

## **LOIS HOLZMAN**

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### **EDUCATION**

Ph.D. in Developmental Psychology

Columbia University, 1977

Graduate Study in Linguistics

Columbia University and Brown University, 1968-1970

Bachelor of Arts, English

Rhode Island College, 1967

### **RESEARCH AND TEACHING EXPERIENCE**

#### **Director, 2001-present**

East Side Institute for Group and Short Term Psychotherapy, New York NY

(Director of Research & Educational Programs, 1989-2001)

#### **Initiated Research Projects & Gatherings**

- 2008, *International Conference—Performing the World 2008*
- 2007, *International Conference—Performing the World 4: The Performance of Community and the Community of Performance*
- 2005, *International Conference—Performing the World 3: The Performance of Creativity and the Creativity of Performance*
- 2005, *Conference: Vygotsky at Work and Play in Educational, Therapeutic and Organizational Settings*
- 2003, *International Conference—Performing the World 2: The Second International Conference Exploring the Potential of Performance for Personal, Organizational and Social-Cultural Change.*
- 2002, *Young People Learn by Studying Themselves: The All Stars Talent Show in Action (Youth participatory study of youth development-supplemental education program). Funded by The Virginia Wellington Cabot Foundation.*
- 2002, *Weekend Retreat for Medical Professionals: A Dialogue on Changing the Culture of Healthcare.*
- 2001, *International Conference—Performing the World: Communication, Improvisation and Societal Practice*
- 2001, *Weekend Retreat for Sex Education/Teen Pregnancy Prevention Professionals. Funded by Cabot Family Charitable Trust.*
- 2000, *Growing Up Performed (Performance-based outside-of-school program to promote the social and emotional development of young people who have experienced abuse in their lives). Funded by the Salomon Family Foundation.*
- 1999, *The Performance of a Young Lifetime (Performance-based after school project to deal with middle school truancy)*

- 1998, *The Effectiveness of Performatory Developmental Learning for Teaching High School ESL. Funded by The Virginia Wellington Cabot Foundation.*
- 1997, *International Conference—Unscientific Psychology: Conversations with Other Voices*

**Co-director, 2003-2005**

The Research Center at the All Stars Project, Inc., New York NY

**Associate Professor, Human Development & Educational Studies, 1979-1996**

Empire State College, State University of New York

**Visiting Associate Professor, 1995-1996**

School of Education, New York University

**Research Associate, Assistant Professor, 1976-1979**

Laboratory of Comparative Human Cognition, Rockefeller University, New York NY

**OTHER PROFESSIONAL EXPERIENCE**

**Consulting, 1990-present**

Research, training, technical assistance, evaluation, and organizational development assignments for social service, early childhood, psychology, education, health and mental health organizations.

Representative Providers and Clients

- Community Literacy Research Project, Inc. (All Stars Project, Inc.), New York
- Diana, Princess of Wales Memorial Fund (US), Washington, DC
- Eureka University, Russia
- Fountain House, New York
- InnoNet, Strategic Planning for Non Profits, Washington, DC and New York
- International Teachers Project, International Schools of Business, New York
- Kim Sabo Consulting, New York
- Knowledge Foundation, Stockholm Sweden
- Momentum AIDS Project, New York
- Nancy Jones Enterprises, New York
- Performance of a Lifetime, Inc., New York
- Somerset Community Action Program, Somerset NJ
- SUNY Women's Council, Albany NY
- Swedish Institute & Belarus National Institute of Education Democratizing Schools Project
- Walt Disney Memorial Cancer Institute, Orlando, FL
- Zdravo da Ste, Serbia and Montenegro, Bosnia-Herzegovina

**Director, 1994-1996**

Barbara Taylor School, New York NY

**President (pro bono), 1981-1989**

Community Literacy Research Project, Inc. (now All Stars Project, Inc.), New York NY

**HONORS**

Faculty Development Award, NYS/UUP Professional Development and Quality of Working Life Committee (1995, 1993, 1986)

Empire State College Faculty Lectureship for Outstanding Scholarship (1982)

Visiting Psychologist, Moscow Institute of Psychology (Social Science Research Council) (1980)

**PUBLICATIONS**

(Lois Hood until 1983)

## Books

- Holzman, L. (2009). *Vygotsky at work and play*. London and New York: Routledge.
- Holzman, L. (Ed.), (2006). What kind of theory is activity theory? A special issue of *Theory & Psychology*, 16, 1.
- Holzman, L. and Mendez, R. (Eds.), (2003). *Psychological investigations: A clinician's guide to social therapy*. New York: Brunner-Routledge.
- Newman, F. and Holzman, L. (2002). *Lev Vygotsky: Cientista revolucionário*. São Paulo: Loyola.
- Holzman, L. and Morss, J. (Eds.), (2000). *Postmodern psychologies, societal practice and political life*. New York: Routledge.
- Holzman, L. (Ed.), (1999). *Performing psychology: A postmodern culture of the mind*. New York: Routledge.
- Holzman, L. (1997). *Schools for growth: Radical alternatives to current educational models*. Mahwah, NJ: Lawrence Erlbaum.
- Newman, F. and Holzman, L. (1997). *The end of knowing: A new developmental way of learning*. London: Routledge.
- Newman, F. and Holzman, L. (1996). *Unscientific psychology: A cultural-performatory approach to understanding human life*. Westport, CT: Praeger.
- Newman, F. and Holzman, L. (1993). *Lev Vygotsky: Revolutionary scientist*. London: Routledge.
- Holzman, L. and Polk, H. (Ed.) (1987). *History is the cure: A social therapy reader*. New York: Practice Press.

## Monographs

- Hood [Holzman], L. and Newman, F. (1979). *The practice of method: An introduction to the foundations of social therapy*. New York: Institute for Social Therapy and Research.
- Hood [Holzman], L. and Bloom, L. (1979). *What, when, and how about why: A longitudinal study of early expressions of causality*. Monographs of the Society for Research in Child Development, 44 (serial no. 6).
- Cole, M., Hood [Holzman], L., and McDermott, R. P. (1978). *Ecological niche-picking: Ecological invalidity as an axiom of experimental cognitive psychology*. New York: Rockefeller University, Laboratory of Comparative Human Cognition.
- Bloom, L., Lightbown, P. and Hood [Holzman], L. (1975). *Structure and variation in child language*. Monographs of the Society for Research in Child Development, 40 (serial no. 160). Reprinted in L. Bloom et.al. (1991), *Language development from two to three*. New York: Cambridge University Press, pp. 41-85.
- Hood [Holzman], L. (1977). A longitudinal study of the development of the expression of causal relations in complex sentences. Ph.D. dissertation, Columbia University.

## Chapters

- Holzman, L. (2008). Creating Stages for Development: A learning community with many tasks and no goal. In A. Sumaras, A. Freese, C. Kosnick and C. Beck (Eds.), *Learning*

*communities in practice*. NY: Springer.

- Newman, F. and Holzman, L. (2007). Playing in/with the ZPD. In E. Wood (Ed.), *Routledge reader in early childhood education*. London: Routledge. (First appeared as a chapter in Lev Vygotsky: Revolutionary Scientist (1993, Routledge).
- Holzman, L. (2006). Lev Vygotsky and the new performative psychology: Implications for business and organizations. D.M. Hosking and S. McNamee (Eds.), *The social construction of organization*. Oslo: Liber.
- Holzman L. (2005). Performing a life (story). In G. Yancy and S. Hadley (Eds.), *Narrative identities: Psychologists engaged in self-construction*. [pp. 96-111] London: Jessica Kingsley Publishers.
- Holzman, L. and Newman, F. (2004). Power, authority and pointless activity (The developmental discourse of social therapy.) In T. Strong and D. Paré (Eds.), *Furthering talk: Advances in the discursive therapies*. Kluwer Academic/Plenum, pp. 73-86.
- Holzman, L. (2000). Performance, criticism and postmodern psychology. In L. Holzman and J. Morss (Eds.), *Postmodern psychologies, societal practice and political life*. New York: Routledge, pp. 79-90.
- Holzman, L. and Morss, J. (2000). A decade of postmodern psychology. In L. Holzman and J. Morss (Eds.), *Postmodern psychologies, societal practice and political life*. New York: Routledge, pp. 3-14.
- Holzman, L. (1999). Introduction. In L. Holzman (Ed.), *Performing psychology: A postmodern culture of the mind*. New York: Routledge, pp. 5-34.
- Holzman, L. (1999). Life as performance. In L. Holzman (Ed.), *Performing psychology: A postmodern culture of the mind*. New York: Routledge, pp. 49-69.
- Holzman, L. (1999). Psychology's untold stories: Practicing revolutionary activity. In *La psicología al fin del siglo*. Caracas: Sociedad Interamericana de Psicología, pp. 141-156.
- Holzman, L. (1996). Newman's practice of method completes Vygotsky. In I. Parker and R. Spears (Eds.), *Psychology and society: Radical theory and practice*. London: Pluto Press, pp. 128-138.
- Holzman, L. and Newman, F. (1987). Language and thought about history. In M. Hickmann (Ed.), *Social and functional approaches to language and thought*. London: Academic Press, pp. 109-121.
- Holzman, L. (1985). Pragmatism and dialectical materialism in language development. In K.E. Nelson (Ed.), *Children's language*. Hillsdale, NJ: Lawrence Erlbaum, pp. 345-367. Reprinted in H. Daniels, Ed., (1996), *Introduction to Vygotsky*. London: Routledge, pp. 75-98.
- Hood [Holzman], L. Fiess, K. and Aron, J. (1982). Growing up explained: Vygotskians look at the language of causality. In C. Brainerd and M. Pressley (Eds.), *Verbal processes in children*. New York: Springer-Verlag, pp. 265-286.
- McDermott, R. P. and Hood [Holzman], L. (1982). Institutional psychology and the ethnography of schooling. In P. Gilmore and A. Glatthorn (Eds.), *Children in and out of school: Ethnography and education*. Washington, DC: Center for Applied Linguistics, pp. 232-249.

Hood [Holzman], L. (1980). The role of imitation in children's language learning. In G. S. Pinnell (Ed.), *Discovering language with children*. Washington, DC: National Council of Teachers of English.

Bloom, L., Hood [Holzman], L., Lahey, M. and Lifter, K. (1978). Observational, descriptive methodology in studying child language: Preliminary results on the development of complex sentences. In G. P. Sackett, Ed., *Observing behavior, Volume 1: Theory and applications in mental retardation*. Baltimore: University Press, pp. 239-263.

Hood [Holzman], L. (1977). The development of child language research. In J. T. Guthrie (Ed.), *Cognition, curriculum and comprehension*. Delaware: International Reading Association, pp. 101-112.

Bloom, L., Miller, P. and Hood [Holzman], L. (1975). Variation and reduction as aspects of competence in language development. In A. Pick (Ed.), *The 1974 symposium on child psychology*. Minneapolis: University of Minnesota Press, pp. 3-56. Reprinted in L. Bloom et.al., *Language development from two to three*. New York: Cambridge University Press, pp. 88-142.

### Articles

Holzman, L. (2006). What kind of theory is activity theory? *Theory & Psychology, 16(1)*, 5-11.

Holzman, L. (2006). Activating postmodernism. *Theory & Psychology, 16(1)*, 109-123

Holzman, L. (2005). Boundaries, relationships and diversity: Some ethical considerations. *The Advocate* (Newsletter of APA Division 37).

Newman, F. and Holzman, L. (2003). All power to the developing! *Annual Review of Critical Psychology, 3*, 8-23.

LaCerva, C., Holzman, L. Braun, B., Pearl, D. and Steinberg, K. (2002). The Performance of Therapy after September 11. *Journal of Systemic Therapies, 21, 3*, 30-38.

Holzman, L. (2000). Performative psychology: An untapped resource for educators. *Educational and Child Psychology, 17(3)*, 86-103.

Holzman, L. (2000). Performing our way out of postmodern paralysis. *Psychologie in Österreich, 1/2000*, 11-17.

Newman, F. and Holzman, L. (2001). La relevancia de Marx en la terapéutica del siglo XXI. *Revista Venezolana de Psicología Clínica Comunitaria, 2*, 47-55.

Newman, F. and Holzman, L. (2000). Against against-ism: *Theory & Psychology, 10(2)*, 265-270.

Newman, F. and Holzman, L. (2000). Engaging the alienation. *New Therapist, 10(4)*.

Newman, F. and Holzman, L. (2000). The relevance of Marx to therapeutics in the 21<sup>st</sup> century. *New Therapist, 3*, 24-27.

Newman, F. and Holzman, L. (1999). Beyond narrative to performed conversation ('In the beginning' comes much later). *Journal of Constructivist Psychology, 12,1*, 23-40.

Holzman, L. (1997). The developmental stage. *Special Children, June/July*, 32-35.

Holzman, L. (1995). Creating developmental learning environments: A Vygotskian practice. *School Psychology International, 16*, 199-212.

- Holzman, L. (1995). Creating the zone: Reflections on the International Conference on L.S. Vygotsky and the Contemporary Human Sciences. *School Psychology International*, 16, 213-216.
- Holzman, L. (1995). "Wrong," said Fred. A response to Parker. *Changes, An International Journal of Psychology and Psychotherapy*, 13,1, 23-26.
- Holzman, L. (1994). Stop working and get to play. *Lib Ed*, 11, 8-12.
- Holzman, L. (1993). The Rainbow Curriculum in democracy-centered schools: A new approach to helping children learn. *Inquiry: Critical Thinking Across the Disciplines*, 11, 3, 3-5.
- Holzman, L. (1993). Notes from the laboratory: A work-in-progress report from the Barbara Taylor School. *Practice, The Magazine of Psychology and Political Economy*, 9, 1, 25-37.
- Holzman, L. (1992). When learning leads development: Work-in-progress toward a humane educational environment. *The Community Psychologist*, 25, 3, 9-11.
- Holzman, L. (1990). Lev and let Lev: An interview on the life and works of Lev Vygotsky. *Practice, The Magazine of Psychology and Political Economy*, 7, 3, 11-23.
- Strickland, G. & Holzman, L. (1989). Developing poor and minority children as leaders with the Barbara Taylor School Educational Model. *Journal of Negro Education*, 58, 3, 383-398.
- Holzman, L. (1987). People need power: An introduction to the Institute for Social Therapy and Research. *The Humanistic Psychologist*, 15, 105-113.
- Holzman, L. (1987). Humanism and Soviet psychology: Friends or foes? *Practice, The Journal of Politics, Economics, Psychology, Sociology, and Culture*, 5, 6-28. Reprinted in L. Holzman and H. Polk, Eds., *History is the cure*.
- Holzman, L. (1986). Ecological validity revisited. *Practice, The Journal of Politics, Economics, Psychology, Sociology and Culture*. 4, 95-135.
- Holzman, L. and Newman, F. (1985). History as an anti-paradigm: Work in progress toward a new developmental and clinical psychology. *Practice: The Journal of Politics, Economics, Psychology, Sociology & Culture*, III(3). Reprinted in L. Holzman and H. Polk (Eds.), (1987). *History is the cure: A social therapy reader*. [pp. 55-67]. New York: Practice Press.
- Holzman, L. and Braun, B. (1983). Reorganizing psychology. *Issues in Radical Therapy*, 7, 4-11.
- Hood [Holzman], L. (1982). The politics of autism: A socio-historical view. *Topics in Language Disorders*, December, 64-71.
- Bloom, L., Lahey, M., Hood [Holzman], L., Lifter, K. and Fiess, K. (1980). Complex sentences: Acquisition of syntactic connectives and the semantic relations they encode. *Journal of Child Language*, 7, 235-261. Reprinted in L. Bloom et.al. (1991), *Language development from two to three*. New York: Cambridge University Press, pp. 261-289.
- Hood [Holzman], L. (1980). Social psychology--East and West. A review of *Soviet and Western perspectives in social psychology*. *Contemporary Psychology*, 25, 929-930.
- Hood [Holzman], L., McDermott, R. P. and Cole, M. (1980). "Let's try to make it a good day"--Some not so simple ways. *Discourse Processes*, 3, 155-168.

Cole, M., McDermott, R. P. and Hood [Holzman], L. (1978). Concepts of ecological validity: Their differing implications for comparative cognitive research. *Quarterly Newsletter of the Laboratory of Comparative Cognition*, 2, 2, 34-37.

Hood [Holzman], L. and Lightbown, P. (1978). What children do when asked to "say what I say"-- Does elicited imitation measure linguistic knowledge? *Allied Health and Behavioral Sciences*, 1, 2, 195-219.

Hood [Holzman], L. and Schieffelin, B. (1978). Elicited imitation in two cultural contexts. *Quarterly Newsletter of the Laboratory of Comparative Cognition*, 2, 1, 4-12.

Bloom, L., Rocissano, L. and Hood [Holzman], L. (1976). Adult-child discourse: Developmental interaction between information processing and linguistic knowledge. *Cognitive Psychology*, 8, 521-552. Reprinted in L. Bloom et.al., *Language development from two to three*. New York: Cambridge University Press, pp. 437-471.

Bloom, L., Hood [Holzman], L. and Lightbown, P. (1974). Imitation in language development: If, when and why. *Cognitive Psychology*, 6, 380-420. Reprinted in L. Bloom et.al. *Language development from two to three*. New York: Cambridge University Press, pp. 399-433.

### **Educational Videos**

*Group Members Speak About Social Therapy, Part 1*. New York: East Side Institute for Group and Short Term Psychotherapy (2005).

*Young People Learn by Studying Themselves: The All Stars Talent Show in Action*. New York: East Side Institute for Short Term Psychotherapy (2002).

*The East Side Institute: A Center for New Approaches to Human Development and Community*. New York: East Side Institute for Short Term Psychotherapy (2002).

*Sexperts: Miscommunication about Teen Pregnancy*. New York: East Side Institute for Short Term Psychotherapy (2000).

*Performing in Kulasi*. New York: East Side Institute for Short Term Psychotherapy (1999).

*Vygotsky in Practice*. New York: East Side Institute for Short Term Psychotherapy (1997).

### **PRESENTATIONS**

Lecturer, workshop leader, trainer at conferences and professional meetings in US and internationally. Listing for past years available on request.

#### **2008**

Beyond Hypothesis Testing: Qualitative Departures for an Enriched Psychology. 116<sup>th</sup> Annual Convention of the American Psychological Association. Boston.

Playing for Development. Lecture and workshop, Annual Meeting of Zdravo da Ste. Golubac, Serbia.

Educational Alternatives. Invited speaker. Faculty of Art, University of Belgrade. Belgrade, Serbia.

Continuous Praxis. Symposium, Theory as Practice: The Distributed Impact of the Laboratory of Comparative Human Cognition as an Activity System. Congress of the International Society for Cultural and Activity Research Conference. San Diego.

Vygotsky and the Cognitive-Emotive Divide: Tool-and-Result Activity Perspectives. Congress of the International Society of Cultural and Activity Research. San Diego.

Youth Development, Youth Theatre and Identity (Per)Formation. Congress of the International Society of Cultural and Activity Research. San Diego.

Conversation Hour with Lois Holzman. Congress of the International Society of Cultural and Activity Research. San Diego.

## **2007**

The Dialectics of Listening. Symposium: A Dialogue on Dialogue. International Society for Theoretical Psychology. Toronto Ontario.

How Much of a Loss is the Loss of Self? Understanding Vygotsky from a Social Therapeutic Perspective and Vice Versa. Language Dynamics and the Phenomenology of Individual Experience, Symposium of the Distributed Language Group, Agder University College. Grimstad Norway.

Cops, Kids and Culture. Conference on The Police and Our Young People: What is their Relationship? All Stars Project. New York NY.

Minicourse Faculty: Cultural Historical Activity Theory. American Educational Research Association Conference. Chicago.

Postmodern Activity (Theory): A View from a Developmental Therapeutic and Learning Community. American Educational Research Association Conference. Chicago.

Keynote. New Directions: Affecting Thought and Changing Minds. Symposium on Exhibit and Environment Design. Cranbrook Academy of Art. Bloomfield Hills, MI.

## **2006**

Keynote: Transformational Tools for 21<sup>st</sup> Century Minds National Conference 2006. Rockhampton, Queensland Australia.

Course: Introduction to Social Therapy, a Performatory, Developmental Group Approach. 16<sup>th</sup> International Congress of Group Psychotherapy. São Paulo Brazil.

The Performing Art of Human Development. Programa de Estudos Pós-Graduados em Lingüística Aplicada, da Pontifícia Universidade Católica de São Paulo. São Paulo Brazil.

Training Workshop: A Terapia Social da Performance. Espaço Xisto Bahia da FUNCEB e LICEU. Salvador Brazil.

Limites e Possibilidades das Apropriações Pós-modernas do Ideário Marxiano. UNEB. Alagoinhas Brazil.

Psychology and Community: A New Approach. Rosario Argentina.

Performance and Development Training Workshop. Rosario Argentina.

Minicourse Faculty: Cultural Historical Activity Theory. American Educational Research Association Conference. San Francisco.

## **2005**

The Performing Subject(s). Symposium: The Improvisational and Performance Aspects of Play. First International Society for Cultural and Activity Theory Congress. Seville Spain.

Creating Zones of Proximal Development in Social Therapy. First International Society for Cultural and Activity Theory Congress. Seville Spain.

Participation as Performance: A New Perspective for Childhood Research. Childhoods 2005: Children and Youth in Emerging and Transforming Societies. Oslo Norway.

Minicourse Faculty: Cultural Historical Activity Theory. American Educational Research Association Conference. Montreal.

Panel: Learning for Development. Belgrade Cultural Centre. Belgrade Serbia.

## **2004**

The Therapeutics of Civic Life: Social Therapy, Community and Human Development. University Lecture Series. St. Edwards University. Austin TX.

Developing and Learning through Social Therapy: Can Psychology Be Transformed into a Radically Humane and Empowering Practice? Austin Community College. Austin TX.

Do Boundaries Inhibit the Growth of New Psychologies? 112<sup>th</sup> Convention of the American Psychological Association. Honolulu Hawaii.

What is the "Social" in "Social Development"? 34<sup>th</sup> Annual Meeting of the Jean Piaget Society: Social Development, Social Inequality and Social Justice. Toronto Ontario.

Individual Construction or Social Action: A Developmental Dialogue with Robert Neimeyer. Constructivism 3D: Diversity, Development and Dialogue: The 11<sup>th</sup> Biennial Conference of the North American Personal Construct Network, Memphis TN.

Performance in Everyday Life: Relating to the Social Ensemble. Constructivism 3D: Diversity, Development and Dialogue: The 11<sup>th</sup> Biennial Conference of the North American Personal Construct Network, Memphis TN.

Creating Stages FOR Development: An Exploration of Global Practices that Relate to Human Beings as Performers and Improvisers. IDEA (International Drama in Education Association) 2004 5<sup>th</sup> World Congress, Ottawa Ontario.

Resilience at Work: Building Groups, Developing Strength and Connection. Association for Specialists in Group Work Conference, New York NY.

Creating Community through Inner City Talent Shows. Community/Performance. Bryant College, Smithfield RI.

Psychological Investigations: An Introduction to Social Therapy. Education for Sustainable Living Program, University of California at Berkeley.

Connecting Parents and Children through Life-long Learning: Communication Through Social Therapy. Jefferson County Public Schools, Louisville KY.

Human Beings as Performers and Improvisers: A New Area for Education and Psychological Study and Practice. Green College Special Lecture, University of British Columbia, Vancouver.

Practicing Vygotsky: Lecture and Workshop. Centre for Cross Faculty Inquiry, University of British Columbia, Vancouver.

Psychological Investigations: Developing and Learning through Social Therapy. Pacific University, Eugene OR.

Vygotsky Today. Science Symposium, University of Banja Luka, Banja Luka Bosnia-Herzegovina.

What is the Social in Social Development? Belgrade Youth Centre, Belgrade Serbia and Montenegro.

### **2003**

Learning for Development. Symposium on Postmodern Psychology, University of Banja Luka. Bosnia-Herzegovina.

Psychology and Community Building. Annual Meeting of Hi Neighbour. Laktasi, Bosnia-Herzegovina.

Human Beings as Performers and Improvisers: A New Area for Psychological Study. Colloquium, Psychology Department, Binghamton University. Binghamton NY.

Human Beings as Performers. Program on the Rhetoric of Inquiry. University of Iowa. Iowa City IO.

Education is a Development Issue: How Vygotsky's Psychology Can Help Create Learners. School of Education, University of Witswatersland. Johannesburg South Africa.

Developmental Performance—Lecture and Workshop. Committee for People Living with HIV/AIDS. Johannesburg South Africa.

Colloquium, Psychology Department, Rhodes University. Grahamstown South Africa.

New Approaches to Psychotherapy. All day workshop, Rhodes University Life-long Learning Center. Grahamstown South Africa.

The Impact of Participatory Youth Programs on Youth and Communities (with Diann Eley, Edmund Gordon, Barbara Silverman, Gloria Strickland). 111<sup>th</sup> Convention of the American Psychological Association. Toronto.

Can Therapy Promote Human Liberation? A Humanistic-Postmodern Marxist Dialogue (with Marvin McDonald and Kirk Schneider). 111<sup>th</sup> Convention of the American Psychological Association. Toronto.

Young People Learn by Studying Themselves: The All Stars Talent Show in Action. 111<sup>th</sup> Convention of the American Psychological Association. Toronto.

### **2002**

Psychology of Becoming: Performative Social Therapy and Postmodern Culture (An Interview with Lois Holzman). 110<sup>th</sup> Convention of the American Psychological Association, Chicago, IL, August.

Vygotsky's Zone of Proximal Development: The Human Activity Zone. Symposium, Therapeutic Relationships as Construction Sites--Pragmatic, Multicultural and Ethical Considerations. 110<sup>th</sup> Convention of the American Psychological Association, Chicago, IL, August.

Consulting as Conversation: Postmodern Approaches. Division 13/Consulting Psychology Hospitality Suite, 110<sup>th</sup> Convention of the American Psychological Association, Chicago, IL, August.

Building Community, Making Meaning and Building a Meaning Making Community. Invited Lecture, Second Biannual International Conference on Personal Meaning: Freedom, Responsibility, Justice. Vancouver, British Columbia, July.

When Social Constructionism Meets Activity Theory. Invited Address, Celebrating Hope Through Dialogue: Systemic Social Constructionism in Action. University of Kent, Canterbury, UK, July.

Performing across Boundaries: The Activity of Creating New Cultures. Presentation, Dealing with Diversity: Fifth Congress of the International Society for Cultural Research and Activity Theory, Amsterdam, The Netherlands, June.

Creating a New Methodology across Cultural Boundaries. Presentation, Dealing with Diversity: Fifth Congress of the International Society for Cultural Research and Activity Theory, Amsterdam, The Netherlands, June.

Practicing a Psychology that Builds Community. Keynote Address, APA Division 27/ Society for Community Research and Action (SCRA) Conference, Boston, March.

## **2001**

Performing: The Human Activity through which We Grow. Symposium, Theater and Performance: What They Tell Us about Psychology. 109<sup>th</sup> Convention of the American Psychological Association, San Francisco CA, August.

Conversation as the Performance of Dialectics. Symposium, Conversation as Postmodern Humanistic Practice – Improvising, Performing, Transforming. 109<sup>th</sup> Convention of the American Psychological Association, San Francisco CA, August.

Bringing Improvisation to Life and Work (workshop). 109<sup>th</sup> Convention of the American Psychological Association, San Francisco CA, August.

Educational Leadership for Belarus. Training sponsored by the University of Umeå and the Swedish Institute. August, Piteå Sweden.

Learning, Development and Performance in Education. Lecture to teacher educators. University of Luleå. August, Luleå, Sweden.

Learning in Groups. International Teachers Program, sponsored by International Schools of Business Management and New York University Stern School of Business. July, New York, NY.

Psychology at the Crossroads of “what is” and “what is becoming.” Symposium, The Role of Values in a Psychology without Foundations. Conference of the International Society of Theoretical Psychology. June, Calgary, Alberta, Canada.

Performance and Improvisation for Multi-disciplinary Teams. Bone Marrow Transplant Unit, Walt Disney Memorial Cancer Institute. June, Orlando, FL.

Building Community through Performance. Harboring Hope in a Sea of Change. Conference sponsored by the University of New Hampshire & Taos Institute. June, Durham, NH.

Improvisation for Team-building. International Society for Sports Psychology. May, Skiathos, Greece.

The Patient as Revolutionary: A Postmodern Approach to Emotional Growth. Lecture sponsored by New York College (SUNY). May, Athens, Greece.

Communication, Conversation and Team Building: A three-day training for educators and social workers. March, Banja Luka, Bosnia-Herzegovina.