. Pillemer & S.H. White (Eds.), *Developmental psychology and social change* (pp. 225-263). NY: Cambridge University Press.

Sripada_2018.pdf (dr.avhandling fra NTNU)

Diverse vitenskapelige artikler.

Bendixen, M., Kennair, L.E.O. (2017). Advances in the understanding of same-sex and opposite-sex sexual harassment. *Evolution and Human Behaviour*, 38, 583-591.

Buhusi, C. V. & Meck, W.H. (2005). What makes us tick? Functional and neural mechanisms of interval timing. *Nature review. Neuroscience*, 6, 755-765.

Chavajay, P., & Rogoff, B. (2002). Schooling and traditional collaborative social organization of problem solving by Mayan mothers and children. *Developmental Psychology*, 38, 55-66.

Gottlieb, G. (1998). Normal occurring environmental and behaviour influences on gene activity: from central dogma to probabilistic epigenesis. *Psychological Review*, 83:215-234.

Haga, M., Pedersen, A.V., Sigmundsson, H (2008). Interrelationship among selected measures of motor skills. *Child: care, health and development*, 34, 245-248.

Iversen, Rundmo & Klempe (2005). Risk Attitudes and Behavior Among Norwegian Adolescents, *European Psychologist* 2005; Vol. 10(1):25–38

Kleim, J.A., Jones, T.A. (2008). Principles of experience-dependent neural plasticity: implications for rehabilitation after brain damage. *Journal of Speech, Language, and Hearing Research*, 51, 225-239.

Klempe & Rundmo (2006). Læringsstrategi og effektfulle holdningskampanjer. *Psyke & Logos*, 27, 601-626

Leveresen JSR, Haga M, Sigmundsson H (2012) From Children to Adults: Motor Performance across the Life-Span. PLoS ONE 7(6): e38830.

Mauk, M.D., & Buonomano, D.V. (2004). The neural basis of temporal processing. *Annu. Rev. Neurosci*, 27: 307-40.

Nosek, B. A., Smyth, F. L., Sriram, N., Lindner, N. M., Devos, T., Ayala, A., ... Greenwald, A. G. (2009). National differences in gender–science stereotypes predict national sex differences in science and math achievement. *Proceedings of the National Academy of Sciences*, 106(26), 10593–10597. <http://doi.org/10.1073/pnas.0809921106>

Rimol et al.2016..Cortical trajectories during adolescence in preterm born teenagers with very low birthweight. *Cortex*. 75, 120-131.

Sowell, E.R., Peterson, B.S., Thompson, P.M., Welcome, S.E., Henkenius, A. L., Toga, A.T. (2003). Mapping cortical change across the human life span. *Nature Neuroscience*, 6, 309-315.

Zhang, S., Schmader, T., & Hall, W. M. (2013). L’eggo My Ego: Reducing the Gender Gap in Math by Unlinking the Self from Performance. *Self and Identity*, 12(4), 400–412. <http://doi.org/10.1080/15298868.2012.687012>

Chow, J. Y., Davids, K., Hristovski, R., Araújo, D., & Passos, P. (2011). Nonlinear pedagogy: Learning design for self-organizing neurobiological systems. *New Ideas in Psychology*, 29(2), 189-200.

Tan, C. W. K., Chow, J. Y., & Davids, K. (2012). ‘How does TGfU work?’: examining the relationship between learning design in TGfU and a nonlinear pedagogy. *Physical education and sport pedagogy*, 17(4), 331-348.

Andre relevante vitenskapelige artikler som studenter finner ved litteratursøk.

Noe av undervisningen kan i samråd med studentene bli konsentrert i visse perioder.

PSY3111 INDIVIDUELL UTVIKLING, GENER, NERVESYSTEM OG ATFERD

(7,5 STUDIEPOENG – HØST)

1. Vitenskapelige artikler/utvalgte bokkapitler (oppgis ved semesterstart).
2. Forelesningsnotater

PSY3112 ARTIKKELSEMINAR

(7,5 STUDIEPOENG – VÅR)

Boisseau, R. P., et al. (2016). "Habituation in non-neural organisms: evidence from slime moulds." *Proceedings of the Royal Society of London B: Biological Sciences* **283**(1829).

- Bonnelle, V., Veromann, K. R., Heyes, S. B., Lo Sterzo, E., Manohar, S., & Husain, M. (2015). Characterization of reward and effort mechanisms in apathy. *Journal of Physiology-Paris*, 109(1-3), 16-26. doi:10.1016/j.jphysparis.2014.04.002
- Fanelli, D. (2010). ""Positive" Results Increase Down the Hierarchy of the Sciences." *Plos One* 5(3): 10.
- Gagliano, M., Renton, M., Depczynski, M., & Mancuso, S. (2014). Experience teaches plants to learn faster and forget slower in environments where it matters. *Oecologia*, 175(1), 63-72. doi:10.1007/s00442-013-2873-7
- Perfors, A., Tenenbaum, J. B., Griffiths, T. L. and Xu, F. (2011). A tutorial introduction to Bayesian models of cognitive development. *Cognition* 120(3): 302-321.
- Jensen, O. and Colgin, L. L. (2007). Cross-frequency coupling between neuronal oscillations. *Trends in Cognitive Sciences*, 11(7), 267-269.
- Jensen, O., Idiart, M. A. P. and Lisman, J. (1995). Physiologically realistic formation of autoassociative memory in networks with theta/gamma oscillations: role of fast NMDA channels. *Learning & Memory*, 3, 243-256.
- Laine, M. and Lehtonen, M. (2018). Cognitive consequences of bilingualism: where to go from here? *Language, cognition and neuroscience*, 33(9), 1205-1212. doi: 10.1080/23273798.2018.1462498
- Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, 34(2), 57-+. doi:10.1017/s0140525x10000968
- Schiermeier, Q. (2016). "Close inspection." *Nature* 533: 279-281.
- Sigmundsson, H., Lorås, H. W. and Haga, M. (2017). Exploring task-specific independent standing in 3-5 month-old infants. *Frontiers in Psychology*, 8, 657. doi: 10.3389/fpsyg.2017.00657
- Silberzahn, R. et al. (2018). Many analysts, one data set: making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 13, 337-356.
- Trotier, D. (2011). Vomeronasal organ and human pheromones. *European Annals of Otorhinolaryngology, Head and Neck diseases*, 128, 184-190.
- Vilhelmsen, K., Agyei, S. B., van der Weel, F. R. and van der Meer, A. L. H. (2018). A high-density study of differentiation between two speeds and directions of simulated optic flow in adults and infants. *Psychophysiology*. doi: 10.1111/psyp.13281

Plus two papers to be announced.

PSY3113 SPESIALISERING – LÆRING, ATFERD OG OMGIVELSER (15 STUDIEPOENG – VÅR)

Pensum fastsettes i samarbeid med oppnevnt veileder.

PSY3114 SPESIALISERING – INDIVIDUELL UTVIKLING, GENER, NERVESYSTEM OG ATFERD (15 STUDIEPOENG – VÅR)

Pensum fastsettes i samarbeid med oppnevnt veileder.

PSY3130 HELSEPSYKOLOGI MED SÆRLIG FOKUS PÅ ARBEIDSLIV (7,5 STUDIEPOENG HØST)

Christensen, Marit; Saksvik, Per Øystein; Karanika-Murray, Maria. (2017) The Positive Side of Occupational Health Psychology. Springer. 2017. ISBN 978-3-319-66780-5.

Kapittel: 5, 9, 10

Handbook of Occupational Health Psychology, Second Edition
Edited by James Campbell Quick, PhD, and Lois E. Tetrick, PhD

Utvalgte kapitler: 1,2,3,4,6,9,11,12,14,16

ISBN: 978-1-4338-0776-3

Saksvik, P.Ø., & Christensen, M. (2015). Arbeidshelsepsykologi på norsk. Bergen: Fagbokforlaget.

Alle kapitler. 235 sider. ISBN: 978-82-450-1631-4

PSY3131 DET GODE ARBEIDSMILJØ (7,5 STUDIEPOENG HØST)

Pensum er selvvalgt ut fra semesteroppgavens problemstilling og innretning

PSY3132 PSYKOLOGISKE TESTER I ARBEIDSLIVET OG HUMAN FACTORS (7,5 STUDIEPOENG - VÅR)

Obligatorisk

Murphy, K. R. & Davidshofer C. O. (2014). Psychological Testing. Principle and Applications. Sixth Edition. Person Education Inc. New Jersey. Kap. 1,2,3,4,5,6,7,8,9.

Iversen O.I. (2015). Rekrutterings- og intervjuteknikk. Om bruk av effektive rekrutteringsmetoder (hele boken 152 sider).

Internasjonale retningslinjer for bruk av tester (2000). International test Commission. (Finnes på nett).

McCrae & Costa (2010) NEO Inventories. Professional Manual. 145 sider. (Denne får studentene låne i kurset):

Lord W. (2007) NEO PI-R A guide to interpretation and feedback in a work context (99 sider). (Denne får studentene låne i kurset).

Wickens, D.C., Lee, J.D. Liu, Y. Becker, SE (2004). 2ed. An introduction to human factors, kap. 1,3,14,15

Stanton, Salmon, Rafferty, Walker, Baber and Jenkins (2013). Human factors methods. A practical guide for engineering and design. 2ed, Kap 1,2,3,6,8,10.

Forslag til valgfritt pensum (artikler) blir lagt ut på Blackboard.

PSY3133 PRAKSIS I BEDRIFTER OG VIRKSOMHETER (15 STUDIEPOENG – VÅR)

Selvvalgt pensum

PSY3134 KOMMUNIKASJON I ORGANISASJONER OG MEDIEPSYKOLOGI

(7,5 STUDIEPOENG – HØST)

Dill, Karen E. (Ed. 2013): "Introduction". The Oxford Handbook of Media Psychology. Oxford: Oxford University Press.

Simsic Brønn, Peggy og Jan Ketil Arnulf (red., 2014): Kommunikasjon for ledere og organisasjoner. Bergen: Fagbokforlaget.

Simic Brønn, Peggy og Øyvind Ihlen (2008): Åpen eller innadvendt. Omdømmebygging for organisasjoner. Oslo: Gyldendal Akademisk.

von Feilitzen, Cecilia & Johanna Stenersen (Eds. 2014): Young People, Media and Health. Risks and Rights. Gothenburg: The International Clearinghouse on Children Youth and Media, Nordicom.

Utvalde artiklar vil bli gjort tilgjengelige elektronisk.

PSY3135 ORGANISERING OG LEDELSE (7,5 STUDIEPOENG – HØST)

Arbeid, mening og organisering

Alvesson, M. (2000) Social identity and the problem of loyalty in knowledge-intensive companies. Journal of management studies 37:8, s. 1101-1123

Alvesson, M (2001) Knowledge work: Ambiguity, image and identity. Human Relations 54 (7), s. 863-886

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