

Identification	Subject	Social Psychology PSYC311, 3KU (6AKTS)
	Department	Psychology
	Program (Undergraduate, Graduate)	Bachelor
	Term	Fall Semester 2026
	Instructor	Aliyeva Gulshan Aliesker
	Email:	gulshen.kovser@gmail.com gulshan.aliyeva@khazar.org
	Classroom/hours	Neftchilar campus
Prerequisites	-	
Language	English	
Compulsory/Elective	Mandatory	
Textbooks and course materials	Primary Reading 1. Myers, D. G., & Twenge, J. M. (2025). Social psychology (14th ed.). McGraw Hill. 2. Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2025). Social psychology: Global edition (11th ed.). Pearson. 3. The Open University of Hong Kong. (2012). Research methods in psychology. The Open University of Hong Kong. Additional Reading 1. DeLamater, J. D., Collett, J. L., & Hitlin, S. (2025). Social psychology (10th ed.). Routledge. 2. Hogg, M. A., & Vaughan, G. M. (2024). Social psychology (9th ed.). Pearson.	
Course description	Social Psychology examines how people's thoughts, emotions, judgments, and behavior are shaped by their interactions with others and by the broader social environment. The course considers the relationship between individual psychological processes and the social contexts in which behavior occurs. Major areas include social cognition and perception, self and identity, attribution, attitudes and attitude change, persuasion, conformity, obedience, interpersonal attraction, group processes, prejudice, stereotyping, discrimination, aggression, prosocial behavior, conflict, and intergroup relations. Cultural influences and differences in social behavior are also considered throughout the course. The course further addresses the scientific foundations of social psychology, including common research designs and ethical issues in social psychological research. Empirical findings are examined alongside theoretical explanations of everyday social behavior, relationships, group dynamics, and contemporary social phenomena.	
Course objectives	The course aims to provide students with a comprehensive understanding of the fundamental concepts, theories, and research methods of social psychology. It seeks to develop students' ability to analyze how individuals think about, influence, and relate to one another within different social contexts. The course also aims to enhance students' understanding of social cognition, attitudes, social influence, group processes, prejudice, conflict, and interpersonal relations, while developing their ability to interpret social events from a psychological perspective and apply social psychological knowledge to real-life situations.	

Learning Outcomes	By the end of the course, students will be able to: ➤ Distinguish social psychological explanations of behavior from purely individual or situational explanations using concrete examples. ➤ Select an appropriate basic research approach for a social psychology question and identify potential methodological or ethical concerns. ➤ Detect attribution errors, self-serving biases, and related social-cognitive processes in short cases and everyday interactions. ➤ Apply concepts of attitudes, persuasion, conformity, and social influence to explain changes in behavior across different social situations. ➤ Examine a group situation by identifying relevant norms, roles, cohesion, influence processes, and sources of conflict. ➤ Trace the psychological and social processes that contribute to prejudice, stereotyping, and intergroup tension in a given case. ➤ Compare competing psychological explanations of a social event and justify which explanation is better supported by available evidence. ➤ Use social psychological principles to propose a reasoned response to an interpersonal, group, or intergroup problem. ➤ Evaluate claims about social behavior by separating evidence-based conclusions from assumptions, stereotypes, and unsupported generalizations. ➤ Develop and defend an evidence-based analysis of a selected social psychological phenomenon using relevant academic research		
Teaching methods	Case analysis	+	
	Group discussion	+	
	Lecture	+	
	Simulation	+	
Evaluation Criteria	Methods	Date/deadlines	Percentage (%)
	Midterm Exam		30%
	Group work		15%
	Participation		10%
	Attendance		10%
	Final Exam		35%
	Total		100
Class Policy	Individual Work Grading Criteria and Total Points Each student's individual presentation will be evaluated based on three main categories: Organization, Content, and Presentation. The maximum total for this component is 15 points. Individual Work should make about class topics. 1. Organization (5 points): The presentation should be well-organized and appropriate for the topic and audience. Information must be presented in a logical sequence, and relevant references should be properly included. 2. Content (5 points): The introduction must be engaging and effectively outline the problem, establishing a clear framework for the rest of the presentation. The content should be accurate, relevant, and aligned with the overall purpose. A clear and well-structured conclusion summarizing the research is expected. 3. Presentation (5 points): The presenter should maintain appropriate eye contact with the audience and use natural gestures and movement. The voice must be clear and audible, with good language skills and correct pronunciation. Visual aids		

should be well-prepared, informative, and not distracting. The presentation should fall within the assigned time limit, and the overall delivery must be effective and engaging.

Class Participation (10 Points of Final Grade)

Class participation is an essential part of the course. Students are expected to come to class well-prepared, having completed the assigned readings and ready to engage in meaningful discussions. Participation accounts for **10 points** of the final grade and will be evaluated based on the following criteria:

- **9–10 Points:**
Demonstrates excellent preparation by analyzing readings deeply and connecting them to class discussions. Offers thoughtful analysis, synthesis, and evaluation of ideas. Contributes significantly to discussions by building arguments, responding thoughtfully to peers, and suggesting alternative approaches relevant to the local context. Shows consistent and highly active involvement.
- **7–8 Points:**
Shows good preparation, demonstrates a clear understanding of the readings, and offers interpretations beyond basic facts. Contributes regularly to discussions, responds to others, poses thoughtful questions, and sometimes offers alternative views. Demonstrates consistent involvement throughout the course.
- **5–6 Points:**
Demonstrates an adequate level of preparation, showing understanding of basic facts but with little analysis. Contribution to discussions is moderate and not particularly reflective. Participates occasionally without being prompted.
- **1–4 Points:**
Student is present but contributes little or not at all. May be passive or minimally engaged, but not disruptive.

0 Points:

Student is frequently absent or their behavior disrupts the class. This includes being consistently late, leaving the room multiple times during class, using phones or devices for non-class-related activities, or violating agreed-upon participation norms.

Rules:

1. Each lesson requires a creative approach and activity.
2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson.
3. Attendance.
4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam.
5. Lateness to class and other class violations.

Use of Artificial Intelligence (AI) AI tools may support the early stages of group work by helping students generate possible angles for a topic, organize questions, refine wording, or develop keywords for academic searches. They may also be used to generate hypothetical social situations that students can later examine using course concepts. AI output should not be treated as evidence. Any psychological claim, study, statistic, or reference included in assessed work must be traced to a credible academic source. Invented or unverifiable citations are not acceptable.			
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments
1	18.09.2026	Introduction to Social Psychology. Overview. Social psychology and human values.	David G.Mayers. Social psychology Chapter 1. p.2-15 Elliot Aronson, Timothy Wilson, Robin Akert, Samuel Sommer. Social psychology. Chapter 1.p.1-17
2	25.09.2026	Methodology. How social psychologists do research? Research design.	Research Method in Psychology, The Open University of Hong Kong, 2012 Chapter 5. Page 85-93 David G.Mayers. Social psychology Chapter 1. p.17-34
3	02.10.2026	Ethical issues in social psychology. New frontiers in social psychology. Culture and social psychology	Elliot Aronson, Timothy Wilson, Robin Akert, Samuel Sommer. Social psychology. Chapter 2. p.45-51 Research Method in Psychology, The Open University of
4	09.10.2026	Social cognition. How we think about social world. Self-concept. Who am I? Self-esteem.	David G.Mayers. Social psychology Chapter 2. p.34-52

5	16.10.2026	Social cognition. Perceived self-control. Self-serving bias. Self-presentation. Cultural differences in social cognition.	David G.Mayers. Social psychology Chapter 2. p.56-72
6	23.10.2026	Social perception. How we understand other people. Social belief and judgment	David G.Mayers. Social psychology Chapter 3. p.78-102
7	30.10.2026	Explaining our social world: Attributing causality. The fundamental attribution error.	David G.Mayers. Social psychology Chapter 3.p.102-117
8		Midterm exam	
9	06.11.2026	Behavior and attitudes. Role playing. Social movements.	David G.Mayers. Social psychology Chapter 4.p.122-140
10	13.11.2026	Social influence: Genes, gender, and culture Conformity and social approval	David G.Mayers. Social psychology Chapter 5. p.156-175
11	20.11.2026	Group processes. The composition and functions of group: social norms; social roles; group cohesiveness, group diversity.	David G.Mayers. Social psychology Chapter 8. p.262-282
12	27.11.2026	Social relations. Prejudice What are the social sources of prejudices?	David G.Mayers. Social psychology Chapter 9.p.306-324
13	04.12.2026	Conflict and peacemaking. Social dilemmas, competition, perceived injustice, misperception. Communication and cooperation.	Elliot Aronson, Timothy Wilson, Robin Akert, Samuel Sommer. Social psychology. Chapter 8. P.283-295
14	11.12.2026	Reflection class. Group work presentation	
15	18.12.2026	Presentations, Exam discussion	
16		Final exam	