

PENSUMLISTE

Vår 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

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)

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)

“*Discovering Behavioral Neuroscience, An introduction to Biological Psychology*”, 4th edition, Laura A. Freberg ISBN7881337570930.

En spesifikk del som omhandler luktesystemet: Siste del av kapittel 8, side 278-292, i læreboka «*Neuroscience – exploring the brain*», av MF Bear, BW Connors, MA Paradiso, 4th edition, ISBN9781451109542.

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 tillegglitteratur:

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)

- 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, 4th 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, 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), Cassidy (2016), Fearon & Belsky (2016), Fivush & Zaman (2015) og McAdams & Zapata-Gietl (2015) gjøres tilgjengelig via elektronisk kompendium. Resterende pensum er også tilgjengelig online. Emnet har hjemme-eksamen. Nærmere info blir oppgitt ved semesterstart og på Blackboard.

Perspektiver på utvikling

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.

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

Samspill og tilknytning

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* (3rd 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* (3rd 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.

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., Colonnesi, 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.

Selvet, identitet og autonomi

Allen, J. P., & Loeb, E. L. (2015). The Autonomy-Connection Challenge in Adolescent–Peer Relationships. *Child Development Perspectives*, 9(2), 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.

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.

Fulgini, 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.

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.

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.

Cigdem Kagitçibasi (2007). *Family, Self, and Human Development Across Cultures: Theory and Applications* (2nd ed., pp. 165-203). Mahwah, NJ: Lawrence Erlbaum 2007.

Faircloth, C., & Murray, M. (2015). Parenting: Kinship, Expertise, and Anxiety. *Journal of Family Issues, 36*, 1115–1129.

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* (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.

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

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.

Höijer, 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

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)

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. 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
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)

- 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 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. (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 intervjueteknikk. 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.

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

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