

# **PENSUMLISTE**

## **HØST 2018**

### **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

Wilhelm Wundt (1896/1897). Outlines of Psychology i følgende utdrag:

### **INTRODUCTION:**

1. **PROBLEM OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec1.htm>
2. **GENERAL THEORIES OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec2.htm>
3. **METHODS OF PSYCHOLOGY:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec3.htm>
4. **GENERAL SURVEY OF THE SUBJECT:**  
<http://psychclassics.yorku.ca/Wundt/Outlines/sec4.htm>

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>

### ***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 tilnæringer 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)**

Sternberg & Sternberg: Cognition (nyeste versjon).

**PSY1013 BIOLOGISK PSYKOLOGI 1 (7,5 STUDIEPOENG HØST)**

Discovering Behavioral Neuroscience, An introduction to Biological Psychology, 3rd edition, Laura A. Freberg ISBN-13: 978-1305088702

Siste del av kapittel 8, side 263-276, i læreboka «Neuroscience – exploring the brain», av MF Bear, BW Connors, MA Paradiso, 3rd ed. ISBN-13: 978-0-7817-6003-4.

**PSY1014 SOSIALPSYKOLOGI 1 (7,5 STUDIEPOENG VÅR)**

Sutton, R. & Douglas, K. (2013). Social psychology. Kap 2 – 14 (611 sider). Palgrave Macmillan. ISBN: 978-0-230-21803-1

**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 & Wismeijer. (2013). Personality Psychology: Domains of knowledge about human nature. Kap 1-9, 11-12, 14, 16-17, 19).

**PSY1017 – 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)**

Christiá, A., Seidl, A. (2014). The hyperarticulation hypothesis of infant-directed speech. *Journal of Child Language*, 41(4), 913-34.

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

Dunning, D. Johnson, K., Ehrlinger, J. and Kruger, J. (2003). Why people fail to recognize their own incompetence. *Current Direction in Psychological Science*, 12(3), 83-87.

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
- Oaksford, M., & Hall, S. On the Source of Human Irrationality. *Trends in Cognitive Sciences*, *20*(5), 336-344. doi:10.1016/j.tics.2016.03.002
- Pennycook, G., Fugelsang, J. A., & Koehler, D. J. (2015). What makes us think? A three-stage dual-process model of analytic engagement. *Cognitive Psychology*, *80*, 34-72. doi:10.1016/j.cogpsych.2015.05.001
- 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.
- Stanovich, K. E.. (2009). Distinguishing the reflective, algorithmic and autonomous minds: Is it time for a tri-process theory? In *In two minds: Dual processes and beyond* . J. S. B. T. Evans and K Frankish (Eds.), Oxford University Press: Oxford, UK.
- 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
- Bruce, V., Green, P.R., and Georgeson, M.A. (2003). Visual Perception: Physiology, Psychology, and Ecology, 4<sup>th</sup> Edition (or later). New York: Psychology Press, Part IV, pp. 405-419.
- Anthony Chemero (2003) An Outline of a Theory of Affordances, *Ecological Psychology*, *15*:2, 181-195, DOI: 10.1207/S15326969ECO1502\_5
- Zatorre, R. J., Chen, J. L., & Penhune, V. B. (2007). When the brain plays music: auditory–motor interactions in music perception and production. *Nature reviews neuroscience*, *8*(7), 547-558.
- Peretz, I. (2006). The nature of music from a biological perspective. *Cognition*, *100*(1), 1-32.

## **PSY2013 BIOLOGISK PSYKOLOGI 2 (7,5 STUDIEPOENG VÅR)**

### ***Bok / Bokkapittel:***

Bear, Connors & Paradiso. Neuroscience, 4<sup>th</sup> 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 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.

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

Lett T A, Voineskos A N, Kennedy J L, Levine B & Dalaskies Z L (2014). Treating Working Memory Deficits in Schizophrenia. *Biological psychiatry*, vol 75.

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).

Pittman-Polletta B, Kocsis B, Vijayan S, Whittington M A & Kopell N J (2015). Brain Rhythms Connect Impaired Inhibition to Altered Cognition in Schizophrenia. *Biological psychiatry*, vol 77.

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.

Sherman, S., M. (2007). The thalamus is more than just a relay. *Current opinion in neurobiology*, 17.

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., & 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., 4<sup>th</sup> ed., (pp. 151-192). Boston, Massachusetts: McGraw Hill.

Crocker, J., Major, B., & Steele, C. (1998). Social stigma. In Daniel T. Gilbert, Susan T. Fiske, & Gardner Lindzey (Eds.), *The Handbook of Social Psychology*, Vol. II., 4<sup>th</sup> 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.

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., Gabriel, U., Sarasin, O., Oakhill, J., & Garnham, A. (2008). 'Generically intended, but specifically interpreted: When beauticians, musicians, and mechanics are all men', *Language and Cognitive Processes*, 23:3, 464 – 485. DOI: 10.1080/01690960701702035

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

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, NJ: Wiley.

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.

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

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., 4<sup>th</sup> ed., (pp.595-629). Boston, Massachusetts: McGraw Hill.

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

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.

## RECOMMENDED READINGS

Lecture slides: these present and summarize only parts of the central contents of the literature.

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. London, GBR: SAGE, 2011. ProQuest ebrary. Web. 7 October 2014. Pp. 438-459.

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., 4<sup>th</sup> ed., (pp. 680-740). Boston, Massachusetts: McGraw Hill.

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. & Giskevicius, V. (2010). Social influence. In: Baumeister, Roy F., and Finkel, Eli J.. *Advanced Social Psychology : The State of the Science*. Cary, NC, USA: Oxford University Press, USA, 2010. ProQuest ebrary. Web. 7 October 2014, 394-426.



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., & Gabriel, U. (2008). Can a group of musicians be composed of women? Generic interpretation of French masculine role names in the absence and presence of feminine forms. *Swiss Journal of Psychology* 67 (3), 2008, 143–151. DOI 10.1024/1421-0185.67.3.143

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

Jones, E. E. (1998). Major developments in five decades of social psychology. In Daniel T. Gilbert, Susan T. Fiske, & Gardner Lindzey (Eds.), *The Handbook of Social Psychology*, Vol. I., 4<sup>th</sup> ed., (pp. 3-57). Boston, Massachusetts: McGraw Hill.

Madden, T. J., Ellen, P. S., & Ajzen, I. A comparison of the theory of planned behavior and the theory of reasoned action. (1992). *Personality and Social Psychology Bulletin*, 18, 3-9.

Oskamp, S., & Wesley Schultz, P. (2005). *Attitudes and Opinions*. 3<sup>rd</sup> ed. Chapters 10-11 (pp. 207-264). New York: Psychology Press, Taylor & Francis Group.

Vervecken, D., Gygax, P. M., Gabriel, U., Guillod, M., & Hannover, B. (2015). Warm-hearted businessmen, competitive housewives? Effects of gender-fair language on adolescents' perceptions of occupations. *Frontiers in Psychology*, 6, article 1437. Open access. doi:10.3389/fpsyg.2015.01437

## **PSY2015 UTVIKLINGSPSYKOLOGI 2 (7,5 STUDIEPOENG HØST)**

*Med unntak av Cassidy (2016), Fearon & Belsky (2016), Fivush & Zaman (2015) og McAdams & Zapata-Gietl (2015), som gjøres tilgjengelig via kompendium, består pensum av litteratur som er tilgjengelig online. Merk at det er hjemme-eksamen i dette emnet. Nærmere info blir oppgitt ved semesterstart.*

### **I. Perspektiver på utvikling**

Hartman, S. & Belsky, J. (2016). An Evolutionary Perspective on Family Studies: Differential Susceptibility to Environmental Influences. *Family Process*, 55, 700-712.

Miller, P. J., Wang, S-h., Sandel, T. & E. Cho, G. E. (2002). Self-Esteem as Folk Theory: A Comparison of European American and Taiwanese Mothers' Beliefs, *Parenting*, 2, 209-239.

Slagt, M., Dubas, J. S., Dekovic, M., & van Aken, M. A. (2016). Differences in sensitivity to parenting depending on child temperament: A meta-analysis. *Psychological Bulletin*, 142, 1068-1110.

## **II. Tilknytning, samspill og sosio-emosjonell utvikling**

Cassidy, J. (2016). The nature of the child's ties. In J. Cassidy & P. R. Shaver (Eds.). *Handbook of attachment: Theory, research, and clinical applications* (3<sup>rd</sup> ed., pp. 3-24). New York: Guilford Press.

Fearon, P., & Belsky, J. (2016). Precursors of Attachment Security. In J. Cassidy, & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (3<sup>rd</sup> ed., 291-313). New York: Guilford Press.

Groh, A. M., Fearon, R. M. P., van Ijzendoorn, M. H., Bakermans-Kranenburg, M. J., & Roisman, G. I. (2017). Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development. *Child Development Perspectives*, *11*, 70-76.

Raby, K. L., Lawler, J. M., Shlafer, R. J., Hesemeyer, P. S., Collins, W. A., & Sroufe, A. L. (2015). The Interpersonal Antecedents of Supportive Parenting: A Prospective, Longitudinal Study from Infancy to Adulthood. *Developmental Psychology*, *51*, 115-23.

Sroufe, L. A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment & Human Development*, *7*, 349-367.

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

## **III. Tenåringshjernen, risikoatferd, pubertet og seksualitet**

Kapetanovic, S., Skoog, T., Bohlin, M., & Gerdner, A. (in press). Aspects of Parent-Adolescent Relationships and Over Time Associations with Adolescent Risk Behaviors. *Journal of Family Psychology*.

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.

Ullsperger, J.M. & Nikolas, M.A. (2017). A meta-analytic review of the association between pubertal timing and psychopathology in adolescence: Are there sex differences in risk? *Psychological Bulletin*, *143*, 903-938.

## **IV. Identitet og tilpasning**

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.

Fuligni, A. J., & Tsai, K. M. (2015). Developmental Flexibility in the Age of Globalization: Autonomy and Identity Development Among Immigrant Adolescents. *Annual Review of Psychology*, 66, 411-431.

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. *J Youth Adolescence*, 41, 1008-21.

Oudekerk, B., A., Allen, J., P., Hessel, E., T. & Molloy L., E. (2015). The Cascading Development of Autonomy and Relatedness, from Adolescence to Adulthood. *Child Development*, 86, 472-85.

Pittman, J. F., Keiley, M. K., Kerpelman, J. L., & Vaughn, B. E. (2011). Attachment, identity, and intimacy: Parallels between Bowlby's and Erikson's paradigms. *Journal of Family Theory & Review*, 3, 32-46.

Wexler, L. & Eglinton, K. A. (2015) Reconsidering Youth Well-Being as Fluid and Relational: A Dynamic Process at the Intersection of Their Physical and Social Geographies. In J. Wyn & H. Cahill (Eds), *Handbook of Children and Youth Studies* (pp. 1–9). Singapore: Springer.

#### **V. Anbefalt bakgrunns 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.

Sroufe, L. A. (2013). The Promise of Developmental Psychopathology: Past and Present. *Development and Psychopathology*, 25, 1215-1224.

### **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* (2<sup>nd</sup> 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 Bullitin*, 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.

**PSY2020 PSYKOLOGISKE PERSPEKTIVER PÅ LÆRING OG FERDIGHETSUTVIKLING (7,5 STUDIEPOENG HØST)**

1. Sigmundsson, H. (red). (2008). *Læring og ferdighetsutvikling*. Tapir.
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
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

## **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.

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.

Harris, Richard J. (1999): "Advertising: Food (and everything else) for thought." *A Cognitive Psychology of Mass Communication.* London: Lawrence Erlbaum Associates.

Höjjer, Birgitta (1992): "Socio-cognitive structures and television reception." *Media, Culture and Society*, Vol. 14, s. 583-603.

Jensen, Klaus B. And Karl Erik Rosengren (1990): "Five Traditions in Search of the Audience." *European Journal of Communication*, Vol. 5, No. 2-3, June 1990, s. 207-239.

Jewkes, Yvonne (2004): "Media Constructions of Children: 'Evil Monsters' and 'Tragic Victims'." *Media and Crime.* London: Sage.

Livingstone, Sonia & Leslie Haddon (2012): "Theoretical framework for children's internet use." In: Livingstone, Sonia; Leslie Haddon & Anke Görzig (Eds.): *Children, risk and safety on the internet. Research and policy challenges in comparative perspective.* London: The Policy Press.

Lull, James (1980): "The social uses of television." *Human Communication Research*, 6, s. 197-209.

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

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)**

*Lærebok (med oversikt over ulike metoder og design):*

Richardson, P., Goodwin, A., & Vine, E. (2011). *Research Methods and Design in Psychology (Critical Thinking in Psychology Series)*. Sage. ISBN: 978-0857254696

*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., O'yserman, 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.

Rudmin, F. W. (1999). Norwegian short-form of the Marlowe-Crowne Social Desirability Scale. *Scandinavian Journal of Psychology*, 40, 229-233. doi:10.1111/1467-9450.00121

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. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251). doi:10.1126/science.aac4716

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 finnes i lenken nedenfor (NB! det er endringer på gang når det gjelder personvern):

[https://helseforskning.etikkom.no/reglerogrutiner/loverogregler?p\\_dim=34770  
&\\_ikbLanguageCode=n](https://helseforskning.etikkom.no/reglerogrutiner/loverogregler?p_dim=34770&_ikbLanguageCode=n)

*I tillegg kommer materialet fra forelesninger og gruppediskusjoner som legges ut på BlackBoard i løpet av semesteret.*

#### **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)**

Klöckner, 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)**

Pensum (totalt 440 sider) (Selvvalgt pensum 60 sider)

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

Føllesdal, D. & Lars Walløe (1977). Argumentasjonsteori og vitenskapsfilosofi, Oslo, Universitetsforlaget: §46 Om definisjoner (s.152-162)

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

Jørgensen, M og L. Philips (1999). Diskursanalyse som teori og metode, Fredriksberg, Roskilde Universitetsforl. (s.9-33)

### 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**

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

Gottlieb, G. (1997) *Synthesing nature and nurture*. Lawrence Erlbaum Associates, Inc.  
Sigmundsson, H. (red). (2008). *Læring og ferdighetsutvikling*. Tapir.

## **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.

### **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*,

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>

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>

Andre relevante vitenskapelige artikler som studenter finner ved litteratursøk.

### **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)**

Agyei, S.B., Van der Weel, F.R., & Van der Meer, A.L.H. (2016). Development of visual motion perception for prospective control: Brain and behavioral studies in infants. *Frontiers in Psychology*, 7, 100. Doi: 10.3389/fpsyg.2016.00100

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

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

Haimovitz, K., & Dweck, C. S. (2016). What Predicts Children’s Fixed and Growth Intelligence Mind-Sets? Not Their Parents’ Views of Intelligence but Their Parents’ Views of Failure. *Psychological Science*, 27(6), 859–869. <https://doi.org/10.1177/0956797616639727>

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.

Kidd, C. and Hayden, B. Y. (2015). The psychology and neuroscience of curiosity. *Neuron*, 88(4), 449-460.

Kraus, N. and Chandrasekaran, B. (2010). Music training for the development of auditory skills. *Nature Reviews Neuroscience*, 11, 599-605.

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

Navarra, J., Alsius, A., Velasco, I., Soto-Faraco, S. and Spence, C. (2010). Perception of audiovisual speech synchrony for native and non-native language. *Brain Research*, 1323, 84-93.

Reid, C. R., MacDonald, H., Mann, R. P., Marshall, J. A. R., Latty, T., & Garnier, S. (2016). Decision-making without a brain: how an amoeboid organism solves the two-armed bandit. *Journal of The Royal Society Interface*, 13(119). doi:10.1098/rsif.2016.0030

Sigmundsson, H. (2005). Do visual processing deficits cause problem on response time task for dyslexics? *Brain and Cognition*, 58, 213-216. doi: 10.1016/j.bandc.2004.11.007

Shepherd, G. M. (2006). Smell images and the flavor system in the human brain. *Nature*, 444, 316-321. doi:10.1038/nature05405

### **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 ARBEIDSHELSEPSYKOLOGI (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. (2005 eller nyere). Psychological Testing. Principle and Applications. Sixth Edition. Person Education Inc. New Jersey. Kap 1,2,3,,5,6,7,8,9.

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

Costa, P. T. & McCrae (1991) NEO PI-R Professional Manual. Revised NEO Personality Inventory NEO PI-R NEO Five Factor Inventory (NEO FFI).

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

Lord W. (2007) NEO PI-R A guide to interpretation and feedback in a work context (99 sider)

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

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

I tillegg vil det være en rekke valgfrie artikler som kan benyttes som pensum. Disse vil bli gjort tilgjengelig via It's L.

### **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.

Simcic 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

Berg, J.; Dutton, J. og Wrzesniewski, A. (2013) job crafting and meaningful work. I Dik, B. et al (eds). *Purpose and meaning in the workplace*. Washington, DC: American Psychological Association

Czarniawska, B. (2008) Organizing: how to study it and how to write about it. *Qualitative research in organizations and management: an international journal*

Kamp, A. (2012). The quest for the meaning of work: competing concepts of meaning. I Kamp, A. og Hvid, H. (eds) *Elderly care in transition – management, meaning and identity at work*. Copenhagen: Copenhagen Business School Press

Kildal, N. (2005). Fra arbeidsbegrepets historie: aristoteles til Marx. Rokkan-senteret, notat, 3

Musson, G. og Duberley, J. (2007). Change, change or be exchange: the discourse of participation and the manufacture of identity. *Journal of Management Studies*, vol. 44 (1), s. 143-164.

Rasmussen, B. (2008) Kunnskapsorganisasjoner – postbyråkrati eller markedsstyrt? *Nordiske organisasjonsstudier*, nr 3 årgang 10

Ravn, I (2008) Mening i arbeidslivet – definition og konseptualisering. *Tidskrift for arbeidsliv*, nr 4

Svenningsson, S. og Alvesson, M. (2003) Managing managerial identities: Organizational fragmentation, discourse and identity struggle. *Human Relations* 56(10), s. 1163-1193

Watson, T. (2008). Managing identity: identity work, personal predicaments and structural circumstances. *Organization*, vol 15 (1), s. 121-143

Watson, T. (2009). Narrative, life story and manager identity: a case study in autobiographical identity work. *Human Relations*, vol 62 (3), s. 425-452

Wrzesniewski, A. og Dutton, J. (2001) Crafting a job: Revisioning Employees as Active crafters of their work. *Academy of management*, vol 26, no 2, s- 179-201



Wrzesniewski, A.; LoBuglio, N.; Dutton, J. og Berg, J. (2013) Job crafting and cultivating positive meaning and identity in work. *Advances in positive organizational psychology*, vol 1, s. 281-302

### ***Ledelse***

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