JOÃO M. SOUTO MAIOR

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Areas of research

School organization; within-school educational inequality; computational social sciences.

Education

New York University

PhD candidate, Sociology of Education   Sep., 2018—May, 2023 (expected)

- Dissertation title: School racial integration and students' academic experiences: a simulation-based study of black-white course-taking inequalities.
- Committee members: L'Heureux Lewis-McCoy (chair); Samuel Lucas; Erez Hatna; Ravi Shroff.
- Selected courses: Causal Inference; Statistical analysis of networks; Data driven methods for policy evaluation; Intro (and Advanced) agent-based modeling.
- GPA: 3.91.

The Graduate Center at the City University of New York

PhD student, Economics   Sep., 2017—May, 2018 (transferred)

- Selected courses: Graduate microeconomic theory I and II; Graduate econometrics I and II.
- GPA: 3.66.

University of Wisconsin-Madison

Bachelor of Arts, Economics with Mathematical Emphasis   Jan., 2014—May, 2017

Certificate, Educational Policy Studies

- GPA: 3.44.

Work

Journal of Education in Emergencies

Technical Reviewer   Jun., 2021—present

- Evaluation of whether manuscript submissions meet the technical requirements of the journal.
- Writing of technical feedback to authors.

Stern School of Business, New York University

Graduate Research Assistant (Prof. Arun Sundararajan)   Sep., 2018—Aug., 2019

- Development of a set of survey questions to map alternative work arrangements in NYC.
- Revision of academic literature on the structure of adult education programs.

Schools of Education, University of Wisconsin-Madison; Stanford University

Research Assistant (Prof. Kathryn Moeller and Rebecca Tarlau)   Jan., 2018—July, 2018

- Analysis of Brazil's federal proposal for national core curriculum standards.

Research

Working papers

[1] **Souto-Maior, J.** Black-White advanced enrollment inequalities and the racial composition of schools: an agent-based modeling investigation *(expected submission: June, 2022)*.

[2] **Souto-Maior, J.** & Shroff, R. Testing for "unjustified" Black-White advanced enrollment inequalities: evidence from NYC high schools *(expected submission: May, 2022)*.

[3] **Souto-Maior, J.** Determinants of race- and class-based educational inequality within Brazilian high schools *(expected submission: June, 2022)* [link for working, publicly available, dashboard to communicate results to a non-academic audience.]

[4] Sherwood, H., **Souto-Maior, J.**, Poteat, P., Yoshikawa, H., Calzo, J. Stepping out of the closet and into engagement: a quantitative analysis of outness, GSA engagement, and classroom engagement *(expected submission: Sep., 2022)*.

Conference presentations

[1] **Souto-Maior, J.** Black-White advanced enrollment inequalities and the racial composition of schools: an agent-based modeling investigation. Upcoming (August, 2022). *American Sociological Association: Session on Mathematical and Computational Approaches to Studying Inequality.*

Other presentations

[1] **Souto-Maior, J.** Opportunity hoarding and Black-White inequalities in advanced enrollment: a simulation-based approach. February, 2021. *Race and Ethnicity Workshop, New York University's Department of Sociology.*

Teaching

Qualitative Methods in International Education, New York University
Teaching Assistant   Spring 2022

Undergraduate Basic Statistics, New York University
Laboratory instructor   Spring 2019—Spring 2021 (5 semesters)

Undergraduate Research Scholars Seminar, University of Wisconsin-Madison
Co-Instructor   Fall 2015—Spring 2017 (4 semesters)

Service as reviewer

American Sociological Association's Sociology of Education Section
Technical reviewer   Feb., 2020

Funding and Awards

NYU Steinhardt Doctoral Fellowship	2018-2022
CUNY Graduate Center Tuition Fellowship	2017-2018
UW-Madison Margaret E. and Allard Smith Scholarship	2016

Additional

Data/computational analysis: R, Python, Netlogo, Stata, SPSS
Research writing: Latex, GitHub
Administrative software: Microsoft Office/Suite/Access
Languages: Native proficiency in Portuguese; Professional proficiency in Spanish