

Curriculum Vitae

William Damon

Address: Center on Adolescence
505 Lasuen Mall
Stanford, CA 94305-3083
(650) 725-8205 (ph); (650) 725-8207 (fax)
wdamon@stanford.edu

Education: Ph.D. in Developmental Psychology, University of California, Berkeley, 1973
B.A., Harvard College, 1967

Current Positions: Professor of Education, Stanford University, 1997-
Director, Stanford Center on Adolescence, 1997-
Senior Fellow, Hoover Institution on War, Revolution, and Peace, 1999 -

Prior Positions: University Professor, Brown University, 1997-1998
Professor of Education, Brown University, 1989-1998
The Mittlemann Family Director, Center for the Study of Human Development,
1992-1998
Chair of Education, Brown University, 1989-1992
Professor of Psychology, Clark University, 1982-1989
Chair of Education, Clark University, 1988-1989
Distinguished Visiting Professor, University of Puerto Rico, 1988
Dean of the Graduate School, Clark University, 1983-1987
Associate Professor of Psychology, Clark University, 1978-1982
Assistant Professor of Psychology, Clark University, 1973-1978

GRANTS AND AWARDS:

Andrew Mellon Foundation grant to study the development of purpose in contemporary contexts of U.S. higher education, 2017 – 2022

John E. Fetzer Institute grant to study the development of purpose in an educational program at inner-city high schools in Bronx, NY, 2019-2021

John Templeton Foundation grant to study the development and transmission of family purpose across generations, 2017 - 2022

John Templeton Foundation grant to study the development of purpose in the “encore years”, 2015–2018

University of Pennsylvania sub-contract to study character development in adolescence, 2014 – 2017

Carnegie Corporation of New York grant for leadership meeting on promoting good work and beyond-the-self values, 2012–2014

S.D. Bechtel, Jr. Foundation grant for a conference and consensus report on youth civic development and citizenship education, 2012–2013

Tufts University sub-contract to study the development of entrepreneurship in adolescents and young adults. 2011–2014

Spencer Foundation grant to study civic purpose in American youth, 2011–2014

John Templeton Foundation grant to study the role of truth, humility, and faith in moral formation, 2011–2013

Spencer Foundation grant for pilot research on the development of civic purpose, 2009–2010

John Templeton Foundation grant for support of conference on American Identity Renewed: An Educational Agenda for the 21st Century, June 2010

Thrive Foundation gifts for study of youth purpose, and for work on positive approaches to education and youth development, 2000–2009

John Templeton Foundation grants for study of the development of youth purpose, 2002–2009

Atlantic Philanthropies grant for study of good work in higher education, 2002–2006

Atlantic Philanthropies grant for study of good work in philanthropy, 2002–2005

William and Flora Hewlett Foundation grant to study good work in philanthropy, 2001–2005

Spencer Foundation, Carnegie Corporation of New York, Ford Foundation, and Ross Family Foundation grants for developmental study of good work, moral commitment, and education, 1995–2002

Carnegie Corporation of New York grant for support of Stanford Center on Adolescence, 1998–2001

John Templeton Foundation grant for study of moral leadership in business, 1998–2001

Pew Charitable Trusts grant for designing educational curriculum and teaching methods for ethical standards and “good work” strategies in journalism, 1998–1999

Spencer Foundation grant for project-centered instruction and assessment in an after-school program for high-risk children, 1992–1996

John D. and Catherine T. MacArthur Foundation award for directing a national educational researcher's network and for conducting related research, 1990–1995

Fellow, Center for Advanced Study in the Behavioral Sciences, 1994–1995

Pew Charitable Trusts grant, "Developing project-centered instruction in an after-school program for high-risk children," 1990–1994

New York Community Trust grant (Van Leer Fund), "A peer-based instructional plan." 1984–1988

Spencer Foundation grant, "Cognitive growth through peer collaboration," 1984–1987

Co-director, Digital Equipment Corporation institutional grant for Cognitive Science at Clark University, 1984–1987

Spencer Foundation grant, "Longitudinal studies of self-conception in children and adolescents," 1980–1984

Carnegie Corporation of New York grant, "Adapting social-developmental measures for the assessment of social-interaction processes," 1977–1979

Carnegie Corporation of New York grant: "Studies in the social world of the child," 1975–1977

PUBLICATIONS:

Books:

- Damon, W., and Colby, A. (2015). *The Power of Ideals: The Real Story of Moral Choice*. New York: Oxford University Press.
- Malin, H., Quinn, B., and Damon, W. (Eds.) (2011). *American identity and civic education: Developmental perspectives and implications for citizenship education* [monograph]. *Applied Developmental Science* 15(2).
- Damon, W. (2011) *Failing Liberty 101: How We Are Leaving Young Americans Unprepared for Citizenship in a Free Society*. Stanford, CA: Hoover Institution Press.
- Damon, W. (2008) *The Path to Purpose: How Young People Find their Calling in Life*. New York: The Free Press. (Chinese, Korean, Portuguese, Spanish translations, 2009 – 2014).
- Damon, W. and Lerner, R. (Eds.). (2008). *Child and Adolescent Development: An Advanced Text*, New York: John Wiley and Sons.
- Damon, W., and Verducci, S. (Eds.). (2006). *Taking Philanthropy Seriously: Beyond Noble Intentions to Responsible Giving*. Bloomington: Indiana University Press.
- Damon, W., and Lerner, R. (Eds.). (2006). *Handbook of Child Psychology: The Sixth Edition* (Vols. 1- 4). New York: John Wiley and Sons.
- Damon, W. (2004). *The Moral Advantage*. San Francisco: Berrett-Koehler.

- Damon, W. (2003). *Noble Purpose*. Radnor, PA: Templeton Foundation Press.
- Damon, W. (Ed.). (2002). *Bringing in a New Era in Character Education*. Stanford, CA: Hoover Institution Press.
- Gardner, H., Csikszentmihalyi, M., and Damon, W. (2001). *Good Work: When Excellence and Ethics Meet*. New York: Basic Books. (German, Spanish, Chinese, Portuguese, Romanian translations, 2001-2007).
- Damon, W. (1997). *The Youth Charter: How Communities Can Work Together to Raise Standards for All our Children*. New York: The Free Press.
- Damon, W. (1995). *Greater Expectations: Overcoming the Culture of Indulgence in our Homes and Schools*. New York: The Free Press. (Italian, Japanese translations, 1997-1999.)
- Colby, A., and Damon, W. (1992). *Some Do Care: Contemporary Lives of Moral Commitment*. New York: The Free Press.
- Damon, W. (1990). *The Moral Child: Nurturing Children's Natural Moral Growth*. New York: The Free Press. (Italian, Japanese, German, Chinese, Polish, Korean, Danish translations, 1995 - 2004.)
- Damon, W. (Ed.). (1989). *Child Development Today and Tomorrow*. San Francisco: Jossey-Bass.
- Damon, W., and Hart, D. (1988). *Self-understanding in Childhood and Adolescence*. New York: Cambridge University Press.
- Damon, W. (1983). *Social and Personality Development: Infancy through Adolescence*. New York: W. W. Norton. (German translation, 1988; Japanese translation, 1990; Chinese translation, 1992).
- Damon, W., (Ed.). (1983). *Social and Personality Development: Essays on the Growth of the Child*. New York: W. W. Norton.
- Damon, W., (Ed.). (1978). *Social Cognition*. San Francisco: Jossey-Bass.
- Damon, W., (Ed.). (1978). *Moral Development*. San Francisco: Jossey-Bass.
- Damon, W. (1977). *The Social World of the Child*. San Francisco: Jossey-Bass. (German translation, 1983; Japanese translation, 1988).

Chapters and Articles:

- Damon, W., and Malin, H. (2020). The Development of Purpose: An International Perspective. In L. Jensen (Ed) *The Oxford Handbook of Moral Development*. New York: Oxford University Press.

- Damon, W. (2020). Restoring purpose and patriotism to American education. In M. Petrilli and C. Finn (Eds), *How to Educate an American: The Conservative Vision for Tomorrow's Schools*. West Conshohocken, PA: Templeton Foundation Press.
- Damon, W. (2019). Helping students find a purpose. *School Administrator*, June 2019.
- Damon, W., and Bundick, M. (2018) Purpose. In Marc Bornstein (Ed), *The Sage Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage Publications.
- Damon, W. (2017). The American dream is alive in the minds of young Americans. In Thomas W. Gilligan (Ed.), *American Exceptionalism in a New Era: Rebuilding the Foundation of Freedom and Prosperity*, Chapter 13, 151-161. Stanford, CA: Hoover Institution Press.
- Malin, H., Liauw, I., and Damon, W. (2017). Purpose and character development in early adolescence. *Journal of Youth and Adolescence*. DOI 10.1007/s10964-017-0642-3
- Callina, K., Ryan, D, Colby, A, Damon, W., Matthews, M., and Lerner, R. (2017). Developing leaders of character at the United States Military Academy: A developmental systems Analysis. *Journal of College and Character*, (18)1, 9-27.
- Malin, H., Ballard, P., and Damon, W. (2015) Civic Purpose: An Integrated Construct for Understanding Civic Development in Adolescence. *Human Development*. 58:103–130. DOI: 10.1159/000381655
- Ballard, P. J., Malin, H., Porter, T., Colby, A., & Damon, W. (2015). Motivations for civic participation among diverse youth: More similarities than differences. *Research in Human Development* 12(1-2), 63-83. DOI: 10.1080/15427609.2015.1010348
- Ballard, P.J., Pavlova, M.K., Silbereisen, R.K. & Damon, W. (2015). Diverse routes to civic participation across ages and cultures: An introduction. *Research in Human Development* 12(1-2), 63-83. DOI: 10.1080/15427609.2015.1010341
- Damon, W., Bronk, K., and Porter T. (2015). Youth entrepreneurship. In R. Scott and S. Kosslyn (Eds.) *Emerging Trends in the Social and Behavioral Sciences: An Interdisciplinary, Searchable, and Linkable Resource*. New York: John Wiley and Sons. DOI: 10.1002/9781118900772
- Damon, W. (2014). My Research Life and Times. In R. M. Lerner, A. C. Petersen, R. K. Silbereisen, and J. Brooks-Gunn (Eds.), *The Developmental Science of Adolescence: History through Autobiography* (pp. 104-111). New York, Psychology Press.
- Geldhof, G. J., Porter, T., Weiner, M., Malin, H., Bronk, K., Agans, J., Mueller, M. K., Damon, W., & Lerner, R. M. (2014). *Fostering youth entrepreneurship: Preliminary*

findings from the Young Entrepreneurs Study. Journal of Research on Adolescence 24(3), 431–446. DOI 10.1111/jora.12086

Geldhof, J., Malin, H., Johnson, S. K., Porter, T., Bronk, K. C., Weiner, M. B., Agans, J. P., Mueller, M. K., Hunt, D., Colby, A., Lerner, R., & Damon, W. (2014). *Entrepreneurship in young adults: Initial findings from the Young Entrepreneurs Study*. Journal of Applied Developmental Psychology (35)5, 410-421. DOI: 10.1016/j.appdev.2014.07.003.

Lerner, R., and Damon, W. (2012). Entrepreneurship in adolescence: A relational developmental systems approach. *International Journal of Developmental Science*, 6, 3, 15 - 34.

Damon, W., & Colby A. (2013). Why a true account of human development requires exemplar research. In M. K. Matsuba, P. E. King, & K. C. Bronk (Eds.), *Exemplar methods and research: Strategies for investigation. New Directions for Child and Adolescent Development*, 142, 13–25.

Damon, W. (2012). Failing Liberty 101. *Educational Leadership*, 69(7), 22-28.

Gardner, H., Csikszentmihalyi, M., and Damon, W. (2010). The Good Work Project: An overview. In T. Jansen, G. Van Den Brink, and J. Kole (Eds.), *Professional Pride: A Powerful Force*. Amsterdam: Boom Press.

Bundick, M., Yeager, D., King, P., and Damon, W. (2010). Thriving across the lifespan. In W. Overton, *Handbook of Lifespan Development*. New York: John Wiley and Sons.

Damon, W. (2010). The bridge to character: To help students become ethical, responsible citizens, schools need to cultivate students' natural moral sense. *Educational Leadership*, 67(5), 36-41.

Damon, W. (2010). Foreword. In L. Jensen (Ed.), *Bridging Cultural and Developmental Approaches to Psychology*. New York: Oxford University Press.

Damon, W. (2009). The why question: Teachers can instill a sense of purpose. *Education Next*, 9(3), 84.

Damon, W. (2008, Fall). The young and the restless. *Hoover Digest: Research and Opinion on Public Policy* (4), 135. (Chinese translation 2009.)

Damon, W. (2008, Fall). Education and the path to purpose: An open letter to the next president. *Independent School* 68(1), 61-64.

Damon, W. (2008). The moral north star. *Educational Leadership*, 66(2), 8-12. Also in Sherer, M. (Ed.), (2009). *Engaging the whole child: Reflections on best practices in learning, teaching, and leadership*, an Ebook (pp. 15-23). Alexandria, VA: ASCD.

- Damon, W. (2008). What schools and colleges must do to prepare students for citizenship. In P. Levine and J. Youniss (Eds.), *CIRCLE Working Paper 45: Youth and Civic Engagement: An Institutional Turn*, 7-9. College Park, MD: CIRCLE.
- Mariano, J. M. and Damon, W. (2008). The role of spirituality and religious faith in supporting purpose in adolescence. In R. Lerner, R. Roeser, and E. Phelps (Eds.), *Positive youth development and spirituality: From theory to research* (pp. 210-130). West Conshohocken, PA: Templeton Foundation Press.
- Damon, W. and Bronk, K. C. (2007). Taking ultimate responsibility. In H. Gardner (Ed.), *Responsibility at work: How leading professionals act (or don't act) responsibly*. (21-42). San Francisco: Jossey Bass.
- Damon, W. (2007). Dispositions and teacher assessment: The need for a more rigorous definition. *Journal of Teacher Education*, 58, 365-369.
- Damon, W., and Mueller, B. (2006, January-February). Improving newsroom communication: Impact of a traveling curriculum for journalism education. *American Editor*, 22-24.
- Damon, W. (2006). Recent research on good work and the development of young adults: Lessons for law schools. In S. Brown (Ed.), *Can Justice be taught?: The social responsibility of a lawyer and a law school education* (pp. 15-30). Osaka, Japan: Kwansai Gaikun University Press.
- Damon, W. (2006). Finding noble purpose. In *Vancouver Dialogues*, pp. 28-31. Vancouver, B. C.: Dalai Lama Center for Peace and Education.
- Damon, W. (2005) Looking backwards, for a change: A story of directions in child and adolescent development. *New Directions for Child and Adolescent Development*, 109, 15-21.
- Damon, W. (2005, September 8). Personality Test: The disposition debate in teacher preparation today, and what to do about it. *Fwd: Arresting Insights in Education*, 2(3) 1-6.
- Damon, W., Colby, A., Bronk, K.C., and Ehrlich, T. (2005, Summer). Passion and mastery in balance: Toward good work in the professions. *Daedalus: The Journal of the American Academy of the Art and Sciences*, 134(3), 27-35.
- Seligman, M. E. P., Berkowitz, M. W., Catalano, R. F., Damon, W., Eccles, J. S., Gilham, J. E., Moore, K. A., Nicholson, H. J., Park, N., Penn, D. L., Peterson, C., Shih, M., Steen, T. A., Sternberg, R. J., Tierney, J. P., Weissberg, R. P., and Zaff, J. F. (2005). The positive perspective on youth development. In D. L. Evans, E. Foa, R. Gur, H. Hendrin, C. O'Brien, M. E. P. Seligman, and B. T. Walsh (Eds.), *Treating and preventing adolescent mental health disorders: What we know and what we don't know* (pp. 499-529). New York: Oxford University Press.
- Damon W. (2005, Spring). Good? Bad? Or none of the above? The time-honored unavoidable mandate to teach character. *Education Next*, (5)2, 20-28.

- Damon, W. (2004). Positiv ungdomsudvikling. *Kognition & Paedagogik*, 14(53), 20-34.
- Damon, W. (2004). What is positive youth development? *Annals of the American Academy of Political and Social Science*, 591, 13-23.
- Damon, W. (2004). Foreword. In R. Lerner and L. Steinberg (Eds.), *Handbook of adolescent psychology* (pp. vii-viii). Hoboken, NJ: John Wiley and Sons.
- Damon, W. (2003). The roots of character and the role of community. *Character*, XI(1), 1-9.
- Damon, W. (2003). From the personal to the political. In C. E. Finn, Jr. (Ed.), *Terrorists, despots and democracy: What our children need to know* (pp. 34-36). Washington, DC: Thomas B. Fordham Foundation.
- Damon, W., Menon, J. L., and Bronk, K. C. (2003). The Development of purpose during adolescence. *Journal of Applied Developmental Science*, 7(3), (119-128).
- Damon, W. (2003). A new - but time-honored - approach to moral development in the child. In H. H. Knoop and P. Østergaard (Eds.), *Børns liv og læreprocesser i det moderne samfund*. Vaerlose, Denmark: Billesø og Baltzer Publishers.
- Damon, W. and Gregory, A. (2003). Bringing in a new era in the field of youth development. In R. Lerner and P. Benson (Eds.), *Developmental assets and asset-building communities* (pp. 47-64). New York: Kluwer Academic/Plenum Press.
- Damon, W. (2003, Fall). Science looks at purpose in young people. In P. Veljkovic (Ed.), *Laws of Life* (p.7). Radnor, PA: John Templeton Foundation.
- Damon, W. (2003, February). The roots of character. *Personal Excellence*, 13.
- Damon, W. (2002, January). The moral advantage: How to succeed in business by doing the right thing. *Optimize*, 68-77.
- Verducci, S., and Damon, W. (2001). Youth outlook. In R. Lerner and J. Lerner (Eds.), *Adolescence in America: An encyclopedia*, (Vol. 2, pp. 815-825). New York: Oxford University Press.
- Damon, W. (2001, April 27-29). The gap generation. *USA Weekend*, 7-9.
- Damon, W. (2001). Character study. *The Responsive Community*, 11(2), 62-68.
- Damon, W. (2001). To not fade away: Restoring civil identity among the young. In D. Ravitch and J. Viteritti (Eds.), *Making good citizens: Education and civil society* (pp. 122-141). New Haven: Yale University Press.
- M. Csikszentmihalyi and Damon, W. (2001). What does it mean to do good work in higher education today. In M. Devlin (Ed.), *Futures Forum 2001: Exploring the Future of Higher Education* (pp. 15-18). Cambridge, MA: Forum for the Future of Higher Education.

- Damon, W. (2000). Setting the stage for the development of wisdom: Self-understanding and moral identity during adolescence. In W. Brown (Ed.), *Understanding wisdom: Sources, science, and society* (pp. 339-360). Radnor, PA: Templeton Foundation Press.
- Damon, W. (2000). Moral development. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 5, pp. 299-302). Washington, DC: American Psychological Association Books and New York: Oxford University Press.
- Damon, W. (1999, August). The moral development of children. *Scientific American*, 281(2), 72-88.
- Damon, W. (1999-2000, Winter). Reading between the lines: What do teenagers laws of life essays tell us about them? In P. Veljkovic (Ed.), *Laws of Life* (p.2). Radnor, PA: John Templeton Foundation.
- Damon, W. (1999). Die Moralentwicklung bei Kindern. *Spektrum der Wissenschaft*, (10), 62-70.
- Damon, W. (1998). Political development for a democratic future: A commentary. In C. A. Flanagan and L. R. Sherrod (Eds.), *Journal of Social Issues*, (54)3, 621-627.
- Damon, W. (1998). The path to a civil society goes through the university. *The Chronicle of Higher Education*, XLV (8), pp. B4, B5.
- Damon, W. (1997). Foreword to Piaget, J., *The moral judgment of the child* (pp. 3-9). New York: The Free Press.
- Damon, W., and Gregory, A. (1997). The youth charter: Towards the formation of adolescent moral identity. *Journal of Moral Education*, 26(2), 117-131.
- Damon, W. (1997). The Handbook's back pages - and ours. *Human Development*, 40(2) 74-87.
- Damon, W. (1997). Learning and resistance: when developmental theory meets educational practice. In E. Amsel and A. Renninger, *Change and development: Issues of theory, method and application* (pp.287-310). Hillsdale, NJ: L. Erlbaum Associates.
- Damon, W. (1996). Dear Caroline. In E. Goode (Ed.), *Letters for our children* (pp. 117-122). New York: Random House.
- Damon, W. (1996). Moralische entwicklung in schule und betrieb. In W. Stark, T. Fitzner, K. Giebeler and C. Schulbert (Eds.), *Moralisches lernen in schule, betrieb, und gesellschaft* (pp. 63-69). Bad Boll: Evangelische Akademie Bad Boll.
- Damon, W. (1996). Nature, second nature, and individual development: an ethnographic opportunity. In R. Jessor, A. Colby, and R. Shweder (Eds.), *Ethnography and human development: Context and Meaning in Social Inquiry* (pp. 459-475). Chicago: University of Chicago Press.

- Damon, W. (1996). The lifelong transformation of moral goals through social influence. In P. Baltes and U. Staudinger (Eds.), *Interactive minds: Life-span perspectives on the social foundation of cognition* (pp. 198-220). Chicago: University of Chicago Press.
- Damon, W. (1996, December 22). Persuading a child to give happily. *The Boston Globe*, p. D3.
- Colby, A. and Damon, W. (1996, November 1). So what is "moral character"? *The Christian Science Monitor*.
- Damon, W., and Colby, A. (1996). Education and moral commitment. *Journal of Moral Education*, 25(1), 31-45.
- Damon, W. (1995). Moral education in school and out. In A. Etzioni (Ed.), *The I and the we*. New York: St. Martin's Press.
- Damon, W. (1995, November 17-19). At the Thanksgiving table: Have an open family discussion about ethics. *USA Weekend*, 26.
- Damon, W. (1995, August 30). Moral education and character development. In *Forging Links between Creativity and Morality* (pp. 4-9). Chicago: The Carylton Foundation.
- Damon, W. (1994). Commentary. *Human development*, 37(3), 140-143.
- Colby, A. and Damon, W. (1994). The development of extraordinary moral commitment. In M. Killen and D. Hart (Eds.), *Morality in everyday life: Developmental perspectives* (pp. 342-370). New York: Cambridge University Press.
- Damon, W. (1994). Peer relations and learning. In T. Husen and T. N. Postlethwaite (Eds.), *International encyclopedia of education* (Vol. 8, pp. 4368-4372). New York: Pergamon; New York: Elsevier.
- Damon, W. (1993). Foreword to R. Cocking and K. Renninger (Eds.), *The development and meaning of psychological distance* (pp. xiii-xv). Hillsdale, NJ: L. Erlbaum Associates.
- Colby, A. and Damon, W. (1993). The uniting of self and morality in the development of extraordinary moral commitment. In G. Noam and T. Wren (Eds.), *The moral self* (pp. 149-174). Cambridge: The MIT Press.
- Youniss, J., and Damon, W. (1992). Social construction in Piaget's theory. In H. Beilin and P. Pufall (Eds.), *Piaget's theory: Prospects and possibilities* (pp. 267-286). Hillsdale, NJ: Erlbaum.
- Damon, W. (1992, Fall). Common sense on morality and today's youth. *The responsive community*, 2(4), 86-88.
- Damon, W. (1992). Teaching as a moral craft and developmental expedition. In F. Oser, A. Dick, and J. Patry (Eds.), *Effective and responsible teaching: The new synthesis* (pp. 139-153). San Francisco: Jossey-Bass.

- Damon, W., and Hart, D. (1992). Self-understanding and its role in social and moral development. In M. Bornstein and M. Lamb (Eds.), *Developmental psychology: an advanced textbook* (pp. 421-464). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Damon, W. (1992, October). Teaching values in school promotes understanding and good citizenship. *Brown University Child and Adolescent Behavior Letter*, 8(10), 2, 7-8.
- Damon, W., and Phelps, E. (1991). Peer collaboration as a context for cognitive growth. In L. Landsmann and S. Strauss (Eds.), *Culture, schooling, and psychological development* (Vol. 4, pp. 171-184). Norwood, N.J.: Ablex Publishing Corporation.
- Damon, W. (1991). Problems of direction in socially shared cognition. In L. Resnick, J. Levine, and S. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 384-397). Washington, DC: American Psychological Association.
- Damon, W. (1991). Adolescent self-concept. In A. Peterson, J. Brooks-Gunn, and R. Lerner (Eds.), *The encyclopedia of adolescence* (pp. 987-991). London: Garland Publishing Co.
- Damon, W. (1991). Reconciling the literacies of generations. In S. Graubard (Ed.), *Literacy: An overview by 14 experts* (pp. 33-54). New York: Noonday.
- Damon, W. (1991, Fall). Putting substance into self-esteem: A focus on academic and moral values. *Educational Horizons*, (70)1, 12-18.
- Damon, W. (1990). Social relations and children's thinking skills. In D. Kuhn (Ed.), *Developmental perspectives on teaching and learning thinking skills* (pp. 95-107). Basel, Switzerland: Karger.
- Hart, D., Maloney, J., and Damon, W. (1990). Une perspective développementale sur l'identité personnelle et le sens de soi. *Psychologie Française*, 35(1), 35-43.
- Damon, W. (1990, Spring). Reconciling the literacies of generations. *Daedalus*, 119(2), 33-53.
- Damon, W. (1990, April 25). Colleges must help foster a spirit of inquiry in the nation's schools. *The Chronicle of Higher Education*, XXXVI (32), A48.
- Damon, W., and Phelps, E. (1989). Strategic uses of peer learning in children's education. In T. Berndt and G. Ladd (Eds.), *Peer relationships in child development* (pp. 135-157). New York: Wiley.
- Phelps, E., and Damon, W. (1989). Problem solving with equals: Peer collaboration as a context for learning mathematics and spatial concepts. *Journal of Educational Psychology*, 81(4), 639-646.
- Damon, W. (1989) Teaching teachers: The promise of ideas, the problem of goals. *The Genetic Epistemologist*, XVII (4), 35-38.

- Damon, W. (1989, May 3). Learning how to deal with the new American dilemma: We must teach our students about morality. *The Chronicle of Higher Education*, XXXV (34), pp. B1, B2, B3.
- Damon, W. (1989, May 3). The shaping of adolescent experience. *Education Week*, VIII(32), pp. B1, B2.
- Damon, W., and Phelps, E. (1989). Critical distinctions among three approaches to peer education. *International Journal of Educational Research*, 13(1), 9-19.
- Hart, D., and Damon, W. (1988). Self-understanding and social-cognitive development. *Early Child Development and Care*, 40, 5-23.
- Hart, D., Maloney, J. & Damon, W. (1987). The meaning and development of identity. In T. Honess and K. Yardley (Eds.), *Self and Identity: Perspectives across the lifespan* (pp. 121-133). London: Routledge and Kegan Paul.
- Damon, W., and Colby, A. (1987). Social influence and moral change. In W. Kurtines and J. Gewirtz (Eds.), *Moral development through social interaction* (pp. 3-19). New York: Wiley.
- Damon, W. (1986). Affect, cognition, and self in developmental psychology. In D. Bearison and H. Zimiles (Eds.), *Thought and emotion* (pp. 167-174). Hillsdale, NJ: L. Erlbaum Associates.
- Hart, D., and Damon, W. (1986). Contrasts between conceptions of self and other. In R. Leahy (Ed.), *The development of self* (pp.151-178). New York: Academic Press.
- Hart, D., Lucca-Irizarry, N., and Damon, W. (1986). The development of self-understanding in Puerto Rico and the United States. *Journal of Early Adolescence*, 6, 293-304.
- Damon, W., and Hart, D. (1986). Stability and change in children's self-understanding. *Social Cognition*, 4(2), 102-118.
- Hart, D., and Damon, W. (1986). Developmental trends in self-understanding. *Social Cognition*, 4(4), 388-407.
- Damon, W. (1986, February). Flaming Coles, *Boston Review XI* (1). 21.
- Hart, D., and Damon, W. (1985) Models of social-cognitive development. *The Genetic Epistemologist*, XIV (1), 1-8.
- Damon, W. and Montemayor, R. (1985). The mind of a moralist. *Contemporary Psychology*, 30(12), 952-954.
- Damon, W. (1984). Self-understanding and moral development from childhood to adolescence. In J. Gewirtz and W. Kurtines (Eds.), *Morality, moral behavior and moral development* (pp. 109-127). New York: Wiley.

- Damon, W. (1984). Peer education: The untapped potential. *Journal of Applied Developmental Psychology*, 5(4), 331-343. Italian translation in (1986, Giugno). *Età evolutiva*, (24), 46-53.
- Colby, A., and Damon, W. (1983). Listening to a different voice. *Merrill-Palmer Quarterly*, 29, 4, 473-481.
- Damon, W. (1983). Five questions for research in social cognitive development. In T. Higgins, D. Ruble, and W. Hartup (Eds.), *Social cognition and social development: A sociocultural perspective* (pp. 371-393). Cambridge: Cambridge University Press.
- Damon, W. (1983). The nature of social-cognitive change in the developing child. In W. Overton (Ed.), *The relationship between social and cognitive development* (pp. 103-142). Hillsdale, NJ: L. Erlbaum.
- Damon, W., and Killen, M. (1982). Peer interaction and the process of change in children's moral reasoning. *Merrill-Palmer Quarterly*, 28(3), 347-367.
- Damon, W., and Hart, D. (1982). The development of self-understanding from infancy through adolescence. *Child Development*, 53, 841-864.
- Damon, W. (1981). The development of justice and self-interest during childhood. In M. Lerner (Ed.), *The justice motive in social behavior* (pp. 57-72). New York: Plenum Press.
- Damon, W. (1981). Exploring children's social cognition on two fronts. In J. Flavell and L. Ross (Eds.), *Social cognitive development: Frontiers and possible futures* (pp. 154-175). Cambridge: Cambridge University Press.
- Damon, W. (1980). Developmental psychology rediscovers the self. *Contemporary Psychology*, 25(10), 796-798.
- Damon, W. (1980). Patterns of change in children's social reasoning: A two-year longitudinal study. *Child Development*, 51, 1010-1017.
- Damon, W. (1980). Structural-developmental theory and the study of moral development. In M. Windmiller, M. Lambert, and E. Turiel (Eds.), *Moral development and socialization* (pp. 35-68). Boston: Allyn-Bacon.
- Damon, W. (1979). Why study social-cognitive development? *Human Development*, 22, 206-212.
- Damon, W. (1979, Summer). Social development from infancy through adolescence: An overview. *New York University Education Quarterly*, X(4), 1-9.
- Gerson, R., and Damon, W. (1978, December). Children's understanding and moral conduct. *New Directions for Child Development*, 1(2).
- Damon, W. (1977). Measurement and social development. *The Counseling Psychologist* (6)4, 13-16.

- Damon, W. (1976). Some thoughts on the nature of children's social perspective. In J. Meyer (Ed.), *Reflections on values education* (pp. 131-148). Waterloo, Ontario: W. Laurier Press.
- Damon, W. (1975). Studying early moral development: Some techniques for interviewing young children and for analyzing the results. In J. Meyer, B. Burnham, and S. Cholvat (Eds.), *Values education* (pp. 25-40). Waterloo, Ontario: W. Laurier Press.
- Selman, R., and Damon, W. (1975). The necessity (but insufficiency) of social perspective taking for the conception of justice at three early levels. In D.J. Palma and J. M. Foley (Eds.), *Moral development* (pp. 57-74). Potomac, MD: L. Erlbaum.
- Damon, W. (1975). Early conceptions of positive justice as related to the development of logical operations. *Child Development*, 46, 301-312.

Electronic Publications:

- Damon, W. and Colby, A. (2015, September 29). Honesty Can Be Cultivated. *New York Times*, <http://www.nytimes.com/roomfordebate/2015/09/29/is-honesty-for-suckers/honesty-can-be-cultivated-despite-cynicism>
- Damon, W. (2014, March 25). A Nation of Entrepreneurs? *Defining Ideas*, A Hoover Institution Journal: <http://www.hoover.org/publications/defining-ideas/article/171856>.
- Damon, W. (2012, June 14). Why We Can't All Just Get Along. *Defining Ideas*, A Hoover Institution Journal: <http://www.hoover.org/publications/defining-ideas/article/120031>.
- Damon, W. (2012, January 12). The Death of Honesty. *Defining Ideas*, A Hoover Institution Journal: <http://www.hoover.org/publications/defining-ideas/article/104721>.
- Damon, W. (2011, September 16). The education of Steve Jobs. *Defining Ideas*, <http://www.hoover.org/publications/defining-ideas/article/93066>.
- Damon, W. (2011, September 7). From the personal to the political, for the love of freedom. In *Teaching about 9/11 in 2011: What Our Children Need to Know* (13-15). Thomas Fordham Institute, <http://www.edexcellence.net/publications-issues/publications/teaching-about-911-in-2011.html>.
- Damon, W. (2011, July 1). American amnesia. *Defining Ideas*, <http://www.hoover.org/publications/defining-ideas/article/84241>.
- Damon, W. (2011, January 4). Morality degraded: The Academy's new science of odd behavior. *Defining Ideas*, <http://www.hoover.org/publications/defining-ideas/article/61751>.

PROFESSIONAL ACTIVITIES AND HONORS:

Fellow, American Academy of Arts and Sciences, 2014 -

Fellow, National Academy of Education, 1999 –
Fellow, American Educational Research Association, 2009 –
Co-chair, Andrew Mellon Foundation Commission on Higher Education, 2016 – 2019

Board of Advisors, Positive Coaching Alliance, 2000 - 2019

Board of Academic Advisors, John Templeton Foundation, 2001-2004, 2005 - 2008, 2010 - 2015

Advisor to the Board, Beechwood School, 2008 – 2018

Success for Kids Advisory Board, 2010 - 2012

Bill of Rights Institute's Academic Advisory Council, 2002 - 2010

Parent's Choice Book Award for *Greater Expectations*, 1996

Editor-in-Chief, New Directions for Child and Adolescent Development, 1978 - 2005

Editorial Board, *Human Development*, 1984-2007

President's Advisory Council, National Campaign against Youth Violence, 1999 - 2002

National Advisory Board, Fox Kids Television Network, 1997 - 2000

Annenberg Council on Excellence in Children's Television, 1996 - 1999

National Advisory Board, Search Institute, 1997 - 1999

Advisory Board, Educational Alliance, 1991-1997

International Advisory Board, Tel Aviv University Developmental Unit, 1987-1994

Board of Directors, Jean Piaget Society, 1983-1986

Board of Governors, University Press of New England, 1983-1987

Board of Trustees, Bancroft School, 1980-1984

Member, NIMH Study Section on Cognition, Emotion, and Personality, 1981-1984