**Your well-selected title here**

Your first paragraph, of course, needs to introduce your topic to the reader (me). Don't assume that I remember anything you told me about your topic either over e-mail or in person; instead, start entirely from scratch naming the individual difference / trait, giving me a very clear conceptual definition of that trait (or explaining why it's difficult to agree on a clear definition), and telling me how the field has traditionally measured it. If there are multiple measures, or debate over measurement, this is the place to tell me more about that. I want to see that you have become a "micro-expert" on the literature about the heritability of your individual difference. Part of the glory of micro-expertise is figuring out how to be both clear and concise when writing about the trait; that's why this paragraph might well be less than one page, despite being double-spaced. At the very end, tell the reader what's coming up in the rest of the paper: i.e., ultimately you're looking to draw some conclusions about the heritability of this trait, based on the "state of the art" in the literature right now. So to get to that point, you want the tell the reader explicitly that the body of the paper will provide her (me!) with a set of references that inform your conclusions at the end, accompanied by annotations that explain why you selected each reference for inclusion and what "work" it is doing toward your conclusions.

If you decided you needed two paragraphs to set up the paper, that's fine too. Once you have all of that out of the way, you can move on to your annotated references. The references themselves should be in strict APA style, but this part of the paper should be single-spaced (a deviation from general APA style). Here are some examples to show you the formatting. These examples have nothing to do with the Unit 1 paper assignment; as you can see if you look closely, they are a set of references I worked with to develop a project in graduate school.

Galinsky, A.D., & Moskowitz, G.B. (2000). Perspective-taking: Decreasing stereotype expression, stereotype accessiblity, and in-group favoritism. *Journal of Personality and Social Psychology, 78*, 708-724.

Galinsky and Moskowitz examined the value of perspective taking as a strategy for reducing stereotype use. Relative to a control group and to a group using the alternate strategy of stereotype suppression, those who took the perspective of an elderly man "looked" less prejudiced on a variety of DVs like stereotype use. However, these authors only used one actual stigmatized group (the elderly) and it is unclear whether their results would generalize to outgroups that tend to evoke more hostility (Fiske's SCM).

Vescio, T.K., Sechrist, G.B., & Paolucci, M.P. (2003). Perspective taking and prejudice reduction: The mediational role of empathy arousal and situational attributions. *European Journal of Social Psychology, 33*, 455-472.

Vescio et al. used African-Americans as their target group, examining a slightly different issue (intergroup attitudes, as opposed to stereotype use). This paper supports others that converge on the same idea with other groups – e.g., that empathy reduces biased attitudes toward overweight people. The bottom line is that their findings tell a story similar to Galinsky & Moskowitz's – perspective taking is an effective means of reducing prejudice. But both Vescio et al. and (to a certain extent) Galinsky focus on *positivity*, which is not exactly the same thing as less bias.

Galinsky, A.D., Martorana, P.V., & Ku, G. (2003). To control or not to control stereotypes: Separating the implicit and explicit processes of perspective-taking and suppression. In Forgas, J.P., & Williams, K.D. (Eds.), <u>Social judgments: Implicit and explicit processes</u>. New York, NY, US: Cambridge University Press.

This chapter discusses the cognitive mechanisms that underlie perspective-taking and stereotype suppression. It could turn out to be important if we get very cognitive with this project, but it is probably too micro-level otherwise.

Galinsky, A.D. (2002). Creating and reducing intergroup conflict: The role of perspective-taking in affecting out-group evaluations. In Sondak, H. (Ed.), <u>Toward phenomenology of groups and group membership: Research on managing groups and teams</u>, Vol. 4. (pp. 85-113). New York, NY, US: Elsevier Science.

Princeton doesn't have this book, but this chapter builds on Galinsky's other work anyway. Focus is on how outgroups are conceptualized at the individual level and the group level. The important part for me would be his review of how egocentrism supports intergroup negativity.

Aron, A., Aron, E. N., Tudor, M. & Nelson, G. (1991). Close relationships as including the other in the self. *Journal of Personality and Social Psychology, 60*, 241-253.

I included this paper because inclusion of the other in the self might mediate the impact of perspective taking on prejudice reduction.   If so, this will become a useful resource.

Stephan, W.G., & Finlay, K. (1999).  The role of empathy in improving intergroup relations. *Journal of Social Issues, 55,* 729-743.

The authors differentiate three types of empathy and discuss the research up to 1999. Their contributions are more about applying the research to programs to improve intergroup relations and less theoretical, but it may well end up being a useful review for us.

… And you basically continue in this vein (reference, annotation, repeat).  You probably have more references, so this section will probably take up more room than it seems to take up here.

Finally, we come to your concluding paragraph, which moves back to double-spacing.

What you do here, of course, is some integrative work drawing conclusions about the current

state of the field.  Please refer back to the original assignment sheet for more on what I'm

looking for here.  Do not skimp on this paragraph because it really is the place where you make

your *point*, drawing on all of the evidence (research papers) that you raised in the past few pages.

(This will likely be the last part of your paper; there may be no need for a references section at

the end because you've already listed your sources in the middle.  But if you choose to cite

additional sources in the introduction or concluding paragraphs without also annotating them,

you will need to follow this paragraph with a short references section, as shown below.)  Lastly,

please make sure your margins are 1" all around, you're using a standard font (ideally Times

New Roman) in size 12, and you have spell-checked and asked someone to proofread for you.

Solid mechanics and style always enhance your ability to communicate and persuade (Strunk &

White, 1999)!

Additional References

Strunk, W., Jr., & White, E.B. (1999).  The Elements of Style (4th ed.)  Boston: Allyn & Bacon.