

Stanford



Carol Dweck

Lewis and Virginia Eaton Professor and Professor, by courtesy, of Education
Psychology

 Curriculum Vitae available Online

CONTACT INFORMATION

• Administrative Contact

Bee David

Email beedavid@stanford.edu

Tel 650-724-1138

Bio

BIO

My work bridges developmental psychology, social psychology, and personality psychology, and examines the self-conceptions people use to structure the self and guide their behavior. My research looks at the origins of these self-conceptions, their role in motivation and self-regulation, and their impact on achievement and interpersonal processes.

ACADEMIC APPOINTMENTS

- Professor, Psychology
- Professor (By courtesy), Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Lewis and Virginia Eaton Professor of Psychology, Stanford University, (2004- present)
- Professor, Department of Psychology, Columbia University, (1989-2004)
- William B. Ransford Professor of Psychology, Columbia University, (1989-2004)
- Professor, Department of Psychology, University of Illinois, (1985-1989)
- Professor, Laboratory of Human Development, Harvard University, (1981-1985)
- Associate Professor, Department of Psychology, University of Illinois, (1977-1981)
- Assistant Professor, Department of Psychology, University of Illinois, (1972-1977)
- National Science Foundation Fellow, Yale University, (1967-1971)

HONORS AND AWARDS

- Book Award for Self-Theories, World Education Federation (an organization of the United Nations and UNICEF) (2004)
- Donald Campbell Career Achievement Award in Social Psychology, Society for Personality and Social Psychology (2008)
- Award for Innovative Program of the Year, "Brainology" (2008)
- Ann L. Brown Award for Research in Developmental Psychology, University of Illinois (2009)
- Klingenstein Award for Leadership in Education, Klingenstein Center, Columbia University (2010)

- Thorndike Career Achievement Award in Educational Psychology, American Psychological Association (2010)
- Beckman Mentoring Award, Columbia University (2011)
- Distinguished Scientific Contribution Award, American Psychological Association (2011)
- Gallery of Scientists, Federation of Associations in Behavioral & Brain Sciences (2011)
- James McKeen Cattell Lifetime Achievement Award, Association for Psychological Science (2013)
- Distinguished Scholar Award, Society for Personality and Social Psychology (2013)

BOARDS, ADVISORY COMMITTEES, PROFESSIONAL ORGANIZATIONS

- Elected Member, America Academy of Arts and Sciences (2002 - present)
- Elected Member, Herbert Simon Fellow of the Academy of Political and Social Science (2010 - 2010)
- Elected Member, National Academy of Sciences (2012 - 2012)

PROFESSIONAL EDUCATION

- Ph.D., Yale University , Psychology (1972)
- B.A., Barnard College, Columbia University , Psychology (1967)

Teaching

COURSES

2018-19

- Developmental Psychology: PSYCH 211 (Win)
- Motivation and Emotion: PSYCH 235 (Spr)
- Self Theories: PSYCH 12N (Aut)

2017-18

- Developmental Psychology: PSYCH 211 (Win)
- Self Theories: PSYCH 12N (Aut)

2016-17

- Developmental Psychology: PSYCH 211 (Win)
- Self Theories: PSYCH 12N (Aut)
- The Self: Representations and Interventions: PSYCH 270 (Spr)

2015-16

- Developmental Psychology: PSYCH 211 (Win)
- Motivation and Emotion: PSYCH 235 (Spr)
- Self Theories: PSYCH 12N (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Kari Leibowitz, Daniel O'Leary, Eric Smith, Bradley Turnwald

Postdoctoral Faculty Sponsor

Arber Tasimi

Doctoral Dissertation Advisor (AC)

Cai Guo

Doctoral (Program)

Kara Weisman

Publications

PUBLICATIONS

- **Growth mindset tempers the effects of poverty on academic achievement.** *Proceedings of the National Academy of Sciences of the United States of America*
Claro, S., Paunesku, D., Dweck, C. S.
2016; 113 (31): 8664-8668
- **Teaching a lay theory before college narrows achievement gaps at scale** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Yeager, D. S., Walton, G. M., Brady, S. T., Akcinar, E. N., Paunesku, D., Keane, L., Kamentz, D., Ritter, G., Duckworth, A. L., Urstein, R., Gomez, E. M., Markus, H. R., Cohen, et al
2016; 113 (24): E3341-E3348
- **What Predicts Children's Fixed and Growth Intelligence Mind-Sets? Not Their Parents' Views of Intelligence but Their Parents' Views of Failure** *PSYCHOLOGICAL SCIENCE*
Haimovitz, K., Dweck, C. S.
2016; 27 (6): 859-869
- **Using Design Thinking to Improve Psychological Interventions: The Case of the Growth Mindset During the Transition to High School** *JOURNAL OF EDUCATIONAL PSYCHOLOGY*
Yeager, D. S., Romero, C., Paunesku, D., Hulleman, C. S., Schneider, B., Hinojosa, C., Lee, H. Y., O'Brien, J., Flint, K., Roberts, A., Trott, J., Greene, D., Walton, et al
2016; 108 (3): 374-391
- **Mind-Set Interventions Are a Scalable Treatment for Academic Underachievement** *PSYCHOLOGICAL SCIENCE*
Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., Dweck, C. S.
2015; 26 (6): 784-793
- **Implicit Theories About Willpower Predict Self-Regulation and Grades in Everyday Life** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Job, V., Walton, G. M., Bernecker, K., Dweck, C. S.
2015; 108 (4): 637-647
- **Reply to Warneken: Social experience can illuminate early-emerging behaviors.** *Proceedings of the National Academy of Sciences of the United States of America*
Cortes Barragan, R., Dweck, C. S.
2015; 112 (10): E1053-?
- **Emotion beliefs and cognitive behavioural therapy for social anxiety disorder.** *Cognitive behaviour therapy*
De Castella, K., Goldin, P., Jazaieri, H., Heimberg, R. G., Dweck, C. S., Gross, J. J.
2015; 44 (2): 128-141
- **Rethinking natural altruism: Simple reciprocal interactions trigger children's benevolence** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Barragan, R. C., Dweck, C. S.
2014; 111 (48): 17071-17074
- **Who Accepts Responsibility for Their Transgressions?** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Schumann, K., Dweck, C. S.
2014; 40 (12): 1598-1610
- **Addressing the Empathy Deficit: Beliefs About the Malleability of Empathy Predict Effortful Responses When Empathy Is Challenging** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Schumann, K., Zaki, J., Dweck, C. S.
2014; 107 (3): 475-493

- **Behavioral and neural correlates of increased self-control in the absence of increased willpower** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Magen, E., Kim, B., Dweck, C. S., Gross, J. J., McClure, S. M.
2014; 111 (27): 9786-9791
- **The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence.** *Journal of personality and social psychology*
Yeager, D. S., Johnson, R., Spitzer, B. J., Trzesniewski, K. H., Powers, J., Dweck, C. S.
2014; 106 (6): 867-884
- **Mechanisms of motivation-cognition interaction: challenges and opportunities** *COGNITIVE AFFECTIVE & BEHAVIORAL NEUROSCIENCE*
Braver, T. S., Krug, M. K., Chiew, K. S., Kool, W., Westbrook, J. A., Clement, N. J., Adcock, R. A., Barch, D. M., Botvinick, M. M., Carver, C. S., Cools, R., Custers, R., Dickinson, et al
2014; 14 (2): 443-472
- **Academic and emotional functioning in middle school: The role of implicit theories.** *Emotion*
Romero, C., Master, A., Paunesku, D., Dweck, C. S., Gross, J. J.
2014; 14 (2): 227-234
- **The Role of Forgetting in Undermining Good Intentions** *PLOS ONE*
Olson, K. R., Heberlein, A. S., Kensinger, E., Burrows, C., Dweck, C. S., Spelke, E. S., Banaji, M. R.
2013; 8 (11)
- **Beliefs About Emotion: Links to Emotion Regulation, Well-Being, and Psychological Distress** *BASIC AND APPLIED SOCIAL PSYCHOLOGY*
De Castella, K., Goldin, P., Jazaieri, H., Ziv, M., Dweck, C. S., Gross, J. J.
2013; 35 (6): 497-505
- **Beliefs about willpower determine the impact of glucose on self-control** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Job, V., Walton, G. M., Bernecker, K., Dweck, C. S.
2013; 110 (37): 14837-14842
- **Parent Praise to 1-to 3-Year-Olds Predicts Children's Motivational Frameworks 5Years Later** *CHILD DEVELOPMENT*
Gunderson, E. A., Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., Levine, S. C.
2013; 84 (5): 1526-1541
- **Implicit Theories of Personality and Attributions of Hostile Intent: A Meta-Analysis, an Experiment, and a Longitudinal Intervention** *CHILD DEVELOPMENT*
Yeager, D. S., Miu, A. S., Powers, J., Dweck, C. S.
2013; 84 (5): 1651-1667
- **Implicit theories block negative attributions about a longstanding adversary: The case of Israelis and Arabs** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Levontin, L., Halperin, E., Dweck, C. S.
2013; 49 (4): 670-675
- **An Implicit Theories of Personality Intervention Reduces Adolescent Aggression in Response to Victimization and Exclusion** *CHILD DEVELOPMENT*
Yeager, D. S., Trzesniewski, K. H., Dweck, C. S.
2013; 84 (3): 970-988
- **Social-cognitive development: A renaissance** *Navigating the Social World: What infants, children, and other species can teach us*
Dweck, C. S.
2013
- **Parent praise to 1-3 year-olds predicts children's motivational frameworks 5 years later** *Child Development*
Gunderson, L., Gripshover, S., Romero, C., Goldin-Meadow, S., Dweck, C. S., Levine, S.
2013
- **How universals and individual differences can inform each other: The case of social expectations in infancy** *Navigating the Social World: What infants, children, and other species can teach us*
Johnson, S. C., Dweck, C. S., Dunfield, K.

edited by Banaji, M. R., Gelman, S.
New York: Oxford.2013

- **Promoting Intergroup Contact by Changing Beliefs: Group Malleability, Intergroup Anxiety, and Contact Motivation** *EMOTION*
Halperin, E., Crisp, R. J., Husnu, S., Trzesniewski, K. H., Dweck, C. S., Gross, J. J.
2012; 12 (6): 1192-1195
- **Are Implicit Motives the Need to Feel Certain Affect? Motive-Affect Congruence Predicts Relationship Satisfaction** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Job, V., Bernecker, K., Dweck, C. S.
2012; 38 (12): 1552-1565
- **Mindsets and Human Nature: Promoting Change in the Middle East, the Schoolyard, the Racial Divide, and Willpower** *AMERICAN PSYCHOLOGIST*
Dweck, C. S.
2012; 67 (8): 614-622
- **Can Everyone Become Highly Intelligent? Cultural Differences in and Societal Consequences of Beliefs About the Universal Potential for Intelligence** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Rattan, A., Savani, K., Naidu, N. V., Dweck, C. S.
2012; 103 (5): 787-803
- **"Prejudiced" Behavior Without Prejudice? Beliefs About the Malleability of Prejudice Affect Interracial Interactions** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Carr, P. B., Dweck, C. S., Pauker, K.
2012; 103 (3): 452-471
- **Thinking in Categories or Along a Continuum: Consequences for Children's Social Judgments** *CHILD DEVELOPMENT*
Master, A., Markman, E. M., Dweck, C. S.
2012; 83 (4): 1145-1163
- **Theories of Willpower Affect Sustained Learning** *PLOS ONE*
Miller, E. M., Walton, G. M., Dweck, C. S., Job, V., Trzesniewski, K. H., McClure, S. M.
2012; 7 (6)
- **Race and the Fragility of the Legal Distinction between Juveniles and Adults** *PLOS ONE*
Rattan, A., Levine, C. S., Dweck, C. S., Eberhardt, J. L.
2012; 7 (5)
- **"It's ok - Not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Rattan, A., Good, C., Dweck, C. S.
2012; 48 (3): 731-737
- **Why Do Women Opt Out? Sense of Belonging and Women's Representation in Mathematics** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Good, C., Rattan, A., Dweck, C. S.
2012; 102 (4): 700-717
- **Emotion blocks the path to learning under stereotype threat** *SOCIAL COGNITIVE AND AFFECTIVE NEUROSCIENCE*
Mangels, J. A., Good, C., Whiteman, R. C., Maniscalco, B., Dweck, C. S.
2012; 7 (2): 230-241
- **Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed** *EDUCATIONAL PSYCHOLOGIST*
Yeager, D. S., Dweck, C. S.
2012; 47 (4): 302-314
- **An implicit theories of personality intervention reduces adolescent aggression in response to victimization and exclusion** *Child Development*
Yeager, D. S., Trzesniewski, K., Dweck, C. S.
2012; 84: 970 - 988
- **Expandable selves** *Handbook of self and identity*
Walton, G. M., Paunesku, D., Dweck, C. S.

edited by Leary, M., Tangney, J.
New York: Guilford.2012

- **IMPLICIT THEORIES SHAPE INTERGROUP RELATIONS** *ADVANCES IN EXPERIMENTAL SOCIAL PSYCHOLOGY, VOL 45*
Carr, P. B., Rattan, A., Dweck, C. S.
2012; 45: 127-165
- **Beliefs About Emotional Residue: The Idea That Emotions Leave a Trace in the Physical Environment** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Savani, K., Kumar, S., Naidu, N. V., Dweck, C. S.
2011; 101 (4): 684-701
- **Promoting the Middle East Peace Process by Changing Beliefs About Group Malleability** *SCIENCE*
Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., Dweck, C. S.
2011; 333 (6050): 1767-1769
- **Motivating voter turnout by invoking the self** *PROCEEDINGS OF THE NATIONAL ACADEMY OF SCIENCES OF THE UNITED STATES OF AMERICA*
Bryan, C. J., Walton, G. M., Rogers, T., Dweck, C. S.
2011; 108 (31): 12653-12656
- **Adolescents' Implicit Theories Predict Desire for Vengeance After Peer Conflicts: Correlational and Experimental Evidence** *Annual Meeting of the American-Educational-Research-Association*
Yeager, D. S., Trzesniewski, K. H., Tim, K., Nokelainen, P., Dweck, C. S.
AMER PSYCHOLOGICAL ASSOC.2011: 1090-1107
- **CHILDREN'S RESPONSES TO GROUP-BASED INEQUALITIES: PERPETUATION AND RECTIFICATION** *SOCIAL COGNITION*
Olson, K. R., Dweck, C. S., Spelke, E. S., Banaji, M. R.
2011; 29 (3): 270-287
- **Anger, Hatred, and the Quest for Peace: Anger Can Be Constructive in the Absence of Hatred** *JOURNAL OF CONFLICT RESOLUTION*
Halperin, E., Russell, A. G., Dweck, C. S., Gross, J. J.
2011; 55 (2): 274-291
- **Misery Has More Company Than People Think: Underestimating the Prevalence of Others' Negative Emotions** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Jordan, A. H., Monin, B., Dweck, C. S., Lovett, B. J., John, O. P., Gross, J. J.
2011; 37 (1): 120-135
- **Buried treasures: Depression, murder, praise, and intelligence** *Most Underappreciated: 50 Of the Most Eminent Social Psychologists Talk About Hidden Gems*
Dweck, C. S.
edited by Arkin, R.
New York: Oxford University Press.2011
- **Motivation and intelligence** *Handbook of Intelligence*
Carr, P. B., Dweck, C. S.
edited by Fieldman, S., Sternberg, R.
New York: Cambridge.2011
- **Self-Theories** *Handbook of theories in social psychology*
Dweck, C. S.
edited by Lange, P. V., Kruglanski, A., Higgins, E. T.
Thousand Oaks, CA.: Sage Publications.2011
- **Academic tenacity** *White paper prepared for the Gates Foundation*
Dweck, C. S., Walton, G. M., Cohen, G.
2011
- **Ego Depletion-Is It All in Your Head? Implicit Theories About Willpower Affect Self-Regulation** *PSYCHOLOGICAL SCIENCE*
Job, V., Dweck, C. S., Walton, G. M.
2010; 21 (11): 1686-1693

- **Even Geniuses Work Hard** *EDUCATIONAL LEADERSHIP*
Dweck, C. S.
2010; 68 (1): 16-20
- **Who Confronts Prejudice? The Role of Implicit Theories in the Motivation to Confront Prejudice** *PSYCHOLOGICAL SCIENCE*
Rattan, A., Dweck, C. S.
2010; 21 (7): 952-959
- **At the Intersection of Social and Cognitive Development: Internal Working Models of Attachment in Infancy** *COGNITIVE SCIENCE*
Johnson, S. C., Dweck, C. S., Chen, F. S., Stern, H. L., Ok, S., Barth, M.
2010; 34 (5): 807-825
- **A Culture of Genius: How an Organization's Lay Theory Shapes People's Cognition, Affect, and Behavior** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Murphy, M. C., Dweck, C. S.
2010; 36 (3): 283-296
- **Self-theories: The roots of defensiveness** *The social psychological foundations of clinical psychology*
Dweck, C. S., Elliott-Moskwa, E.
edited by Maddux, J. E., Tagny, J. P.
New York: Guilford Press.2010
- **Why we don't need built-in misbeliefs** *BEHAVIORAL AND BRAIN SCIENCES*
Dweck, C. S.
2009; 32 (6): 518-?
- **Political mindset: Effects of schema priming on liberal-conservative political positions** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Bryan, C. J., Dweck, C. S., Ross, L., Kay, A. C., Mislavsky, N. O.
2009; 45 (4): 890-895
- **Social Cognitive Development: A New Look** *CHILD DEVELOPMENT PERSPECTIVES*
Olson, K. R., Dweck, C. S.
2009; 3 (1): 60-65
- **Solving Social Problems Like a Psychologist** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Walton, G. M., Dweck, C. S.
2009; 4 (1): 101-102
- **Foreword** *The Development of Giftedness and Talent Across the Life-Span*
Dweck, C. S.
edited by Horowitz, F. D., Subotnik, R. F., Matthews, D.
Washington, DC: American Psychological Association.2009
- **On learning to become a member of one's culture** *Why We Cooperate*
Dweck, C. S.
edited by Tomasello, M., Dweck, C. S., Silk, J., Skryms, B., Spelke, E. S.
Boston, MA.: Boston Review.2009
- **Augmenting cognition: Psychological studies of children** *Frontiers in Neuroscience*
Dweck, C. S.
2009
- **Lay theories of personality: Cornerstones of meaning in social cognition** *Social Psychology Compass*
Plaks, J. E., Levy, S. R., Dweck, C. S.
2009; 3: 1069 - 1081
- **Prejudice: How It Develops and How It Can Be Undone** *HUMAN DEVELOPMENT*
Dweck, C. S.
2009; 52 (6): 371-376

- **Can Personality Be Changed? The Role of Beliefs in Personality and Change** *CURRENT DIRECTIONS IN PSYCHOLOGICAL SCIENCE*
Dweck, C. S.
2008; 17 (6): 391-394
- **The hidden-zero effect - Representing a single choice as an extended sequence reduces impulsive choice** *PSYCHOLOGICAL SCIENCE*
Magen, E., Dweck, C. S., Gross, J. J.
2008; 19 (7): 648-649
- **Defensiveness versus remediation: Self-theories and modes of self-esteem maintenance** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Nussbaum, A. D., Dweck, C. S.
2008; 34 (5): 599-612
- **A Blueprint for Social Cognitive Development** *PERSPECTIVES ON PSYCHOLOGICAL SCIENCE*
Olson, K. R., Dweck, C. S.
2008; 3 (3): 193-202
- **Judgments of the lucky across development and culture** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Olson, K. R., Dweck, C. S., Dunham, Y., Spelke, E. S., Banaji, M. R.
2008; 94 (5): 757-776
- **Self-theories: The construction of free will** *Are we free? Psychology and free will*
Dweck, C. S., Molden, D. C.
edited by Baer, J., Kaufman, J. C., Baumeister, R. F.
New York: Oxford University Press.2008
- **Self-theories motivate self-regulated learning** *Motivation and self-regulated learning: Theory, Research, and Applications*
Dweck, C. S., Master, A.
edited by Shunk, D., Zimmerman, B.
Mahwah, NJ: Erlbaum.2008
- **Self-theories, goals, and meaning** *The handbook of motivational science*
Dweck, C. S., Grant, H.
edited by Shah, J., Gardner, W.
New York: Guilford.2008
- **The hidden zero effect: Representing standalone choices as extended sequences reduces impulsive choice** *Psychological Science*
Magen, E., Dweck, C. S., Gross, J. J.
2008; 19: 648 - 649
- **The perils and promises of Praise** *EDUCATIONAL LEADERSHIP*
Dweck, C. S.
2007; 65 (2): 34-39
- **Evidence for infants' internal working models of attachment** *PSYCHOLOGICAL SCIENCE*
Johnson, S. C., Dweck, C. S., Chen, F. S.
2007; 18 (6): 501-502
- **Subtle linguistic cues affect children's motivation** *PSYCHOLOGICAL SCIENCE*
Cimpian, A., Arce, H. C., Markman, E. M., Dweck, C. S.
2007; 18 (4): 314-316
- **Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention** *CHILD DEVELOPMENT*
Blackwell, L. S., Trzesniewski, K. H., Dweck, C. S.
2007; 78 (1): 246-263
- **Self-theories: The mindset of a champion** *Sport and exercise psychology: International perspectives*
Dweck, C. S.
edited by Morris, T., Terry, P., Gordon, S.
Morgantown, WV: Fitness Information Technology.2007

- **Social identity, stereotype threat, and self-theories** *Contesting stereotypes and constructing identities*
Good, C., Dweck, C. S., Aronson, J.
edited by Fuligni, A.
New York: Russell Sage.2007
- **The secret to raising smart kids** *Scientific American: Mind*
Dweck, C. S.
2007: 36 - 43
- **Voicing conflict: Preferred conflict strategies among incremental and entity theorists** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Kammrath, L. K., Dweck, C.
2006; 32 (11): 1497-1508
- **"Meaningful" social inferences: Effects of implicit theories on inferential processes** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Molden, D. C., Plaks, J. E., Dweck, C. S.
2006; 42 (6): 738-752
- **Children's biased evaluations of lucky versus unlucky people and their social groups** *PSYCHOLOGICAL SCIENCE*
Olson, K. R., Banaji, M. R., Dweck, C. S., Spelke, E. S.
2006; 17 (10): 845-846
- **Why do beliefs about intelligence influence learning success? A social cognitive neuroscience model** *SOCIAL COGNITIVE AND AFFECTIVE NEUROSCIENCE*
Mangels, J. A., Butterfield, B., Lamb, J., Good, C., Dweck, C. S.
2006; 1 (2): 75-86
- **Finding "meaning" in psychology - A lay theories approach to self-regulation, social perception, and social development** *AMERICAN PSYCHOLOGIST*
Molden, D. C., Dweck, C. S.
2006; 61 (3): 192-203
- **How stereotypes influence the meaning students give to academic settings** *Navigating the future: Social identity, coping, and life tasks*
Lawrence, J. S., Crocker, J., Dweck, C. S.
edited by Downey, G., Eccles, J., Chatman, C.
New York: Russell Sage.2006
- **Self-theories and conflict resolution** *Handbook of conflict resolution: Theory and practice*
Dweck, C. S., Ehrlinger, J., Deutsch, M., Coleman, P.
San Francisco: Jossey Bass.2006
- **Is math a gift? Beliefs that put females at risk** *Why aren't more women in science? Top researchers debate the evidence*
Dweck, C. S.
edited by Ceci, S. J., William, W. M.
Washington, DC: American Psychological Association.2006
- **Mindset**
Dweck, C. S.
New York: Random House.2006
- **A motivational approach to reasoning, resilience, and responsibility** *The other 3 R's: Reasoning, resilience, and responsibility*
Good, C., Dweck, C. S.
edited by Subotnik, R., Sternberg, R.
Washington, D.C.: American Psychological Association.2006
- **Violations of implicit theories and the sense of prediction and control: Implications for motivated person perception** *4th Annual Meeting of the Society-for-Personality-and-Social-Psychology*
Plaks, J. E., Grant, H., DWECK, C. S.
AMER PSYCHOLOGICAL ASSOC.2005: 245-62
- **The handbook of competence and motivation**
edited by Elliot, A., Dweck, C. S.

New York: Guilford.2005

- **Self-Theories: Their impact on competence motivation and acquisition** *The handbook of competence and motivation*
Dweck, C. S., Molden, D. C.
2005
- **The role of mental representation in social development** *MERRILL-PALMER QUARTERLY-JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
Dweck, C. S., London, B.
2004; 50 (4): 428-444
- **Motivational effects on attention, cognition, and performance** *Motivation, emotion, and cognition: Integrated perspectives on intellectual functioning*
Dweck, C. S., Mangels, J., Good, C.
edited by Dai, D. Y., Sternberg, R. J.
Mahwah, NJ: Erlbaum.2004
- **The role of mental representation in social development** *Appraising past, present, and prospective research agendas in the human development sciences*
Dweck, C. S.
edited by Ladd, G.
Detroit: Wayne State University Press.2004
- **Clarifying achievement goals and their impact** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Grant, H., DWECK, C. S.
2003; 85 (3): 541-553
- **Ability conceptions, motivation, and development** *British Journal of Educational Psychology (Special Issue: Motivation and Development)*
Dweck, C. S.
2003
- **The development of ability conceptions** *The development of achievement motivation*
Dweck, C. S.
edited by Wingfield, A., Eccles, J.
New York: Academic Press.2002
- **Self-systems give unique meaning to self-variables** *Handbook of self and identity*
Dweck, C. S., Higgins, E. T., Grant, H.
edited by Leary, M., Tagny, J.
New York: Guilford.2002
- **In the eye of the beholder: Implicit theories and the perception of groups** *The psychology of group perception*
Plaks, J., Levy, S., Dweck, C. S., Strossner
edited by Yzerbyt, V., Corneille, O., Judd, C.
New York: Psychology Press.2002
- **Beliefs that make smart people dumb** *Why smart people do stupid things*
Dweck, C. S.
edited by Sternberg, R. J.
New Haven: Yale University Press.2002
- **Messages that motivate: How praise molds students' beliefs, motivation, and performance (In Surprising Ways)** *Improving academic achievement*
Dweck, C. S.
edited by Aronson, J.
New York: Academic Press.2002
- **Person theories and attention allocation: Preferences for stereotypic versus counterstereotypic information** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Plaks, J. E., Stroessner, S. J., DWECK, C. S., Sherman, J. W.
2001; 80 (6): 876-893
- **Person theories and attention allocation: Preference for stereotypic vs. counterstereotypic information** *Journal of Personality and Social Psychology*
Plaks, J., Stroessner, S., Dweck, C. S., Sherman, J.

2001; 80: 876 - 893

- **Cross-cultural response to failure: Considering outcome attributions within different goals** *Student motivation: The culture and context of learning*
Grant, H., Dweck, C. S.
edited by Salili, F., Chiu, C., Hong, Y.
New York: Plenum.2001
- **Static versus dynamic theories and the perception of groups: Different routes to different destinations** *PERSONALITY AND SOCIAL PSYCHOLOGY REVIEW*
Levy, S. R., Plaks, J. E., Hong, Y. Y., Chiu, C. Y., DWECK, C. S.
2001; 5 (2): 156-168
- **Teorie del se': Intelligenza, motivazione, personalita' e sviluppo** *Self-Theories: Their role in motivation, personality and development*
Dweck, C. S.
Philadelphia: Taylor and Francis/Psychology Press.2000
- **Meaning and motivation** *Intrinsic motivation*
Molden, D., Dweck, C. S.
edited by Sansone, C., Harackiewicz, J.
San Diego, CA: Academic Pres.2000
- **Implicit theories, attributions, and coping: A meaning system approach** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Hong, Y. Y., Chiu, C. Y., Dweck, C. S., Lin, D. M., Wan, W.
1999; 77 (3): 588-599
- **The impact of children's static versus dynamic conceptions of people on stereotype formation** *CHILD DEVELOPMENT*
Levy, S. R., DWECK, C. S.
1999; 70 (5): 1163-1180
- **Person versus process praise and criticism: Implications for contingent self-worth and coping** *DEVELOPMENTAL PSYCHOLOGY*
KAMINS, M. L., Dweck, C. S.
1999; 35 (3): 835-847
- **Differential use of person information in decisions about guilt versus innocence: The role of implicit theories** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
Gervy, B. M., Chiu, C. Y., Hong, Y. Y., DWECK, C. S.
1999; 25 (1): 17-27
- **Self-Theories: Their role in motivation, personality and development**
Dweck, C. S.
Philadelphia: Taylor and Francis/Psychology Press.1999
- **Mastery-oriented thinking** *Coping*
Dweck, C. S., Sorich, L.
edited by Snyder, R.
New York: Oxford University Press.1999
- **Children's static vs. dynamic person conceptions as predictors of their stereotype formation** *Child Development*
Levy, S. R., Dweck, C. S.
1999; 70: 1163 - 1180
- **Content vs. structural models of self-regulation** *Advances in social cognition*
Grant, H., Dweck, C. S.
1999
- **Caution: Praise can be dangerous** *American Educator*
Dweck, C. S.
1999; 23 (1): 4 - 9
- **Modes of social thought: Implicit theories and social understanding** *Dual process models in social psychology*
Levy, S., Plaks, J. E., Dweck, C. S.

edited by Chaiken, S., Trope, Y.
New York: Guilford Press.1999

- **A goal analysis of personality and personality coherence** *Social-cognitive approaches to personality coherence*
Grant, H., Dweck, C. S.
edited by Cervone, D., Shoda, Y.
New York: Guilford Press.1999: 345–371
- **Stereotype formation and endorsement: The role of implicit theories** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Levy, S. R., Stroessner, S. J., Dweck, C. S.
1998; 74 (6): 1421-1436
- **Children's thinking about traits: Implications for judgements of the self and others** *CHILD DEVELOPMENT*
Heyman, G. D., DWECK, C. S.
1998; 69 (2): 391-403
- **Trait-versus process-focused social judgment** *SOCIAL COGNITION*
Levy, S. R., Dweck, C. S.
1998; 16 (1): 151-172
- **The development of early self-conceptions: Their relevance for motivational processes** *Motivation and self-regulation across the life span*
Dweck, C. S.
edited by Hechhausen, J., Dweck, C. S.
Cambridge: Cambridge University Press.1998: 257–280
- **Motivation and self-regulation across the life span**
Dweck, C. S.
edited by Heckhausen, J., Dweck, C. S.
Cambridge: Cambridge University Press.1998
- **Intelligence praise can undermine motivation and performance** *Journal of Personality and Social Psychology*
Mueller, C. M., Dweck, C. S.
1998; 75: 33 - 52
- **Implicit theories and conceptions of morality** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Chiu, C. Y., DWECK, C. S., Tong, J. Y., Fu, J. H.
1997; 73 (5): 923-940
- **Lay dispositionism and implicit theories of personality** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Chiu, C. Y., Hong, Y. Y., DWECK, C. S.
1997; 73 (1): 19-30
- **Implicit theories and evaluative processes in person cognition** *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY*
Hong, Y. Y., Chiu, C. Y., DWECK, C. S., Sacks, R.
1997; 33 (3): 296-323
- **Relations among children's social goals, implicit personality theories, and responses to social failure** *DEVELOPMENTAL PSYCHOLOGY*
Erdley, C. A., Loomis, C. C., Cain, K. M., DumasHines, F., DWECK, C. S.
1997; 33 (2): 263-272
- **Capturing the dynamic nature of personality** *JOURNAL OF RESEARCH IN PERSONALITY*
DWECK, C. S.
1996; 30 (3): 348-362
- **Implicit theories as organizers of goals and behavior** *The psychology of action: Linking cognition and motivation to behavior*
Dweck, C. S.
edited by Gollwitzer, P., Bargh, J.
New York: Guilford.1996
- **Social motivation: Goals and social-cognitive processes** *Social Motivation*

- Dweck, C. S.
edited by Juvonen, J., Wentzel, K.
New York: Cambridge University Press.1996
- **Helplessness in early childhood: The role of contingent worth** *CHILD DEVELOPMENT*
Burhans, K. K., DWECK, C. S.
1995; 66 (6): 1719-1738
 - **The development of children's achievement motivation patterns and conceptions of intelligence** *Merrill-Palmer Quarterly*
Cain, K., Dweck, C. S.
1995; 41: 25 - 52
 - **THE RELATION BETWEEN MOTIVATIONAL PATTERNS AND ACHIEVEMENT COGNITIONS THROUGH THE ELEMENTARY-SCHOOL YEARS** *MERRILL-PALMER QUARTERLY-JOURNAL OF DEVELOPMENTAL PSYCHOLOGY*
Cain, K. M., DWECK, C. S.
1995; 41 (1): 25-52
 - **IMPLICIT THEORIES AND THEIR ROLE IN JUDGMENTS AND REACTIONS - A WORLD FROM 2 PERSPECTIVES** *PSYCHOLOGICAL INQUIRY*
DWECK, C. S., Chiu, C. Y., Hong, Y. Y.
1995; 6 (4): 267-285
 - **The development of self-conceptions and person conceptions** *Review of Personality and Social Psychology, Vol 15: Social Development*
Ruble, D. N., Dweck, C. S.
edited by Eisenberg, N.
Thousand Oaks, CA: Sage.1995
 - **Implicit theories of intelligence: Reconsidering the role of confidence in achievement motivation** *Efficacy, agency, and self-esteem*
Hong, Y. Y., Chiu, Y. Y., Dweck, C. S.,
edited by Kemis, M.
New York: Plenum.1995
 - **IMPLICIT THEORIES - ELABORATION AND EXTENSION OF THE MODEL** *PSYCHOLOGICAL INQUIRY*
DWECK, C. S., Chiu, C. Y., Hong, Y. Y.
1995; 6 (4): 322-333
 - **INDIVIDUAL-DIFFERENCES IN ACHIEVEMENT GOALS AMONG YOUNG-CHILDREN** *CHILD DEVELOPMENT*
SMILEY, P. A., DWECK, C. S.
1994; 65 (6): 1723-1743
 - **The development of achievement motivation** *International encyclopedia of education*
Heyman, G. D., Dweck, C. S.
edited by Weinert, F.
London: Pergamon Press.1994
 - **Toward an integrative model of personality and intelligence: A general framework and some preliminary steps** *Personality and intelligence*
Chiu, C. Y., Hong, Y. Y., Dweck, C. S.
edited by Stenberg, R., Ruzgis, G.
New York: Cambridge.1994
 - **IMPLICIT THEORIES - INDIVIDUAL-DIFFERENCES IN THE LIKELIHOOD AND MEANING OF DISPOSITIONAL INFERENCE** *PERSONALITY AND SOCIAL PSYCHOLOGY BULLETIN*
DWECK, C. S., Hong, Y. Y., Chiu, C. Y.
1993; 19 (5): 644-656
 - **CHILDRENS IMPLICIT PERSONALITY THEORIES AS PREDICTORS OF THEIR SOCIAL JUDGMENTS** *CHILD DEVELOPMENT*
Erdley, C. A., DWECK, C. S.
1993; 64 (3): 863-878
 - **ACHIEVEMENT GOALS AND INTRINSIC MOTIVATION - THEIR RELATION AND THEIR ROLE IN ADAPTIVE MOTIVATION** *MOTIVATION AND EMOTION*

-
- Heyman, G. D., DWECK, C. S.
1992; 16 (3): 231-247
- **THE STUDY OF GOALS IN PSYCHOLOGY** *PSYCHOLOGICAL SCIENCE*
DWECK, C. S.
1992; 3 (3): 165-167
 - **YOUNG CHILDRENS VULNERABILITY TO SELF-BLAME AND HELPLESSNESS - RELATIONSHIP TO BELIEFS ABOUT GOODNESS** *CHILD DEVELOPMENT*
Heyman, G. D., DWECK, C. S., Cain, K. M.
1992; 63 (2): 401-415
 - **SELF-THEORIES AND GOALS - THEIR ROLE IN MOTIVATION, PERSONALITY, AND DEVELOPMENT** *NEBRASKA SYMPOSIUM ON MOTIVATION*
DWECK, C. S.
1991; 38: 199-235
 - **Motivation** *Foundations for a cognitive psychology of education*
Dweck, C. S.
edited by Glaser, R., Lesgold, A.
Hillsdale, NJ: Erlbaum.1990
 - **Achievement and motivation in adolescence: A new model and data** *At the threshold: The developing adolescent*
Henderson, V., Dweck, C. S.
edited by Fieldman, S., Elliot, G.
Cambridge, MA: Harvard University Press.1990
 - **Children's theories of intelligence: A developmental model** *Advances in the study of intelligence*
Cain, K., Dweck, C. S.
edited by Sternberg, R.
Hillsdale, NJ: Erlbaum.1989
 - **The functions of a personality theory** *Advances in social cognition*
Bergen, R., Dweck, C. S.
edited by Wyre, R., Srull, T.
Hillsdale, NJ: Erlbaum.1989
 - **A SOCIAL COGNITIVE APPROACH TO MOTIVATION AND PERSONALITY** *PSYCHOLOGICAL REVIEW*
DWECK, C. S., LEGGETT, E. L.
1988; 95 (2): 256-273
 - **GOALS - AN APPROACH TO MOTIVATION AND ACHIEVEMENT** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Elliott, E. S., DWECK, C. S.
1988; 54 (1): 5-12
 - **MOTIVATIONAL PROCESSES AFFECTING LEARNING** *AMERICAN PSYCHOLOGIST*
DWECK, C. S.
1986; 41 (10): 1040-1048
 - **THE DEVELOPMENT OF TRAIT EXPLANATIONS AND SELF-EVALUATIONS IN THE ACADEMIC AND SOCIAL DOMAINS** *CHILD DEVELOPMENT*
Benenson, J. F., DWECK, C. S.
1986; 57 (5): 1179-1187
 - **Intrinsic motivation, perceived control, and self-evaluation maintenance: An achievement goal analysis** *Research on motivation in education*
Dweck, C. S.
edited by Ames, R., Ames, C.
New York: Academic Press.1985
 - **Sex differences in achievement orientations: Consequences for academic choices and attainments** *Sex differentiation and schooling*

Licht, B. G., Dweck, C. S.
edited by Marland, M.
London: Heinemann.1984

- **DETERMINANTS OF ACADEMIC-ACHIEVEMENT - THE INTERACTION OF CHILDRENS ACHIEVEMENT ORIENTATIONS WITH SKILL AREA** *DEVELOPMENTAL PSYCHOLOGY*
Licht, B. G., DWECK, C. S.
1984; 20 (4): 628-636
- **Achievement motivation** *Handbook of child psychology*
Dweck, C. S., Elliot, E. S.
edited by Mussen, P., Hetherington, E. M.
New York: Wiley.1983
- **Children's theories of intelligence: Implications for learning** *Learning and motivation in children*
Dweck, C. S., Bempechat, J.
edited by Paris, S., Olson, G., Stevenson, H.
Hillsdale, NJ: Erlbaum.1983
- **Learned helplessness, anxiety, and achievement motivation: Neglected parallels in cognitive, affective, and coping responses** *Achievement, stress, and anxiety*
Dweck, C. S., Wortman, C.
edited by Krohne, H. W., Laux, L.
Washington, DC: Hemisphere.1982
- **Social-cognitive processes in children's friendships** *The development of children's friendships*
Dweck, C. S.
edited by Asher, S. R., Gottman, J. M.
New York: Cambridge University Press.1981
- **AN ANALYSIS OF LEARNED HELPLESSNESS .2. THE PROCESSING OF SUCCESS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Diener, C. I., DWECK, C. S.
1980; 39 (5): 940-952
- **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .4. AN EXPERIMENTAL AND NATURALISTIC STUDY OF FAILURE GENERALIZATION AND ITS MEDIATORS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Goetz, T. E., STRAUSS, N. L.
1980; 38 (3): 441-452
- **LEARNED HELPLESSNESS IN SOCIAL SITUATIONS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
Goetz, T. E., DWECK, C. S.
1980; 39 (2): 246-255
- **Learned helplessness and intellectual achievement** *Human helplessness: Theory and application*
Dweck, C. S., Licht, B. G.
edited by Seligman, M. E., Garber, J.
New York: Academic Press.1980
- **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .2. CONTINGENCIES OF EVALUATIVE FEEDBACK IN CLASSROOM .3. EXPERIMENTAL-ANALYSIS** *DEVELOPMENTAL PSYCHOLOGY*
DWECK, C. S., Davidson, W., Nelson, S., Enna, B.
1978; 14 (3): 268-276
- **Attributions and learned helplessness** *New directions in attribution research*
Dweck, C. S.
edited by Harvey, J., Ickes, W., Kidd, R.
Hillsdale, NJ: Erlbaum.1978
- **ANALYSIS OF LEARNED HELPLESSNESS - CONTINUOUS CHANGES IN PERFORMANCE, STRATEGY, AND ACHIEVEMENT COGNITIONS FOLLOWING FAILURE** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*

-
- Diener, C. I., DWECK, C. S.
1978; 36 (5): 451-462
- **ATTRACTION AND DELAY OF GRATIFICATION** *JOURNAL OF PERSONALITY*
Herzberger, S. D., DWECK, C. S.
1978; 46 (2): 215-227
 - **Achievement** *Socio-personality development*
Dweck, C. S., Lamb, M. E.
New York: Holt, Rinehart, Winston.1978
 - **MOTIVATION AND COMPETENCE AS DETERMINANTS OF YOUNG CHILDRENS REWARD ALLOCATION** *DEVELOPMENTAL PSYCHOLOGY*
Nelson, S. A., DWECK, C. S.
1977; 13 (3): 192-197
 - **Learned helplessness and childhood depression: A developmental approach** *Depression in childhood: Diagnosis, treatment and conceptual models*
Dweck, C. S.
edited by Schulerbrandt, J. G., Raskin, A.
New York: Raven Press.1977
 - **Children's interpretation of evaluative feedback: The effect of social cues on learned helplessness** *Merrill-Palmer Quarterly*
Dweck, C. S.
edited by Dweck, C. S., Hill, K. T., Redd, W. H., Steinman, W. M., Parke, R. D.
1976: 83-92
 - **SEX-DIFFERENCES IN LEARNED HELPLESSNESS .1. DIFFERENTIAL DEBILITATION WITH PEER AND ADULT EVALUATORS** *DEVELOPMENTAL PSYCHOLOGY*
DWECK, C. S., Bush, E. S.
1976; 12 (2): 147-156
 - **The impact of social cues on children's behavior** *Merrill-Palmer Quarterly*
Dweck, C. S.
1976: 83-92
 - **ROLE OF EXPECTATIONS AND ATTRIBUTIONS IN ALLEVIATION OF LEARNED HELPLESSNESS** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S.
1975; 31 (4): 674-685
 - **REFLECTIONS ON CONCEPTUAL TEMPO - RELATIONSHIP BETWEEN COGNITIVE STYLE AND PERFORMANCE AS A FUNCTION OF TASK CHARACTERISTICS** *DEVELOPMENTAL PSYCHOLOGY*
Bush, E. S., DWECK, C. S.
1975; 11 (5): 567-574
 - **EXPECTANCY STATEMENTS AS DETERMINANTS OF REACTIONS TO FAILURE - SEX-DIFFERENCES IN PERSISTENCE AND EXPECTANCY CHANGE** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Gilliard, D.
1975; 32 (6): 1077-1084
 - **LEARNED HELPLESSNESS AND REINFORCEMENT RESPONSIBILITY IN CHILDREN** *JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY*
DWECK, C. S., Reppucci, N. D.
1973; 25 (1): 109-116
 - **Personal politics**
Langer, E. J., Dweck, C. S.
New Jersey: Prentice Hall.1973
 - **Situational cues and the correlation between CS and US as determinants of the conditioned emotional response** *Psychonomic Science*
Dweck, C. S., Wegner, A. R.
1970; 18: 145 - 147