

JOÃO M. SOUTO-MAIOR

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AREAS OF RESEARCH

education; social inequality; organizations; social networks; computational methods.

ACADEMIC APPOINTMENTS

- 2024 - Postdoctoral Scholar. Stanford Center on Longevity, Stanford University.
- Project: “Education and Learning for Longer Lives.” [[details](#)]
- Project coordinator: Mitchell Stevens.
- 2023 - 2024 Postdoctoral Associate. Institute of Human Development and Social Change, New York University.
- Project: “Evaluating the Quality of Evidence on Racial Disproportionality in Special Ed.”
- Project coordinators: Rachel Fish and Kenneth Shores.

EDUCATION

- 2018 - 2023 Ph.D. Sociology of Education. Steinhardt School of Culture, Education, and Human Development, New York University.
- Dissertation: “Essays on the dynamics of Black-White advanced course-taking inequalities.”
- Committee: L’Heureux Lewis-McCoy (chair); Samuel Lucas; Erez Hatna; Ravi Shroff.
- 2018 - 2021 M.Phil. Sociology of Education. New York University.
- 2017 - 2018 Ph.D. student, Economics. The Graduate Center, City University of New York.
- 2014 - 2017 B.A. Economics. University of Wisconsin-Madison.

RESEARCH PAPERS

Peer-reviewed publications

- João Souto-Maior.** 2025. “School racial composition and the emergence of Black-White within-school inequalities: network-based foundations.” *The Journal of Mathematical Sociology*. [[pdf](#)]
- João Souto-Maior & Ravi Shroff.** 2024. “Differences in academic preparedness do not fully explain Black-White enrollment disparities in advanced high school coursework.” *Sociological Science*. [[pdf](#)] [[code](#)]

Manuscripts under review

- João Souto-Maior.** “Hoarding without hoarders: unpacking the emergence of opportunity hoarding within schools.” [[preprint](#)]

João Souto-Maior, Kenneth Shores & Rachel Fish. “The correlated proxy problem: why control variables can obscure the contribution of selection processes to group-level inequality” [[preprint](#)]

Rachel Fish, Kenneth Shores & **João Souto-Maior**. “Critical appraisal of the evidence on racial disproportionality in special education.” *Revise and Resubmit*. [[preprint](#)]

Manuscripts in preparation

João Souto-Maior. “The structure of tracking systems and the emergence of within-school racial inequalities.”

João Souto-Maior. “The collateral effects of within-school tracking on school racial segregation.” *Draft available upon request*.

João Souto-Maior. “Investment in human capital across the life course: an overlapping-generations perspective.”

João Souto-Maior, Kenneth Shores & Rachel Fish. “The use of unrepresentative national samples and the misestimation of racial disproportionality in special education.”

OTHER WRITING

Book reviews

João Souto-Maior. 2025. “Book review: Laboratories of Learning: Social Movements, Education, and Knowledge-Making in the Global South by Mario Novelli, Birguul Kutan, Patrick Kane, Adnan Çelik, Tejendra Pherali, and Saranel Benjamin.” *Journal on Education in Emergencies*. [[pdf](#)]

RESEARCH GRANTS

Under Review

Rachel Fish, Kenneth Shores, **João Souto-Maior**, Eric Grodsky, Nancy Molfenter. “MTSS/RTI as a system-level reform in special education: Exploring equity and accuracy in disability identification and effects of special education services on student learning.” *Institute of Education Sciences (Special Education Research Grants Program)*.

RESEARCH PRESENTATIONS

Conference presentations

2025
(forthc.) “Intergenerational dependence and the rate of return to human capital investment across the life course.” *Annual Conference of the International Network of Analytical Sociologists (New York, NY)*

2025
(forthc.) “Intergenerational dependence and the rate of return to human capital investment across the life course.” *Sociological Science Conference (Ithaca, NY)*

- 2025 “The structure of tracking systems and the emergence of within-school racial inequalities.” *Sociology of Education Association Annual Meeting (Asilomar, CA)*
- 2024 “Selection- and demand-based explanations for curriculum differentiation policies within American schools: an agent-based model.” *American Sociological Association, Session on Open Topics in Mathematical Sociology (Montreal, Canada)*.
- 2024 “Selection- and demand-based explanations for curriculum differentiation policies within American schools: an agent-based model.” *American Sociological Association, Session on Open Topics in Mathematical Sociology (Montreal, Canada)*.
- 2024 “Selection- and demand-based explanations for curriculum differentiation policies within American schools: an agent-based model.” *Annual Conference of the International Network for Social Network Analysis (Edinburgh, Scotland)*.
- 2024 “Differences in academic preparedness do not fully explain Black-White enrollment disparities in advanced high school coursework.” *Sociological Science Conference (Durham, NC)*.
- 2023 “Unpacking the emergence of opportunity hoarding: an agent-based model of Black-White educational disparities within schools.” *Annual Conference of the International Network of Analytical Sociologists (Princeton, PA)*.
- 2023 “From individual- to group-level educational advantages: unpacking the emergence of opportunity hoarding within Schools.” *Annual Group Processes Conference (Philadelphia, PA)*.
- 2023 “Hoarding without hoarders: collateral effects of information diffusion on Black-White educational inequalities within schools.” *American Sociological Association, Sociology of Education Roundtables (Philadelphia, PA)*.
- 2022 “Black-White advanced enrollment inequalities and the racial composition of schools: an agent-based modeling investigation.” *American Sociological Association, Session on Mathematical and Computational Approaches to Studying Inequality (Los Angeles, CA)*.
- 2022 “Black-White advanced enrollment inequalities and the racial composition of schools: an agent-based modeling investigation.” *Joint US-Japan Conference on Mathematical Sociology and Rational Choice (Los Angeles, CA)*.

Other presentations

- 2025 “Intergenerational dependence and the rate of return to human capital investment across the life course.” *Stanford Pathways Network Seminar (virtual)*
- 2020 “Opportunity hoarding and Black-White inequalities in advanced enrollment: a simulation-based approach.” *NYU’s Race and Ethnicity Workshop (virtual)*.

TEACHING

Seminar leader

- 2025 Stanford Center on Longevity Graduate Colloquium: Education and Learning for
Longer Lives. Stanford University (Winter).
2015 - 2017 Undergraduate Research Scholars Seminar, UW-Madison (4 semesters).

Laboratory instructor

- 2019 - 2021 Undergraduate Basic Statistics. NYU (5 semesters).

Teaching Assistant

- 2022 Why Does College Cost So Much? NYU (Fall).
2022 Intro to US Education: Historical and Contemporary Perspectives. NYU (Fall).
2022 Qualitative Methods in International Education. NYU (Spring).

EXTRACURRICULAR TRAINING

- 2023 American Mathematical Society's Summer program on Complex Social Systems.
2022 Summer Institute in Computational Social Sciences, Duke University.

SELECTED WORK EXPERIENCES

- 2021 - 2023 Technical Reviewer. Journal on Education in Emergencies.
2018 - 2019 Research Assistant. Prof. Arun Sundararajan, NYU Stern School of Business.
2015 - 2018 Research Assistant. Prof. Kathryn Moeller, UW-Madison School of Education.

FUNDING AND AWARDS

- 2024 - 2026 New Map of Life Fellowship, Stanford Center on Longevity.
2023 NYU Steinhardt Dissertation Finishing Award.
2023 NYU Steinhardt Research & Travel Grant.
2023 American Mathematical Society, Summer program on Complex Social Systems.
2022 NYU Steinhardt Dissertation Writing Grant.
2022 NYU Steinhardt Research & Travel Grant.
2022 Russell Sage Foundation, Summer Institute in Computational Social Sciences
2018 - 2022 NYU Steinhardt Doctoral Fellowship.
2017 - 2018 CUNY Graduate Center Doctoral Fellowship.
2016 UW-Madison Margaret E. and Allard Smith Scholarship.

PROFESSIONAL AFFILIATIONS

Pathways Network, Stanford University.
New Books Network.

PROFESSIONAL MEMBERSHIP

American Sociological Association, sections on Mathematical Sociology; Sociology of Education; Organizations, Occupations, and Work.

REVIEWER

American Sociological Review; Sociological Science; Urban Affairs Review; Learning and Individual Differences; Journal on Education in Emergencies.

TECHNICAL SKILLS

Quantitative analysis: R (primary); Python; Stata
Agent-based modeling: NetLogo (primary); Python.

REFERENCES

Mitchell Stevens

Professor of Education

Stanford University

(relationship: postdoctoral mentor)

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R. L'Heureux Lewis-McCoy

Associate Professor of Sociology of Education

New York University

(relationship: doctoral advisor)

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Ravi Shroff

Associate Professor of Applied Statistics

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(relationship: co-author and
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Kenneth Shores

Associate Professor of Education Policy

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(relationship: postdoctoral mentor)

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Rachel Fish

Associate Professor of Education & Child Study

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(relationship: postdoctoral mentor)

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