

Jeremy E. Sawyer

Curriculum Vitae

Work address Kingsborough Community College
City University of New York
Department of Behavioral Sciences
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ORCID iD: 0000-0002-1251-7352

PROFESSIONAL APPOINTMENTS

2022–present **Associate Professor of Psychology**
Department of Behavioral Sciences, Kingsborough Community College, CUNY

2025–present **Doctoral Faculty**
Developmental Psychology, and Basic and Applied Social Psychology (BASP)
training areas, CUNY Graduate Center

2018–2022 **Assistant Professor of Psychology**
Department of Behavioral Sciences, Kingsborough Community College, CUNY

2017–2018 **Postdoctoral Research Fellow**
Department of Psychology, Temple University - Temple Infant and Child Lab
Advisor: Kathy Hirsh-Pasek

EDUCATION

Ph.D. **CUNY Graduate Center**, Developmental Psychology, 2012–2017.

M.S.Ed. **Queens College, CUNY**, School Psychology (Bilingual Extension), 2007.
Albert Angrilli Award for achievement in School Psychology

B.A. **Stanford University, CA**, Psychology, with honors, 1998.
Advisor: Philip Zimbardo

PRACTITIONER EXPERIENCE

2007–2011 **Certified Bilingual (Spanish) School Psychologist**
New York City Department of Education

PUBLICATIONS

Peer-Reviewed Journal Articles

Gravelle, D., Brooks, P.J., & **Sawyer, J.E.**, (2025). Disentangling effects of the COVID-19 pandemic and Black Lives Matter protests on implicit anti-Black bias. *Acta Psychologica*.
<https://doi.org/10.1016/j.actpsy.2025.104746>

Gravelle, C. D, **Sawyer, J.E.**, Rualo, G., & Brooks, P. J. (2024). A critical activist orientation predicts lower latent ableist bias. *Analyses of Social Issues and Public Policy*, 24, 1032–1056. <https://doi.org/10.1111/asap.12396>

Sawyer, J.E. (2023) Can private speech and sociodramatic play promote perspective taking and reduce egocentrism? A Post-Vygotskian reply to Piaget. *American Journal of Play*, 15(3), 254-280. Special issue on Lev Vygotsky and Play (Guest Editors: Elena Bodrova & Deborah Leong, *Tools of the Mind*).

Sawyer, J.E. & Gampa A. (2023). Social movements as parsimonious explanations for implicit and explicit attitude change. *Personality and Social Psychology Review*, 27(1), 28-51. <https://doi.org/10.1177/10888683221095697>

Gampa, A., & **Sawyer, J.E.** (2023). Transforming neoliberal social psychology into an emancipatory science: A call to abolish the police. *Annual Review of Critical Psychology*. <http://dx.doi.org/10.2139/ssrn.4496927>

Sawyer, J.E. & Brooks, P. J. (2021). Sociodramatic play enhances preschoolers' private speech and motivation across activities. *Cognitive Development*, 59. <https://doi.org/10.1016/j.cogdev.2021.101073>

Sawyer, J.E. & Gampa, A. (2020). Work alienation and its gravediggers: Social class, class consciousness, and activism. *Journal of Social and Political Psychology*, 8(1), 198-219. <https://doi.org/10.5964/jsp.v8i1.1132>

Schlesinger, M., **Sawyer, J.E.**, Hirsh-Pasek, K., & Fabiano, R. (2020). Play Captains on Play Streets: A community-university playful learning and teen leadership collaboration. *Collaborations: A Journal of Community-Based Research and Practice*, 3(1): 5, 1-13. <https://collaborations.miami.edu/articles/10.33596/coll.54/>

Schlesinger, M. A., Hassinger-Das, B., Zosh, J.E. M., **Sawyer, J.E.**, Evans, N. E., & Hirsh-Pasek, K. (2020). Cognitive behavioral science behind the value of play: Leveraging everyday experiences to promote play, learning, and positive interactions. *Journal of Infant, Child, and Adolescent Psychotherapy*, 19(2):5, 202-216. <https://doi.org/10.1080/15289168.2020.1755084>

Murano, D., **Sawyer, J.E.**, & Lipnevich, A. (2020). A meta-analytic review of preschool social and emotional learning interventions. *Review of Educational Research*, 90(2), 227-263. <https://journals.sagepub.com/doi/abs/10.3102/0034654320914743>

Sawyer, J.E. & Goldstein, T. (2019). Can guided play and storybook reading promote children's drawing development? *Empirical Studies of the Arts*, 37(1), 32–59. <https://doi.org/10.1177/0276237418777946>

Sawyer, J.E. & Gampa, A. (2018). Implicit and explicit racial attitudes changed during the Black Lives Matter movement. *Personality and Social Psychology Bulletin* 44(7), 1039–1059. <https://doi.org/10.1177/0146167218757454>

Sawyer, J.E. & Stetsenko, A. (2018). Revisiting Marx and problematizing Vygotsky: A transformative approach to language and speech internalization. Special issue of *Language Sciences: Karl Marx and the Language Sciences*, 70, 143-154.
<https://doi.org/10.1016/j.langsci.2018.05.003>

Sawyer, J.E., Obeid, R., Bublit, D., Schwartz, A., Brooks, P. J. & Richmond, A. J. (2017). Which forms of active learning are best? Comparing cooperative learning and writing-to-learn across modalities. *Scholarship of Teaching and Learning in Psychology*, 3(4), 257-271.
<http://dx.doi.org/10.1037/stl0000095>

Sawyer, J.E. (2017). I think I can: Preschoolers' private speech and motivation in playful versus non-playful contexts. *Early Childhood Research Quarterly*, 38, 84-96.
<http://dx.doi.org/10.1016/j.ecresq.2016.09.004>

Sawyer, J.E. (2016). In what language do you speak to yourself? A review of private speech and bilingualism. *Early Childhood Research Quarterly*, 36, 489-505.
<https://doi.org/10.1016/j.ecresq.2016.01.010>

Manuscripts Under Review and In Preparation

Sawyer, J.E., Brooks, P.J., & Gravelle, D. (under review). Disability Rights Movement lessons reduce ableist bias relative to non-activist lessons.

Sawyer, J.E., & Jara Cervigon, G. (under review). Scrolling Toward Solidarity? Two Studies of Political Social Media Engagement, Activist Intentions, and Labor-Movement Attitudes

Sawyer, J.E., & Stetsenko, A. (in prep). Revitalizing Vygotsky's Marxism to repoliticize cultural-historical activity theory.

Book Chapters

Sawyer, J.E. & Rifino, M. (2020). Transforming educational alienation into collective agency in community colleges. In T. Ober, E. Che, J. Brodsky, C. Raffaele, & P. Brooks (Eds.). *How We Teach Now (Volume 2): The GSTA Guide to Transformative Teaching* (pp. 224-238). Society for the Teaching of Psychology e-book. <https://teachpsych.org/ebooks/howweteachnow-transformative>

Sawyer, J.E. & Brooks, P. J. (2018). Conducting Scholarship of Teaching and Learning in diverse undergraduate psychology classrooms. *SAGE Research Methods Cases*.
<http://dx.doi.org/10.4135/9781526445032>

Sawyer, J.E. & Obeid, R. (2017). Cooperative and collaborative learning: Getting the best of both words. In R. Obeid, A. Schwartz, C. Shane-Simpson, & P.J. Brooks (Eds.). *How We Teach Now: The GSTA Guide to Student-Centered Teaching*. Society for the Teaching of Psychology e-book.
<http://teachpsych.org/ebooks/>

Sawyer, J.E. & Richmond, A. S. (2016). Adolescent development. In R. A. Gurung & A. S. Richmond (Eds.). *Discover psychology: Instructor's manual, Vol. 3*. Champaign, IL: Diener Education Fund Publishers. <http://www.nobaproject.com>

Sawyer, J.E. & Richmond, A. S. (2016). Factors influencing learning. In R. A. Gurung & A. S. Richmond (Eds.). *Discover psychology: Instructor's manual, Vol. 3*. Champaign, IL: Diener Education Fund Publishers. <http://www.nobaproject.com>

Shane-Simpson, C., Brooks, P. J., Hotez, E., **Sawyer, J.E.** & Dow, E. A. (2015). Web-enhanced collaborative learning in undergraduate psychology courses: Examples using the ASD Video Glossary, CHILDES, and Wikipedia. In Roberta V. Nata (Ed.) *Progress in Education, Vol. 36* (pp. 25-47). NOVA Science Publishers, e-book.

Brooks, P., Dow, E., Jović, S., Kreniske, P., Panjwani, A., **Sawyer, J.E.**, Schwartz, A., Shane-Simpson, C., Yannaco, F. & Yuksel-Sokmen, P. (2014). Useful books and websites for developing pedagogy in the teaching of psychology. In J.E. N. Busler, B. C. Beins, & W. Buskist, (Eds.) *Preparing the New Psychology Professoriate: Helping Graduate Students Become Competent Teachers, 2nd edition* (pp. 258-275). Society for the Teaching of Psychology e-book. <http://teachpsych.org/page-1862898>

Lopez, E., **Sawyer, J.E.**, Biedenkapp, S., Irigoyen, M. (2010). Interpreters to support linguistically diverse students and families. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds.), *Helping Children at Home and School III: Handouts for Parents and Educators*, National Association of School Psychologists (NASP).

Encyclopedia Entries

Brooks, P.J., **Sawyer, J.E.** (2022). Michael Tomasello. In: Vonk, J., Shackelford, T.K. (eds) *Encyclopedia of Animal Cognition and Behavior*. Springer, Cham. https://doi.org/10.1007/978-3-319-55065-7_974

Stetsenko, A. & **Sawyer, J.E.** (2016). Culture and development. In H. Miller (Ed.), *The SAGE Encyclopedia of Theory in Psychology, Vol. 2* (pp. 211-213). Thousand Oaks, CA: SAGE Publications Ltd. <https://doi.org/10.4135/9781483346274.n72>

Sawyer, J.E. & Stetsenko, A. (2014). Lev Vygotsky. In P. Brooks & V. Kempe (Eds.), *Encyclopedia of Language Development* (pp. 663-666). Thousand Oaks, CA: SAGE Publications. <http://dx.doi.org/10.4135/9781483346441.n211>

Refereed Conference Proceedings

Murano, D. & **Sawyer, J.E.** (2018). A Meta-Analysis of the Collaborative for Academic, Social, and Emotional Learning—Endorsed Preschool Social and Emotional Learning Programs. *Proceedings of the annual meeting of American Educational Research Association (AERA)*. doi:10.302/1311230

Public Scholarship Publications

Gampa, A. & **Sawyer, J.E.** (2021). A people's psychology of (anti-)racism. *Science for the People*, 23(3). Bio-Politics issue, 56-59. <https://magazine.scienceforthepeople.org/vol23-3-bio-politics/a-peoples-psychology-of-anti-racism/>

Hirsh-Pasek, K., **Sawyer, J.E.**, Schlesinger, M., & Talarowski, M. (2019) *Philadelphia Playful Learning City Playbook*. <https://www.brookings.edu/wp-content/uploads/2018/11/Playful-Learning-Playbook.pdf>

Hassinger-Das, B., Schlesinger, M., **Sawyer, J.E.** & Hirsh-Pasek, K. (2019) Playing to learn: Inside and outside of school. *Parents League Review*, 24-28. <https://www.parentsleague.org/blog/playing-learn-inside-and-outside-school>

Sawyer, J.E. & Ayer, D. (2018). Montessori and “playful learning.” *Montessori Public*, 3(1), 4-5. http://www.montessoripublic.org/wp-content/uploads/2018/10/MP-V3N1_Fall2018-web150.pdf

Sawyer, J.E. & Gampa, A (Winter, 2018). Building a Marxist psychology. [Review of the book *Vygotsky and Marx: Toward a Marxist Psychology*, by C. Ratner and D. N. Henrique Silva]. *International Socialist Review*, 111. <https://isreview.org/issue/111/building-marxist-psychology>

Goldstein, T. & **Sawyer, J.E.** (May 24, 2018). “The developmental magic of children’s drawing.” *Psychology Today – The Mind on Stage* (blog). <https://www.psychologytoday.com/us/blog/the-mind-on-stage/201805/the-developmental-magic-children-s-drawing>

Dore, R., **Sawyer, J.E.**, Schlesinger, M., Shirilla, M., Golinkoff, R., Hirsh-Pasek, K. (2018) Playful learning: A way to maximize after school time. *After School Today*. Spring, 2018. <https://templeinfantlab.com/wp-content/uploads/sites/2/2018/09/Boweretal2018.pdf>

Obeid, R. & **Sawyer, J.E.** (May 20, 2017). “To write or not to write: Incorporating low-stakes writing assignments into the classroom.” *Society for the Teaching of Psychology (APA Division 2) - GSTA Blog* (blog). <http://teachpsych.org/page-1784686/4842942>

Schwartz, A. **Sawyer, J.E.**, Ober, T., Che, E. (2017, Feb). GSTA talks at the 10th Annual Subway Summit. *TOPNews-Online*, 20(2), 8.

Ober, T., **Sawyer, J.E.**, Yannaco, F., Obeid, R. & Schwartz, A. (2016, Dec). Reflections on participation in the SoTL Workshop: One year later. *TOPNews-Online*, 19(12), 6.

Sawyer, J.E. (August 31, 2016). “The joys of weekend teaching.” *Society for the Teaching of Psychology (APA Division 2) - GSTA Blog* (blog). <http://teachpsych.org/page-1784686/4220617>

Sawyer, J.E. (November 14, 2014). “Massimiliano Tomba: Insurgent universality and the question of human rights.” *Student Research Commons: Advanced Research Collaborative* (blog). <http://arc.commonsgc.cuny.edu/2014/11/10/massimiliano-tomba-insurgent-universality-and-the-question-of-human-rights>

Sawyer, J.E. (2014). Vygotsky’s revolutionary theory of human psychological development. *International Socialist Review*, 93, 74-101. <https://isreview.org/issue/93/vygotskys-revolutionary-theory-psychological-development>

Sawyer, J.E. (2014) was later translated into Chinese by Andy Tan, titled: 维果茨基革命的心理发展理论. January 18, 2019, *The Paper*. www.thepaper.cn/newsDetail_forward_2856273

AWARDS, HONORS, AND FELLOWSHIPS

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| 2024 | Excellence in Scholarship and Creative Works Award (ESCWA) , Kingsborough Community College. Awarded a three-credit course release for the project “Can Intergroup Contact Among Activists Reduce Biases while Fostering Collective Action Intentions?” |
| 2018, 2019,
2021, 2023,
2024 | Faculty Achievements Recognition Ceremony , Kingsborough Community College. Honored in the 11th, 12th, 14th, 16th, and 17th Annual Faculty Achievements Recognition Ceremonies. |
| 2022 | Excellence in Scholarship and Creative Works Award (ESCWA) , Kingsborough Community College. Awarded a three-credit course release for the project “Changing Hearts and Minds: The Attitudinal Impact of Social Movements Across the Political Spectrum.” |
| 2022 | Advanced Science Research Center (ASRC) National Science Foundation CAREER Bootcamp . Selected to participate in a professional development bootcamp supporting preparation of applications for the NSF Faculty Early Career Development Program. |
| 2021–22 | Faculty Fellowship Publication Program (FFPP) , CUNY. Selected for a CUNY-wide fellowship supporting faculty publication and scholarly development. |
| 2019–2020 | Stewart Travel Award , CUNY. Awarded \$500 to support conference travel. |
| 2017 | Semi-Finalist , National Academy of Education/Spencer Dissertation Fellowship, National Academy of Education, Washington, DC. |
| 2015 | Sylvia Scribner Fund Award , Program in Human Development, The Graduate Center, CUNY. |
| 2012–2017 | Enhanced Chancellor’s Fellowship , The Graduate Center, CUNY. Awarded \$95,000 in total fellowship support. |

GRANT ACTIVITY

Funded Research Projects as Principal Investigator

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| 2026–2028 | PSC-CUNY Post-Tenure Reassigned Time Award Pilot, Cycle 1 , \$12,049.19. Principal Investigator for “The Impact of U.S. Teacher Strikes on Implicit and Explicit Biases, Class Consciousness, and Public Interest in Social Justice.” |
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- 2025–2026 **PSC-CUNY Research Award Program, Cycle 56, TRAD-B Award, \$5,999.21.** Principal Investigator for “‘It’s Become Who I Am’: Interviews with Activists on Psychological Transformation.”
- 2024–2025 **PSC-CUNY Research Award Program, Cycle 55, TRAD-B Award, \$6,000.** Principal Investigator for “Intergroup Contact Among Activists: Can It Reduce Biases while Strengthening Activist Intentions?”
- 2023–2024 **PSC-CUNY Research Award Program, Cycle 54, Enhanced Award, \$11,983.70.** Principal Investigator for “The Social Movement Hypothesis: How Collective Action Reduces Bias via Direct and Mediated Intergroup Contact.”
- 2021–2022 **PSC-CUNY Research Award Program, Cycle 52, TRAD-B Award, \$5,999.72.** Principal Investigator for “Putting the ‘Movement’ into Psychology: Integrating Vygotsky, Social Psychology, and Social Movements.”
- 2019–2020 **PSC-CUNY Research Award Program, Cycle 50, \$2,700.** Principal Investigator for a research project on work alienation, class consciousness, and activism.

Funded Research Projects as Co-Principal Investigator

- 2021 **CUNY Community College Research Grant Program, \$15,000.** Co-Principal Investigator with Rebecca Garte for “Building the Early Part of the Teacher Pipeline: Factors that Impact Transfer and Retention Rates of Early Childhood Education Community College Students.”

Grant Writing, Project Coordination, and Collaborative Grant Activity

- 2018 **Harvard University Center on the Developing Child, Community of Practice on Play, \$6,000.** Co-wrote grant proposal supporting training for community members to observe social interactions by a community Playwall. Principal Investigator: Kathy Hirsh-Pasek.
- 2018 **OpenIDEO, The Early Childhood Innovation Prize, \$100,000.** Co-wrote grant proposal supporting the creation of engaging learning experiences for young children. Principal Investigator: Kathy Hirsh-Pasek.
- 2018 **William Penn Foundation, International Congress of Infant Studies Preconference Workshop Grant, \$21,700.** Led grant proposal writing. Principal Investigator: Kathy Hirsh-Pasek.
- 2017–2018 **William Penn Foundation, Philadelphia Playful Learning City Grant, \$769,000.** Served as grant manager and project coordinator. Principal Investigator: Kathy Hirsh-Pasek.

Graduate Research, Fellowship, and Travel Support

- 2016–2017 **Doctoral Student Research Grant, The Graduate Center, CUNY, \$1,250.**
Awarded to support “Bilingual and Monolingual Preschoolers’ Private Speech and Motivation in Playful versus Non-Playful Contexts.”
- 2015–2016 **Conference Presentation Support Grant, The Graduate Center, CUNY, \$300.**
Awarded to support travel to the Scholarship of Teaching and Learning Workshop at the Society for the Teaching of Psychology Annual Conference on Teaching.
- 2015 **Doctoral Student Council Grant for Subway Summit on Cognition and Education Research, The Graduate Center, CUNY, \$550.**
- 2015 **Doctoral Student Council Grant for GSTA Pedagogy Day Conference, The Graduate Center, CUNY, \$600.**
- 2014–2015 **Doctoral Student Research Grant, The Graduate Center, CUNY, \$1,240.**
Awarded to support “Private Speech and Motivational Processes.”
- 2014–2015 **Advanced Research Collaborative Praxis Fellowship, The Graduate Center, CUNY, \$4,000.** Awarded to support “Bilingual Children’s Private Speech in Playful Contexts.”
- 2014–2015 **Conference Presentation Support Grant, The Graduate Center, CUNY, \$300.**
Awarded to support travel to present a poster at the Society for Research in Child Development Biennial Meeting.
- 2013–2014 **Psi Chi Graduate Research Grant, \$750.** Awarded to support “I Think I Can: Private Speech and Mastery Motivation.”
- 2013–2014 **Conference Presentation Support Grant, The Graduate Center, CUNY, \$300.**
Awarded to support travel to present a poster at the Jean Piaget Society Annual Meeting.

MEDIA COVERAGE

Research featured in “Social activism may reduce bias against people with disabilities.” (June 6th, 2024) *CUNY Graduate Center News*. <https://www.gc.cuny.edu/news/social-activism-may-reduce-bias-against-people-disabilities>

Research covered in “Colourism: How skin-tone bias affects racial equality at work.” (August 26th, 2020) *World Economic Forum*. <https://www.weforum.org/agenda/2020/08/racial-equality-skin-tone-bias-colourism/>

Interviewed for “Anti-Black bias affects just about everyone. What’s the best way to deal with implicit racism?” (June 17th, 2020) *Popular Science*. <https://www.popsoci.com/story/science/getting-rid-of-implicit-bias-racism/>

Research covered in “Hopeful finding for protests: Racial bias declines during the Black Lives Matter movement.” (June 9th, 2020) *CUNY Graduate Center News*.
<https://gc.cuny.edu/News/All-News/Detail?id=55106>

Research covered in “Why most Americans support the protests.” (June 5th, 2020) *The New York Times*. <https://www.nytimes.com/2020/06/05/us/politics/polling-george-floyd-protests-racism.html>

Research featured in “13 Scholars Shedding Light on the Roots of Racial Injustice.” (February 7, 2020) *CUNY Graduate Center News*. <https://www.gc.cuny.edu/News/All-News/Detail?id=54119>

Research featured in “How did #BlackLivesMatter affect racism?” (August 29th, 2018) *Sum*.
<https://sum.cuny.edu/how-did-blacklivesmatter-affect-racism/>

Research featured in “Black Lives Matter movement moves racism needle.” *CUNY Graduate Center News*. <https://www.gc.cuny.edu/News/All-News/Detail?id=45083>

Interviewed for “Study: Racial bias declined during the Black Lives Matter movement – but not during Obama’s presidency” (April 11th, 2018) *PsyPost*.
<http://www.psypost.org/2018/04/study-racial-bias-declined-black-lives-matter-movement-not-obamas-presidency-51027>

Research featured in “Racism declined during the Black Lives Matter campaign” (April 2nd, 2018) *Pacific Standard*. <https://psmag.com/social-justice/racism-declined-during-the-black-lives-matter-campaign>

CONFERENCE PRESENTATIONS

Sawyer, J.E., Saunders, B., & Kuchirko, Y. (2026) *U.S. Teacher Strikes’ Impact on Racial Bias, Class Consciousness, and Public Interest in Social Justice*. Presentation at session: “Labor Politics and Worker Consciousness.” American Sociological Association (ASA) Annual Meeting. August 7-11. New York, NY.

Sawyer, J.E., Waugh, M., Poerio, M., Aportela, D. (2026). *‘It’s become who I am’: Activists Theorize their Psychological Transformation*. Presentation as part of symposium: “Integrating Critical Perspectives and Activist Praxis to Advance the Psychology of Activism.” Society for the Psychological Study of Social Issues (SPSSI) Conference. June 26-28. New Orleans, LA.

Sawyer, J.E., Brooks, P.J., & Gravelle, D. (June 29, 2025) *Can Learning about the Disability Rights Movement Reduce Ableist Biases?* Presentation at Society for the Psychological Study of Social Issues (SPSSI) Conference. June 27-29. Portland, OR.

Sawyer, J.E. (May 16, 2024) *Tenant Power Pedagogy: Learning from Collective Action in an Educational Psychology Course*. Presentation at meeting: “Resistance to Racial Capitalism & Gentrification: A Collection of Teaching and Learning Resources.” May 16. CUNY Kingsborough Community College, Brooklyn, NY.

Sawyer, J.E. (February 10, 2024) *BLM as bias-reducing collective action vs. COVID-19 and right-wing organizing*. Symposium presentation at The Society for Personality and Social Psychology's (SPSP) Annual Convention. Symposium title: "The Impact of Black Lives Matter: Psychological, Social, & Societal." February 8-10. San Diego, CA.

Sawyer, J.E. (June 27, 2023) *Collective Action as Psychological Transformation: Typology, Antecedents, and Attitudinal Impact*. Symposium organizer and presenter at Society for the Psychological Study of Social Issues (SPSSI) Conference. June 25-27. Denver, CO.

Sawyer, J.E. (June 27, 2023) *COVID-19 vs. George Floyd Uprising: Differential impact on implicit biases*. Paper presentation at Society for the Psychological Study of Social Issues (SPSSI) Conference. June 25-27. Denver, CO.

Sawyer, J.E. (May 23, 2023) *Changing hearts and minds: The attitudinal impact of social movements across the political spectrum*. Presentation as part of Faculty Forum, CUNY Kingsborough Community College. Brooklyn, NY.

Gravelle, C.D., **Sawyer, J.E.**, Ruolo, G., Brooks, P.J.E. (March 3, 2023). *Critical Activism is Associated with Lower Anti-disability Bias*. Poster presentation at Eastern Psychological Association (EPA). March 2-4. Boston, MA.

Tart, I., Huggins, D., Hom, A., & **Sawyer, J.E.** (January 19, 2023). *Community Schools Change Lives!* Panel discussion at 2023 American Federation of Teachers (AFT) Center for School Improvement conference. January 19-21. New York, NY.

Garte, R. & **Sawyer, J.E.** (April 21, 2022). *Investigating the Relationship Between Early Fieldwork and Long-Term Academic Outcomes Among Community College Preservice Teachers*. Paper presentation at 2022 American Educational Research Association (AERA) Annual Meeting. April 21-26. San Diego, CA.

Spinu, L., Espinet, I., Morgan, P., **Sawyer, J.E.**, Ahmed, T., Yamamura, M. (March 18, 2022) *A Practical Research Support Model for Underrepresented Junior Faculty*. Workshop presentation in American Association of Colleges and Universities (AAC&U) 2022 Conference on Diversity, Equity, and Student Success. March 17 – 19. New Orleans, LA (held virtually).

Sawyer, J.E. (August 4, 2021) *Transforming alienation into class consciousness and activism in the community college*. Presentation as part of symposium at International Society for Cultural-Historical Activity Research (ISCAR). August 2 – 7. Natal, Brazil (held virtually).

Brooks, P. J., Maouene, J., Garzone, A., & **Sawyer, J.E.** (July 19, 2021) *Using the repeated word association task to explore development of lexical-semantic networks in children and adults*. Presentation at the 15th Congress of the International Association for the Study of Child Language (IASCL). July 13 – 17. Philadelphia, PA (held virtually).

Sawyer, J.E. (May 14, 2021). *Can private speech reduce egocentrism? Evidence for perspective taking in preschoolers' self-talk*. CUNY's 5th Biennial Conference on Language, Society and Culture: Speech and Communication for All (LSC-5). May 14, 2021. Brooklyn, NY.

Carpenter, S. & **Sawyer, J.E.** (March 4, 2021). *Advocating for the Inclusion of Students with Intellectual Disabilities from CUNY to the UK!* Presentation at 2021 CUNY Neurodiversity Conference March 4-5, 2021. CUNY Graduate Center. New York, NY.

Brooks, P.J., Maouene, J., **Sawyer, J.E.**, Sheng, L., Garzone, A. & Maouene, M. (September 16, 2020). *Modeling Lexical-Semantic Networks of School Age Children through a Repeated Word Association Task*. Poster presentation at 1st Experiments in Linguistic Meaning (ELM) conference. September 16 – 18. University of Pennsylvania. Philadelphia, PA (held virtually).

Sawyer, J.E. (June 21, 2019) *Pro-White Implicit Bias Declined during the Black Lives Matter Movement*. Paper presentation at Society for the Psychological Study of Social Issues (SPSSI) Conference. June 21-23. San Diego, CA.

Sawyer, J.E. (June 7, 2019) *Can private speech help children overcome egocentrism? A neo-Vygotskian reply to Piaget*. Paper presentation at 49th Annual Meeting of the Jean Piaget Society. June 6-8, 2019. Portland, OR.

Sawyer, J.E. (March 1, 2019) *Learning must be active, but which activities are best?* Presentation at annual meeting of the Eastern Psychological Association. February 28-March 2, 2019. New York, NY.

Sawyer, J.E. (October 26, 2018) *What's the point of random assignment?* Presentation at Pedagogy Day conference. October 26; The Graduate Center, CUNY. New York, NY.

Sawyer, J.E. (September 21, 2018) *Playful Learning in Urban Landscapes*. Talk at Park(ing) Day After Party on Park(ing) Day theme of "Playful Learning." Center for Architecture and Design. Philadelphia, PA.

Sawyer, J.E. (June 30, 2018) *Philadelphia as a Playful Learning City*. Preconference workshop presentation at International Congress of Infant Studies (ICIS). June 30-July 3, 2018. Philadelphia, PA.

Hirsh-Pasek, K., Golinkoff, R., Hassinger-Das, B., Bustamante, A., **Sawyer, J.E.**, Morris, A., Zapata, M., & Treat, A. (June 30, 2018) *Designing Playful Learning Cities: The Learning Landscapes Initiative in Philadelphia and Beyond*. Co-organizer and presenter at preconference workshop of International Congress of Infant Studies (ICIS). June 30-July 3, 2018. Philadelphia, PA.

Bustamante, A. S., Hirsh-Pasek, K., Schlesinger, M., **Sawyer, J.E.**, Evans, N., Fanning, L., Fasciano, D., Shahidi, N., Radigan, R., & Golinkoff, R. M. (June 26, 2018). *Preliminary results from Parkopolis: The life-size STEM board game*. Poster presented at the National Research Conference on Early Childhood; Washington, D.C.

Sawyer, J.E. (May 25, 2018). *A Bilingual Advantage in Private Speech?* Poster presentation at the first Harmonious Bilingualism Network (HaBilNet) Colloquium. May 24-25, 2018: Brussels, Belgium.

Murano, D. & **Sawyer, J.E.** (April 15, 2018). *A Meta-Analysis of CASEL-Endorsed Preschool Social and Emotional Learning Programs*. Paper presentation at annual meeting of American Educational Research Association (AERA). April 13-17, 2018; New York, NY.

Sawyer, J.E. (October 13, 2017). *A Playful Context Enhances Bilingual and Monolingual Preschoolers' Motivation and Private Speech*. Presentation at Cognitive Development Society (CDS). October 12-14, 2017; Portland, OR.

Sawyer, J.E.; Stetsenko, A.; Jones, P. & Lantolf, J.E. (August 29, 2017). *The 'magic of signs': Creative coordination of transformative activity*. Symposium organizer and presenter, International Society for Cultural-Historical Activity Research (ISCAR). August 28 - September 1, 2017; Quebec City, Canada.

Sawyer, J.E. (August 29, 2017). *Overcoming 'Egocentrism' through Private Speech: Creative Coordination of Perspectives in Children's Self-dialogue*. Presentation at International Society for Cultural-Historical Activity Research (ISCAR). August 28 - September 1, 2017; Quebec City, Canada.

Sawyer, J.E., Obeid, R., Bublitz, D., Schwartz, A., Brooks, P., & Richmond, A. (April 5, 2017) *Which active learning methods are best? Comparing cooperative learning and writing-to-learn across modalities*. Poster at Society for Research in Child Development (SRCD), Developmental Science Teaching Institute. April 5-8, 2017; Austin, TX.

Sawyer, J.E. & Obeid, R. (March 28, 2017). *Incorporating writing-to-learn activities across the curriculum*. Writing-Across-the-Curriculum (WAC) workshop. March 28, 2017; College of Staten Island, CUNY. New York, NY.

Obeid, R. & **Sawyer, J.E.** (March 24, 2017). *Fostering the development of writing skills across the psychology curriculum*. Pedagogy workshop sponsored by Graduate Student Teaching Association (GSTA, part of Society for the Teaching of Psychology, APA Division 2). March 24, 2017; The Graduate Center, CUNY. New York, NY.

Sawyer, J.E. (January 20, 2017) *Active learning and multimedia: What combinations are best for teaching psychology?* Presentation at Subway Summit on Cognition and Education Research. January 20, 2017; Fordham University – Lincoln Center. New York, NY.

Sawyer, J.E. (October 28, 2016). *Conduct research on your teaching! A SoTL project in developmental psychology*. Presentation at Pedagogy Day conference. October 28; The Graduate Center, CUNY. New York, NY.

Sawyer, J.E. & Pickens, J.E. (August 26, 2015). *The CAARP test: Evaluating psychology in the media*. Achieving Total Participation Workshop. August 26; The Graduate Center, CUNY. New York, NY.

Brooks, P., Shane-Simpson, C., **Sawyer, J.E.** (June 10, 2015). *Developing critical thinking skills through collaborative web-based research*. Workshop at Critical Thinking in Psychology Workshop. June 10; Seton Hall University, South Orange, NJ

Sawyer, J.E.; Garte, R.; Ho, G.; Stetsenko, A. (June 4, 2015). *Early childhood play and the development of communicative competence*. Symposium organizer and presenter, Jean Piaget Society, 2015 – Neuroplasticity and Change. June 4-6; Toronto, Canada.

Astuto, J.; **Sawyer, J.E.**; Garte, R.; Medellin-Paz, C.; Jean-Gilles, J.E. (May 22, 2015). *Power of play: Opportunities that promote the engagement of our youngest learners*. Symposium organizer and presenter at the 27th Annual Convention of the Association for Psychological Science (APS). May 21-24; New York, NY.

Sawyer, J.E. (April 24, 2015). *'I think I can': Preschoolers' private speech and mastery motivation in playful vs. non-playful contexts*. Poster presentation, then honored with selection for a 2-minute "Data Blitz" presentation at Sixth Annual All-Psychology Doctoral Student Research Day. April 24; CUNY Graduate Center. New York, NY.

Sawyer, J.E. (March 19, 2015). *Private speech and mastery motivation in play vs. pre-academic settings*. Poster presentation at 2015 Society for Research in Child Development (SRCD) Biennial Meeting. March 19-21; Philadelphia, PA.

Brooks, P.; Dow, E.; **Sawyer, J.E.**; Strashnaya, R.; Powers, K.L. (March 18, 2015). *Calling all first-time instructors: Help from the Graduate Student Teaching Association*. Roundtable presentation at 2015 Society for Research in Child Development (SRCD) Developmental Science Teaching Institute. March 19-21; Philadelphia, PA.

Sawyer, J.E. (January 23, 2015). *Private speech and motivation in playful contexts*. Presentation at 2015 Subway Summit on Cognition and Education Research. January 23; The Graduate Center, CUNY. New York, NY.

Sawyer, J.E. (October 24, 2014). *Scaffolded duck counting*. Teaching activity presentation at Pedagogy Day conference. October 24; The Graduate Center, CUNY. New York, NY.

Sawyer, J.E. (June 7, 2014). *A tale of two psyches: Upper class and working-class psychology*. Presentation at How Class Works conference. June 7; Stony Brook University, NY.

Sawyer, J.E. (May 29, 2014). *'I think I can': Children's private speech and motivational processes*. Poster presentation at Jean Piaget Society 2014 – Rethinking Language and Communicative Development. May 29-31; San Francisco, CA.

Sawyer, J.E. (April 5, 2014). *In the contradiction lies the hope: Social class and psychological inequality*. Presentation at Investigating Inequalities: An Interdisciplinary Academic Conference. April 5; Fordham University, Bronx, NY.

Sawyer, J.E. (June 8, 2013). *Radical experiments in education: Mesbryakov's cultural-historical approach to special education*. Presentation at Left Forum 2013. June 7-9; New York, NY.

INVITED/CAMPUS TALKS

Sawyer, J.E., Poerio, M. & Jara, G. (October 29, 2024) *'It's become who I am': Interviews with Activists on Psychological Transformation*. Invited talk at the CUNY Graduate Center, Developmental Psychology Program. New York, NY.

Sawyer, J.E. (October 24, 2023) *Collective Action as Psychological Transformation*. Invited talk at the CUNY Graduate Center, Developmental Psychology Program. New York, NY.

Sawyer, J.E. (September 20, 2021). *Extending Vygotsky: Sociodramatic play increases preschoolers' private speech and motivation across activities*. Invited talk at New Jersey City University.
<https://www.njcu.edu/community/events/psych-star-speaker-series-extending-vygotsky-dr-jeremy-sawyer>

Phillips, M., Fletcher, D., Brooklyn College Anti-Racist Coalition, Students for Justice in Palestine, **Sawyer, J.E.**, Iantosca, T. (September 9, 2021). *Decolonizing Higher Education: Pedagogy, Curriculum, and Organizing*. Invited speaker at Cross-CUNY Working Group event.

Sawyer, J.E. (May 12, 2021). *The politics of special education: An interview with Dr. Jeremy Sawyer*. Guest lecture for Dr. Susan Carpenter's Psychological Disorders in Young Children course.

Sawyer, J.E. (April 19, 2021). *The importance of play and playful learning: An interview with Dr. Jeremy Sawyer*. Guest lecture for Dr. Susan Carpenter's Seminar and Practicum in Early Childhood Education Curriculum course.

Sawyer, J.E. (October 25, 2020). *An interview on school psychology with Dr. Jeremy Sawyer*. Guest lecture for Dr. Susan Carpenter's Psychological Disorders in Young Children course.

Sawyer, J.E. (May 13, 2019). *Pro-White implicit bias declined during the Black Lives Matter Movement*. Research presentation at Faculty Forum. Kingsborough Community College, CUNY.

Sawyer, J.E. (September 21, 2018) Playful Learning in Urban Landscapes. Talk at Park(ing) Day After Party on Park(ing) Day theme of "Playful Learning." Center for Architecture and Design. Philadelphia, PA.

Sawyer, J.E. (September 27, 2017). *How do children develop agency? Play and imaginative self-talk enhance preschoolers' motivation*. Invited talk at Department of Teaching and Learning Lecture Series. New York University (NYU).

Sawyer, J.E. (December 6, 2016). *What motivates preschoolers? Play, private speech, and intrinsic versus extrinsic motivation*. Invited talk at Psychology Colloquia. College of Staten Island, CUNY.

RESEARCH LEADERSHIP AND MENTORING

2025–present **Founder and Principal Investigator, Social-Developmental Psychology and Activism Research Collective (SPARC Lab)**, Kingsborough Community College and CUNY Graduate Center. Founded and direct an ongoing research collective focused on social and developmental psychology, activism, intergroup bias, political solidarity, and psychological transformation through collective action. Supervise undergraduate research assistants, interns, and graduate students in collaborative research projects, including literature review, study design, data collection, data analysis, and preparation of conference presentations and manuscripts.

- 2026–present **Founder and Facilitator, Collective Action Collective (CAC)**, CUNY Graduate Center. Founded and facilitate an informal graduate student research group for doctoral students interested in critical psychology, social psychology, activism, collective action, and social change. Provide scholarly feedback on developing research projects, theoretical framing, research design, and works in progress, while supporting collaborative research projects among graduate student members.

GRADUATE STUDENT MENTORING AND DISSERTATION COMMITTEES

- 2026 **Dissertation Defense Committee Member**, Developmental Psychology, CUNY Graduate Center. Served as a committee member for the dissertation defense of Firdevs Yigiter. Dissertation title: “Visible Lives, Invisible Strands: Critical Consciousness and Civic Engagement Among Muslim SWANA College Students.” Defense held April 17, 2026.
- 2026 **Dissertation Proposal and Defense Committee Member**, Developmental Psychology, CUNY Graduate Center. Served on the dissertation proposal and final defense committee for Mike Rifino. Dissertation title: “A Critical Lens on Emotions and Learning: Shame, Loneliness, and Alienation in Community College.” Final defense held January 23, 2026.
- 2023 **Invited Dissertation Defense Committee Member**, University of Barcelona. Served as an invited committee member for the dissertation defense of Fernando Moreno Montero. Dissertation title: “Beyond the American Dream: Testing the Alleged System-Justifying Effect of Making Both Social Boundaries Look Permeable and Those Who Advocate Changes Look Like a Threat (Towards a Model of Class Struggle).” Defense held May 24, 2023.

UNDERGRADUATE STUDENT RESEARCH MENTORING

- 2025 **CUNY Spring Forward Career Launch Program**
Supervised Darilin Aportela, a CUNY research assistant intern from BMCC/Hunter College, through the CUNY Career Launch Program. Research work site: SPARC Lab.
- 2022–2024 **CUNY Research Scholars Program (CRSP): Giovanna Jara Cervigon**
Mentored Giovanna Jara Cervigon, Kingsborough Community College, in designing, conducting, and analyzing two undergraduate research projects on political social media engagement, emotion, attitudes, and activist intentions.
- 2023 Project: “New Tools for Activism: The Impact of Political Social Media Engagement on Users’ Emotions and Activist Intentions.” Giovanna presented the project at the CUNY Research Scholars Program Symposium, LaGuardia Community College, May 26, 2023, and the CUNY Celebration of Undergraduate Research, BMCC, May 31, 2023.

- 2024 Project: “Can Engaging with Political Social Media Content Shift Attitudes and Spark Activist Intentions?” Student presented the project at the CUNY Research Scholars Program Symposium, LaGuardia Community College, June 24, 2024, and the CUNY Celebration of Undergraduate Research, John Jay College, May 24, 2024.
- 2023–2024 **CUNY Research Scholars Program (CRSP): Netanel Nehmet**
Mentored Netanel Nehmet, Kingsborough Community College, in designing, conducting, and analyzing the project “Development of Self-Determination through Student Government Association Activism.” Student presented the project at the CUNY Research Scholars Program Symposium, LaGuardia Community College, June 24, 2024, and was accepted to the CUNY Celebration of Undergraduate Research, John Jay College, May 24, 2024.
- 2023 **CUNY Spring Forward Career Launch Program**
Supervised Min Ah Kim, City Tech, and Rinchen Sherpa, Baruch College, as research assistant interns through the CUNY Career Launch Program. Research work site: Professor Sawyer’s Research Team.
- 2022 **CUNY Career Launch Program**
Supervised Aleksandra Melikhova, Kingsborough Community College, as a research assistant intern through the CUNY Career Launch Program. Research work site: Professor Sawyer’s Research Team.
- 2021 **CUNY Recovery Corps Internship Program**
Supervised Daniel Lopez and Samantha White, Kingsborough Community College, as research assistant interns through the CUNY Recovery Corps Internship Program, administered by the NYC Department of Youth & Community Development through the Summer Youth Employment Program. Research project: “Can Learning about the Disability Rights Movement Reduce Anti-Disability Bias?” Submitted successful applications for the “Kingsborough CC IGNITERS” and “Professor Sawyer’s Research Team” work sites.

TEACHING

Teaching Appointments

- 2022–present **Associate Professor of Psychology**, Department of Behavioral Sciences, Kingsborough Community College, CUNY
- 2018–2022 **Assistant Professor of Psychology**, Department of Behavioral Sciences, Kingsborough Community College, CUNY
- 2017 **Adjunct Professor**, Department of Psychology, College of Staten Island, CUNY
- 2016 **Adjunct Professor**, School Psychology M.S.Ed. Training Program. Queens College, CUNY

2013–2016 **Graduate Employee / Adjunct Professor**, Department of Psychology, Hunter College, CUNY

Courses Taught

Undergraduate Level

Educational Psychology
Human Growth and Development
Psychological Disorders in Young Children
Foundations of Psychological Research
Human Development

Graduate Level

Theory and Practice in Assessment of Intelligence and Cognitive Functioning, School Psychology M.S.Ed. Program. Queens College, CUNY

Curricular Development

Fall 2021 **Psychology and Political Activism (PSY 4100)**. Created and proposed a new upper-level psychology course, approved by the Kingsborough Community College Curriculum Committee.

Teaching Initiatives and Pedagogical Training

2019–present **Faculty Development and Student Engagement in Data Analysis (FDSEDA): Building Capacity in Numeracy among Underrepresented Students.** Participant in an NSF-sponsored, CUNY-wide teaching research project. Developed and implemented curriculum emphasizing quantitative reasoning and research experience in Kingsborough Community College courses, while collecting anonymous data on student outcomes for DARE.

2016–2017 **Writing Across the Curriculum Fellow**, College of Staten Island, CUNY. Consulted with interdisciplinary faculty on integrating writing activities into coursework.

SERVICE

College and Department Service

2025–2026 **Faculty Member**, Admissions and Recruitment Committee, CUNY Graduate Center

2023–2026 **College Council Representative**, Department of Behavioral Sciences, Kingsborough Community College, CUNY. Elected by the Department of Behavioral Sciences to serve as representative to College Council.

- 2023–2026 **Department Scheduler**, Department of Behavioral Sciences, Kingsborough Community College, CUNY.
- 2022–2023 **Governance Review Ad Hoc Committee for Student Issues**, Kingsborough Community College, CUNY. Served on committee reviewing governance procedures related to student issues.
- 2019–2020 **Curriculum Committee**, Department of Behavioral Sciences, Kingsborough Community College, CUNY. Served as committee member.
- Spring 2020 **Behavioral Sciences Department Representative**, Kingsborough Community College, CUNY. Represented the department at New Student Orientation.
- 2019–2020 **Faculty Advisor, KCC Chess Club**, Kingsborough Community College, CUNY. Advised student organization recognized with the “Program of the Year” and “Diversity and Inclusion Award” in 2020. The club president received the “Outstanding Student Organization Officer” award in 2019. Supported regular student meetings and a college-wide chess tournament with prizes.

Faculty Research Support and Institutional Initiatives

- 2020–present **Co-Founder, IGNITERs Faculty Research Support Group**, Kingsborough Community College, CUNY. Co-founded a faculty-led research support group to support publishing, grant writing, research design, data analysis, and collaborative research projects among faculty across departments and program areas. The group meets weekly and has collaborated on grant applications, research projects, faculty mentoring, and student research mentoring, including CUNY Recovery Corps and CUNY Research Scholars Program initiatives.
- January 21, 2021 **Organizer and Moderator, IGNITERs Brown Bag Research Presentation**, Kingsborough Community College, CUNY. Organized and moderated a research presentation open to faculty and staff.

Diversity, Equity, Inclusion, and Disability Justice Service

- 2019–present **Co-Facilitator, CUNY Unlimited Faculty Interest Group**, Kingsborough Community College, CUNY. Co-facilitate, with Sue Carpenter, a faculty interest group focused on creating inclusive higher education opportunities for students with intellectual and other disabilities. In 2024–2025, the group received funding from CUNY Central to support CUNY-wide faculty engagement across campuses.
- 2020–present **Member, Equity Committee**, Department of Behavioral Sciences, Kingsborough Community College, CUNY. Helped plan department meetings to encourage awareness of and action on inclusion, diversity, and equity issues. Proposed the faculty research support group that later became IGNITERs.

- December 2, 2021 **Volunteer Presenter, The College Experience at Brooklyn Public Libraries.**
Gave a volunteer presentation encouraging participants to pursue college education and consider enrollment at Kingsborough Community College.
- November 3, 2021 **Co-Organizer, “Social Movements Are Our Best Teachers: A Panel Discussion,”** Kingsborough Community College, CUNY. Co-organized event as part of the 2nd Annual KCC Black Lives Matter Teach-In and 2021 Diversity Symposium.
- February 10, 2021 **Co-Organizer and Presenter, “Black Disabled Lives Matter: Voices and History of Black Disability Justice,”** Kingsborough Community College, CUNY. Co-organized and presented at Black History Month event featuring Jermaine Greaves and other Black Disability Rights activists.
- February 4, 2021 **Co-Host, “Living with a Disability – Part 2,”** Kingsborough Community College, CUNY. Co-hosted a community panel on disability, filmmaking, and the pandemic.
- November 26, 2020 **Co-Host, “Living with a Disability in 2020,”** Kingsborough Community College, CUNY. Co-hosted a community panel on disability, filmmaking, and the pandemic.

Service to the Profession

- 2017–present **Ad Hoc Journal Reviewer.** Reviewed manuscripts for *Cognitive Development*; *Journal of Experimental Child Psychology*; *Language Sciences*; *Mind, Culture, and Activity*; *Scholarship of Teaching and Learning in Psychology*; *Infant and Child Development*; *Outlines*; *Teaching of Psychology*; *Psychology of Women Quarterly*; and *Personality and Social Psychology Bulletin*.
- 2021 **Conference Proposal Reviewer,** American Educational Research Association. Reviewed proposal submissions for the 2022 AERA Annual Meeting.

Professional Development and Training

- 2018–2019 **Participant, Kingsborough Center for Teaching and Learning Year One New Faculty Seminar,** Kingsborough Community College, CUNY.
- November 4, 2019 **Safe Zone Ally Training,** Kingsborough Community College, CUNY. Completed training to support lesbian, gay, bisexual, transgender, queer, and other LGBTQ+ students, faculty, and staff.
- April 11, 2019 **Open Educational Resources Workshop,** Kingsborough Community College, CUNY. Attended “Open Textbooks: Access, Affordability, and Academic Success.”
- March 29, 2019 **UndocuAlly Training,** Kingsborough Community College, CUNY. Completed training to support immigrant and undocumented students.

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

Society for the Psychological Study of Social Issues (SPSSI)

International Society for Cultural-historical and Activity Research (ISCAR)

Jean Piaget Society (JPS)

The Society for Personality and Social Psychology (SPSP)