

Jeremy E. Fiel

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ACADEMIC APPOINTMENTS

- 2021- Assistant Professor of Sociology, Rice University
2015-2021 Assistant Professor of Sociology, University of Arizona

EDUCATION

- 2015 Ph.D. University of Wisconsin-Madison, Sociology
Dissertation: “Different Sides of the Track, or Different Tracks? Socioeconomic Disparities in Processes of Development and Educational Attainment”
- 2011 M.S. University of Wisconsin-Madison, Sociology
Thesis: “School Choice and Segregation: A Market-Based Approach”
- 2008 M.A. University of Mississippi-Oxford, Curriculum & Instruction
Emphasis in Science Education
Completed as member of Mississippi Teacher Corps
- 2006 B.S. University of North Carolina-Chapel Hill, Chemistry (Biochemistry)
Graduated with Highest Distinction

RESEARCH AND TEACHING INTERESTS

Stratification and mobility, sociology of education, segregation, educational inequality, race/ethnicity, quantitative methods, causal inference.

PUBLICATIONS

Peer-Reviewed Journal Articles

- Gamoran, Adam, Hannah K. Miller, Jeremy E. Fiel, and Jessa Valentine. (2021 [online]). “Social Capital and Student Achievement: An Intervention-Based Test of Theory.” *Sociology of Education*. <https://doi.org/10.1177%2F00380407211040261>
- Fiel, Jeremy E. (2021). “Relational Segregation: A Structural View of Categorical Relations.” *Sociological Theory* 39(3):153-179.

- Diaz, Christina J., and Jeremy E. Fiel (equal authorship). (2020 [online]). "When Size Matters: IV Estimates of Sibship Size on Educational Attainment in the U.S." *Population Research and Policy Review*. <https://doi.org/10.1007/s11113-020-09619-2>
- Fiel, Jeremy E. (2020). "Great Equalizer or Great Selector? Reconsidering Education as a Moderator of Intergenerational Transmissions." *Sociology of Education* 93(4):353-371.
- Fiel, Jeremy E., and Yongjun Zhang (equal authorship). (2019). "With All Deliberate Speed: The Reversal of Court-Ordered School Desegregation, 1970-2013." *American Journal of Sociology* 124(6):1685-1719.
- Fiel, Jeremy E. (2019). "The Transmission of Multigenerational Educational Inequality." *Social Forces* 97(4):1455-1486.
- Fiel, Jeremy E., and Yongjun Zhang. (2018). "Three Dimensions of Change in School Segregation: A Grade-Period-Cohort Analysis." *Demography* 55(1):33-58.
- Hanselman, Paul M., and Jeremy E. Fiel. (2017). "School Opportunity Hoarding? Racial Segregation and Access to High Growth Schools." *Social Forces* 95(3):1077-1104.
- Diaz, Christina J., and Jeremy E. Fiel. (2016). "The Effect(s) of Teen Pregnancy: Reconciling Theory, Methods, and Findings." *Demography* 53(1):85-116.
- Fiel, Jeremy E. (2015). "Closing Ranks: Closure, Status Competition, and School Segregation." *American Journal of Sociology* 121(1):126-170.
- Fiel, Jeremy E. (2013). "Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation." *American Sociological Review* 78(5):828-848.
- Fiel, Jeremy E., Anna R. Haskins, and Ruth N. López Turley. (2013). "Reducing School Mobility: A Randomized Trial of a Relationship-Building Intervention." *American Educational Research Journal* 50(6):1188-1218.

Book Chapters

- Fiel, Jeremy E. (2019) "Education Governance as a Macrosocial Influence on School Segregation." Pp. 751-67 in R. Langer and T. Brüsemeister (Ed.), *Handbuch Educational Governance Theorien (Handbook of Theories and Theory Building in Educational Governance)*. Springer VS.
- Fiel, Jeremy E., Megan Shoji, and Adam Gamoran. (2015). "An Intervention Approach to Building Social Capital: Effects on Grade Retention." Pp. 262-291 in Y. Li (Ed.), *Handbook of Research Methods and Applications in Social Capital*. Edward Elgar Publishing.
- Gamoran, Adam, Ruth López Turley, and Jeremy Fiel. (2012). "Evidence-Based School Interventions to Reduce Achievement Inequality." Pp. 372-384 in V. Maholmes and R. King (Eds.), *The Oxford Handbook of Poverty and Child Development*. New York: Oxford University Press.

Review Articles

- Fiel, Jeremy E. (2016). Review of *Yesterday, Today and Tomorrow: School Desegregation and Resegregation in Charlotte*, Ed. Roslyn Arlin Mickelson, Stephen Samuel Smith, and Amy Hawn Nelson. *Contemporary Sociology: A Journal of Reviews* 45(4):485-486.

FELLOWSHIPS, HONORS, AND AWARDS

Fellowships and Grants

- 2019 National Academy of Education & Spencer Foundation Postdoctoral Fellowship
- 2017 Spencer Foundation Small Research Grant (\$45,262), “Inequality in the Educational Returns to Skills: Tests and Explanations.”
- 2014 National Academy of Education & Spencer Foundation Dissertation Fellowship
- 2013 Institute for Research on Poverty Graduate Research Fellowship, University of Wisconsin-Madison
- 2011 National Science Foundation Graduate Research Fellowship
- 2009 Institute of Education Sciences Predoctoral Fellowship, U.S. Department of Education, through the Interdisciplinary Training Program in Education Sciences at University of Wisconsin-Madison

Research Awards

- 2020 James Coleman Award (with Yongjun Zhang)
Sociology of Education Section, American Sociological Association
For “With all deliberate speed: The reversal of court-ordered school desegregation, 1970-2013.”
- 2017 Reuben Hill Award (with Christina J. Diaz)
National Council of Family Relations
For “The effect (s) of teen pregnancy: Reconciling theory, methods, and findings.”
- 2016 Katherine DuPre Lumpkin Award for best dissertation in Sociology, University of Wisconsin-Madison
- 2015 Sociology of Population Student Paper Award (with Christina J. Diaz)
Sociology of Population Section, American Sociological Association
For “The effect (s) of teen pregnancy: Reconciling theory, methods, and findings.”
- 2014 David Lee Stevenson Award (Honorable Mention)
Sociology of Education Section, American Sociological Association
For “Closing Ranks: Closure, Status Competition, and School Segregation.”
- Clifford Clogg Award
Methodology Section, American Sociological Association
For “Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation.”
- Maureen T. Hallinan Graduate Student Paper Award
Sociology of Education Special Interest Group, American Educational Research Association
For “Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation.”

Other

- 2017 “Revise and Resubmit” award for excellence in reviewing, *Sociology of Education*
- 2008 Mullins Award, Mississippi Teacher Corps
- 2006 Merck Index Award for Chemistry
- 2005 Phi Beta Kappa, Alpha of North Carolina Chapter
- 2002 National Merit Scholarship

MEDIA COVERAGE

Featured/Quoted

- “2 Segregated Schools, 2 Reactions.” Christopher Peak. *New Haven Independent*. September 3, 2019.
- “Brown v. Board at 65: Will schools ever be integrated?” Kevin Mahnken. *LA School Report*. May 22, 2019.
- “Study Finds No Upswing in Racially Isolated Schools.” Holly Yettick. *Education Week*. March 13, 2014.
- “School Segregation is a Thing Again, According to Research.” *PBS News Hour*. November 6, 2013.
- “Why Are American Schools Still Segregated?” Eleanor Barkhorn. *The Atlantic*. November 5, 2013.

Authored

- “How policies that promote school competition and choice are linked to school segregation.” The London School of Economics and Political Science, *USApp American Politics and Policy blog*, August 26, 2015.
- “Reducing School Mobility with a Relationship-Building Intervention.” *Policy Analysis for California Education (PACE) blog*. November 19, 2013.
- “Despite education policies to the contrary, demographic changes have been the driving force behind the resegregation of American schools.” The London School of Economics and Political Science, *USApp American Politics and Policy blog*. October 23, 2013.

INVITED TALKS AND CONFERENCE PRESENTATIONS

- 2020 “Can Democratizing Educational Opportunities Reduce School Segregation?” National Academy of Education/Spencer Foundation Fall Retreat. November 6, 2020.
- “Equality of Opportunity and School Segregation: Natural Experiments from Two Policy Interventions.” Interdisciplinary Training Program in the Education Sciences at the University of Wisconsin-Madison. September 18, 2020.

- 2019 “Can Democratizing Educational Opportunities Reduce School Segregation?” University of Notre Dame, Center for Research on Educational Opportunity. September 24, 2019.
 “With All Deliberate Speed: The Reversal of Court-ordered School Desegregation, 1970-2013.” New York University, Center for Advanced Social Science Research and NYU Population Center. April 24, 2019.
- 2018 “With All Deliberate Speed: The Reversal of Court-ordered School Desegregation, 1970-2013.” Presentation by Yongjun Zhang. American Sociological Association annual meeting, Philadelphia, Pennsylvania, August 13, 2018.
- 2017 “Reconsidering Education as a Moderator of Intergenerational Transmissions.” Summer meeting of Research Committee 28 on Social Stratification and Mobility, Columbia University, August 8, 2017.
- 2016 “The Emergence and Transmission of Multigenerational Educational Inequality.” Turbeville Speaker Series. Frances McClelland Institute for Children, Youth and Families. University of Arizona. December 2, 2016.
 “SES-Based Effect Modification & Intergenerational Educational Stratification.” Population Association of America Annual Conference, Washington, DC, April 2, 2016.
 “When Size Matters: The Influence of Sibship Size on Attainment.” (Poster). Population Association of America Annual Conference, Washington, DC, April 2, 2016.
- 2015 “Different Sides of the Track, or Different Tracks? Socioeconomic Heterogeneity in Processes of Educational Attainment.” Sociology of Education Association Conference, Pacific Grove, California, February 22, 2015. Also presented at: National Academy of Education/Spencer Fellowship Programs Spring Retreat, Washington, DC, March 19, 2015; Interdisciplinary Training Seminar in Education Sciences, University of Wisconsin-Madison, April 11, 2014.
- 2014 “Closing Ranks: Closure, Status Competition, and School Segregation.” (Roundtable) American Sociological Association annual meeting, San Francisco, California, August 17, 2014.
- 2013 “Decomposing School Resegregation: Social Closure, Racial Imbalance, and Racial Isolation.” American Sociological Association annual meeting, New York, New York, August 11, 2013. Also presented at: Race and Ethnicity Research Seminar, University of Wisconsin-Madison, April 18, 2012.
 “The Neighborhood Context of Parent Involvement in Schools.” American Educational Research Association annual meeting, San Francisco, California, April 28, 2013. Also presented at: American Sociological Association annual meeting, Denver, Colorado, August 17, 2012.
- 2012 “Status Competition and School Segregation: Bringing Sociological Theory Back In.” (Roundtable). American Sociological Association annual meeting, Denver, Colorado, August 20, 2012.
 “Social Capital and Grade Retention: Boon or Burden?” American Educational Research Association annual meeting, Vancouver, Canada, April 14, 2012.

“Reducing School Mobility in Elementary Schools through a Randomized Intervention.” Southern Sociological Society annual meeting, New Orleans, Louisiana, March 22, 2012. Also presented at: Society for Research on Child Development Conference, Montreal, Quebec, Canada, April 1, 2011.

- 2011 “Recent Trends in School Segregation: A Market-Based Approach.” Sociology of Education Association Conference, Pacific Grove, California, February 19, 2011. Roundtable presentation. Also presented at: Race and Ethnicity Research Seminar, University of Wisconsin-Madison, September 20, 2010.

TEACHING AND ADVISING

Teaching (University of Arizona)

Sociology 280: Schools and Society (undergraduate)

Sociology 375: Quantitative Reasoning in Sociology (undergraduate)

Sociology 450: Social Inequality (undergraduate)

Sociology 551: Stratification and Class (graduate)

Sociology 570B: Advanced Social Statistics (graduate)

Other Activities (University of Arizona)

2016-2017: Faculty sponsor, Inequality Workshop

Comprehensive exams written/graded: Stratification, Methods

Master’s committees: Samantha Scovill (2018), Steven Lizzol (2018), Kelsey Gonzalez (2018)

PhD committees: Hannah Clarke (2019), Yongjun Zhang (2020), Hyungjun Suh (2020), Steven Lizzol (2020), Nelson Hosley

PROFESSIONAL SERVICE

Rice University

2021-2022 Graduate Program Committee, Department of Sociology

University of Arizona

2020-2021 Executive Committee, School of Sociology

2020-2021 Diversity, Equity & Inclusion Committee, School of Sociology

2019-2020 Colloquium Coordinator (Spring 2020), School of Sociology

2016-2019 Graduate Affairs Committee, School of Sociology

2015-2016 Faculty Recruitment Committee, School of Sociology

External Service

2021 Session Organizer, ASA Section on Methodology

- 2021 Nominations/Elections Committee, ASA Section on Inequality, Poverty, and Mobility
- 2021 James Coleman Award Committee, ASA Section on Sociology of Education
- 2019 Session Organizer/Program Chair, ASA Section on Sociology of Education
- 2018 Mentor, ASA Section on Inequality, Poverty & Mobility Graduate Student Mentoring Program
- 2016 Willard Waller Award Committee, American Sociological Association, Sociology of Education Section
- 2015 Maureen T. Hallinan Graduate Student Paper Award Committee, American Educational Research Association, Sociology of Education SIG

Peer Review

Editorial Boards

- 2020- *American Journal of Sociology* Consulting Editor
- 2018-2020 *Sociology of Education* Editorial Board member

Journals

Acta Sociologica, Advances in Life Course Research, American Educational Research Journal, American Journal of Sociology, American Sociological Review, Demographic Research, Demography, Du Bois Review, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Journal of Education for Students Placed at Risk, Policy Studies Journal, Research in Social Stratification & Mobility, Rural Sociology, Social Forces, Social Problems, Social Science Research, Sociological Forum, Sociological Methodology, Sociological Perspectives, Sociological Spectrum, Sociology of Education, Socius: Sociological Research for a Dynamic World, Urban Affairs Review.

Grant/Fellowship Applications

National Science Foundation, Time-sharing Experiments for the Social Sciences (TESS), William T. Grant Foundation

REFERENCES

Available upon request