

The IAST Distinguished Lectures:

# Identity and Racial Inequality

September 27, 2018

By

Glenn C. Loury, Merton Stoltz Professor of the Social Sciences and Professor of  
Economics, Brown University

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...
- Reckoning with what Gunnar Myrdal called “The American Dilemma” (of race) was the country's biggest domestic challenge after WWII.

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...
- Reckoning with what Gunnar Myrdal called “The American Dilemma” (of race) was the country's biggest domestic challenge after WWII.
- A large scale of non-European immigration post-1965 has transformed the social/political landscape on racial inequality issues.

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...
- Reckoning with what Gunnar Myrdal called “The American Dilemma” (of race) was the country's biggest domestic challenge after WWII.
- A large scale of non-European immigration post-1965 has transformed the social/political landscape on racial inequality issues.
- Concerning blacks, although “enormous progress has been made,” we have NOT solved the problem, and may be in danger of losing our way.

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...
- Reckoning with what Gunnar Myrdal called “The American Dilemma” (of race) was the country's biggest domestic challenge after WWII.
- A large scale of non-European immigration post-1965 has transformed the social/political landscape on racial inequality issues.
- Concerning blacks, although “enormous progress has been made,” we have NOT solved the problem, and may be in danger of losing our way.
- My challenging thesis: Though still relevant, “racial bias” ideas inherited from mid-20<sup>th</sup> century are inadequate to understand current problem.

# Race: America's Seemingly Permanent Dilemma

- This year marked sixty-fourth anniversary of U.S. Supreme Court's fabled *Brown* decision. It's ancient history – and yet ...
- Reckoning with what Gunnar Myrdal called “The American Dilemma” (of race) was the country's biggest domestic challenge after WWII.
- A large scale of non-European immigration post-1965 has transformed the social/political landscape on racial inequality issues.
- Concerning blacks, although “enormous progress has been made,” we have NOT solved the problem, and may be in danger of losing our way.
- My challenging thesis: Though still relevant, “racial bias” ideas inherited from mid-20<sup>th</sup> century are inadequate to understand current problem.
- Pointedly: Remediation of “human developmental disparities” inhibiting blacks' full participation in 21<sup>st</sup> century American society is more crucial.

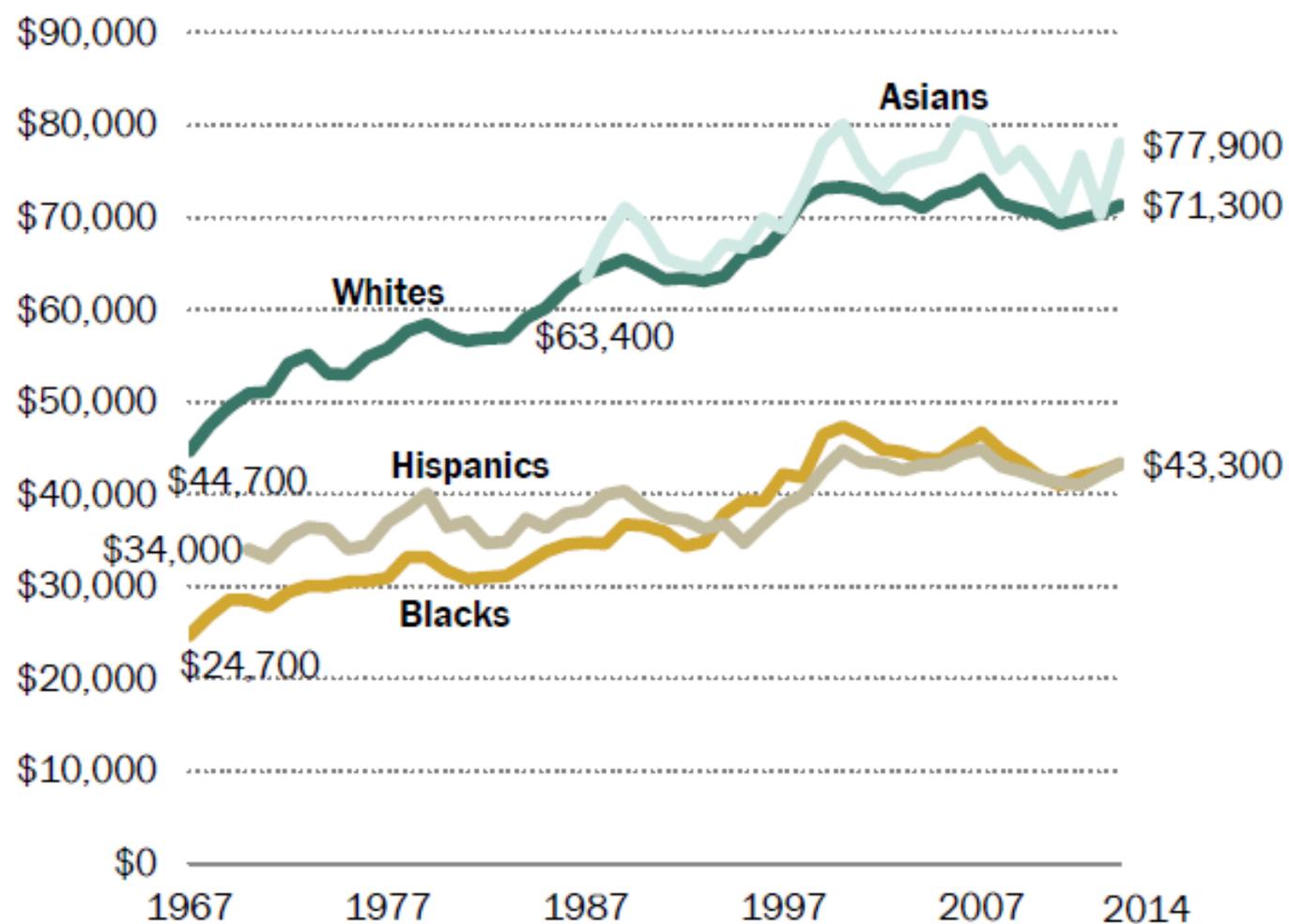
# A Review of the Post-1964 Trends of Racial Inequalities in Economic and Social Outcomes

## **Failed Transition to Racial Equality in the US:**

- 1) African American Disadvantage Persists in 21st Century
- 2) Convergence to Parity Nowhere in Sight (the transition problem...)
- 3) Dr. King's 'Dream' of Equality Has Yet To Be Realized
- 4) "But That's OK Because We Finally Got Us a Black President"...?

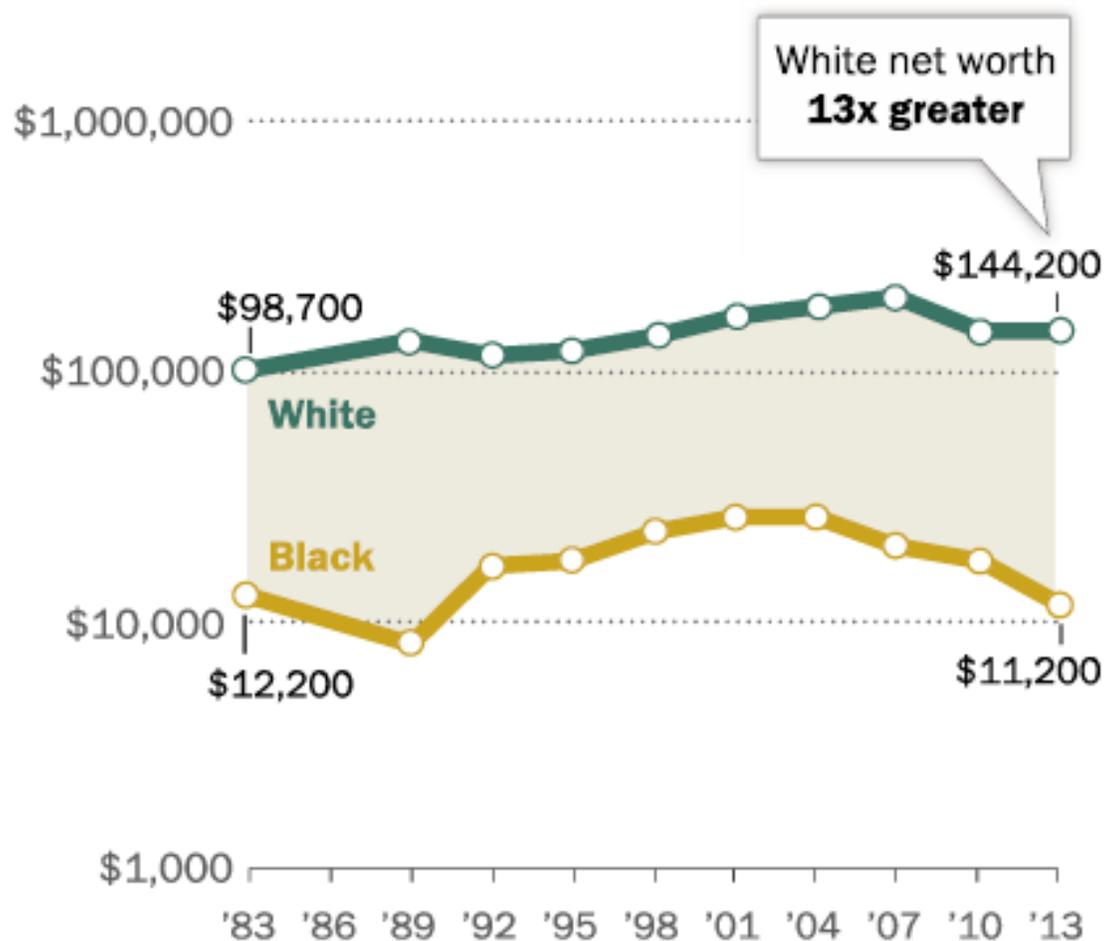
## Racial gaps in household income persist

*Median adjusted household income in 2014 dollars*



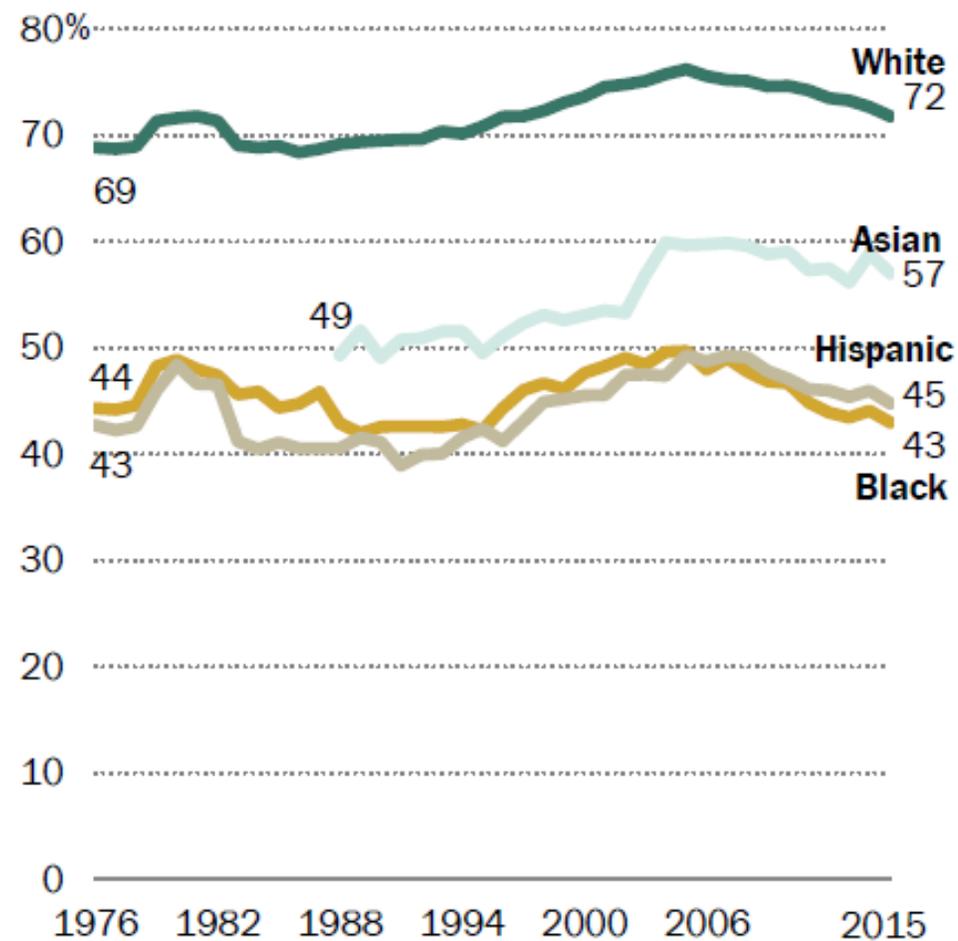
## Whites have significantly higher levels of wealth than blacks

*Median net worth of U.S. households in 2014 dollars*



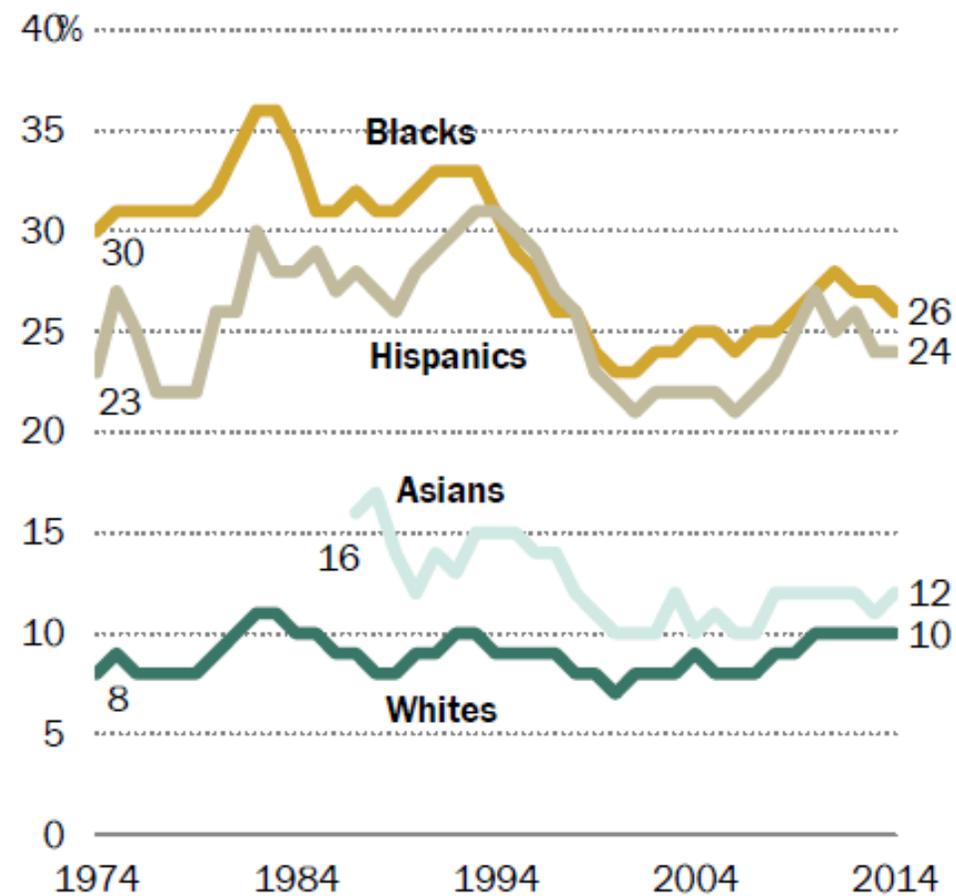
## Homeownership more common among whites than other racial and ethnic groups

*% of \_\_\_ householders owning a home*

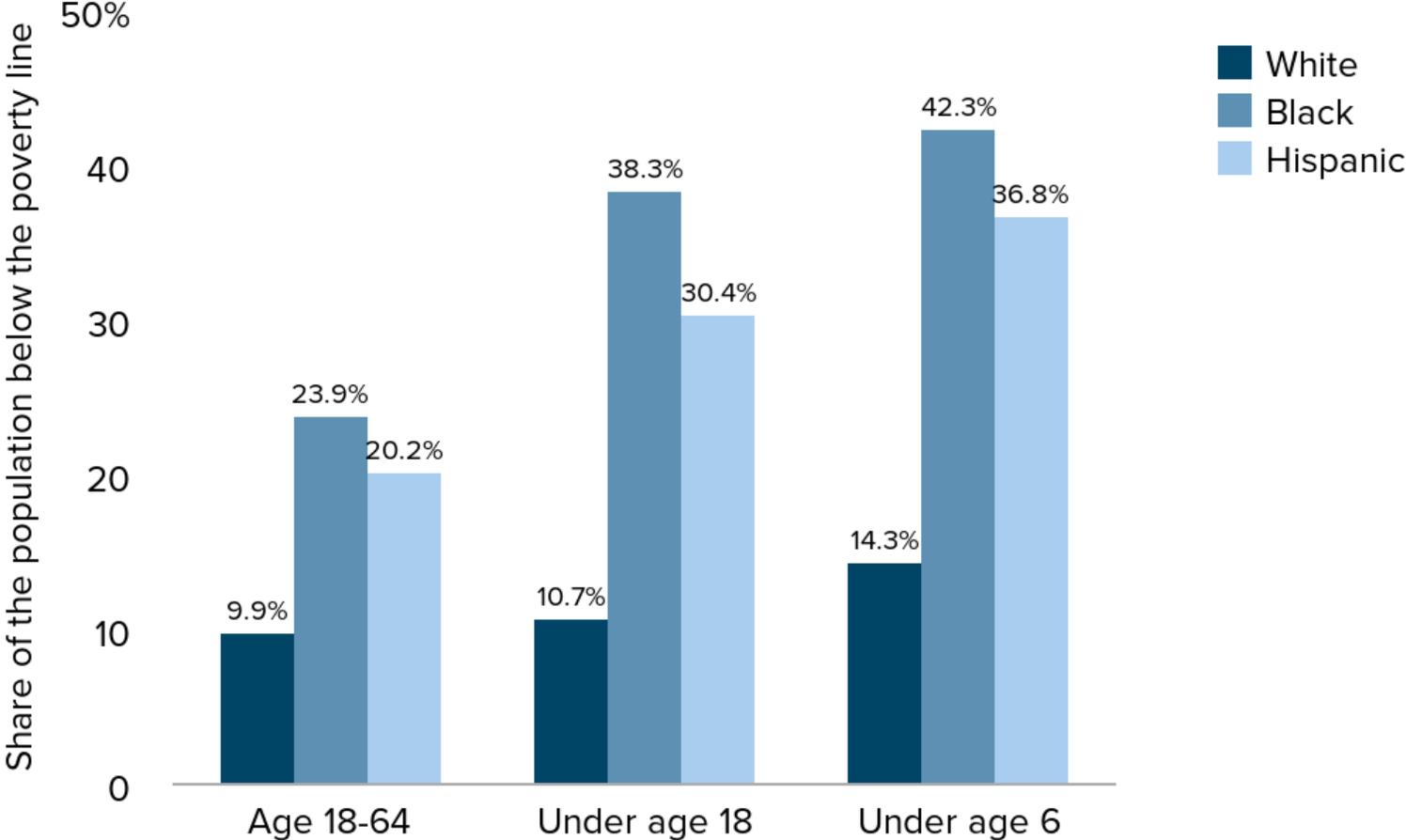


## Blacks still more than twice as likely as whites to be poor, despite narrowing of poverty gap

*% of each group who live in poverty*



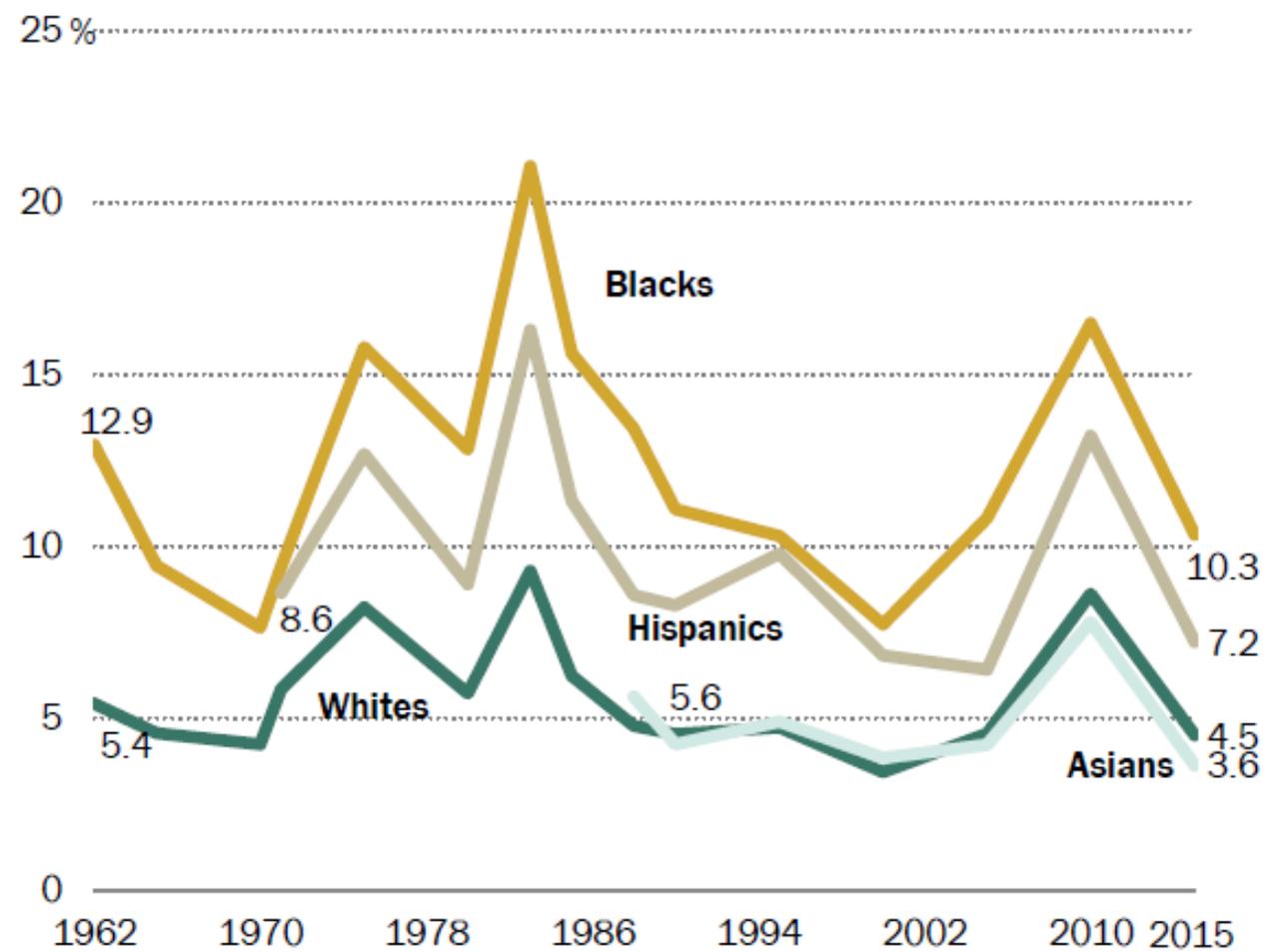
# Poverty rate, by race and ethnicity, and age, 2013



Source: Authors' analysis of Current Population Survey Annual Social and Economic Supplement (CPS-ASEC) *Historical Poverty Tables* (Table 3) and CPS-ASEC microdata

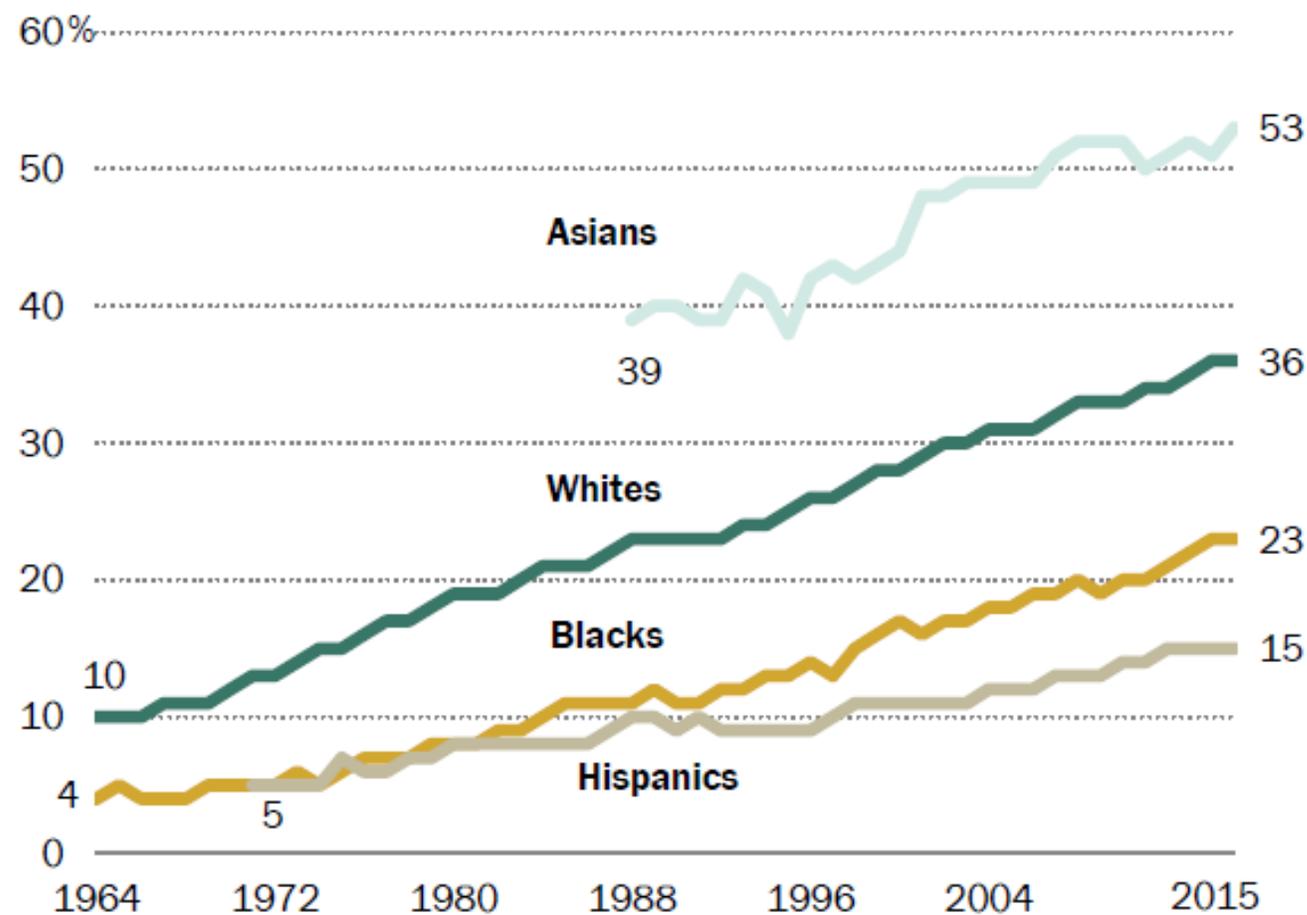
## The black unemployment rate today is double that of whites

*% ages 16 and older who are currently unemployed*

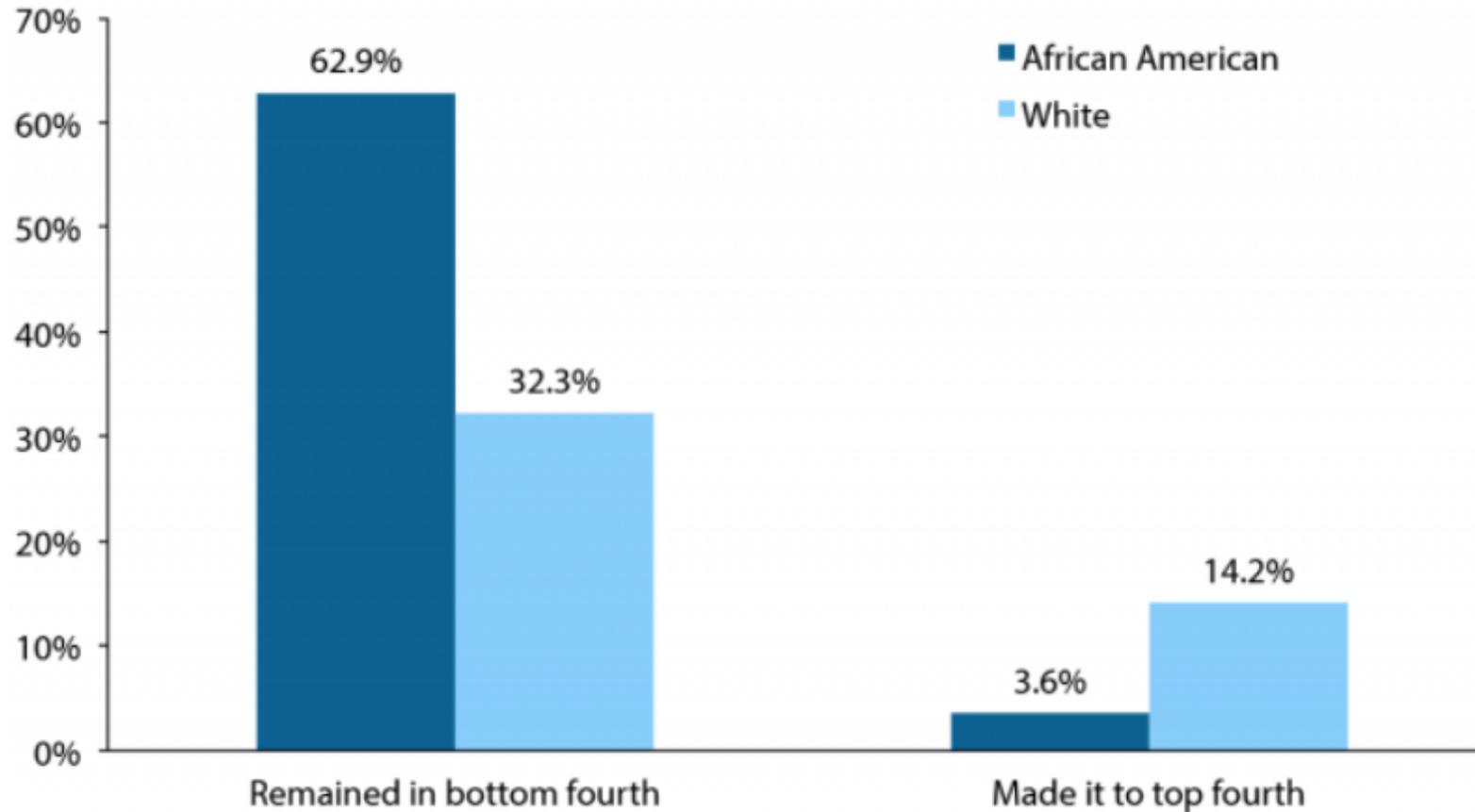


## Whites more likely than blacks to have college degree

*% of U.S. adults ages 25 and older who have at least a bachelor's degree*



## ■ Share of children in the bottom income fourth ending up in either the bottom or top income fourth as adults, by race



Source: Authors' analysis of Hertz (2006, Table 1)

Economic Policy Institute ■■■

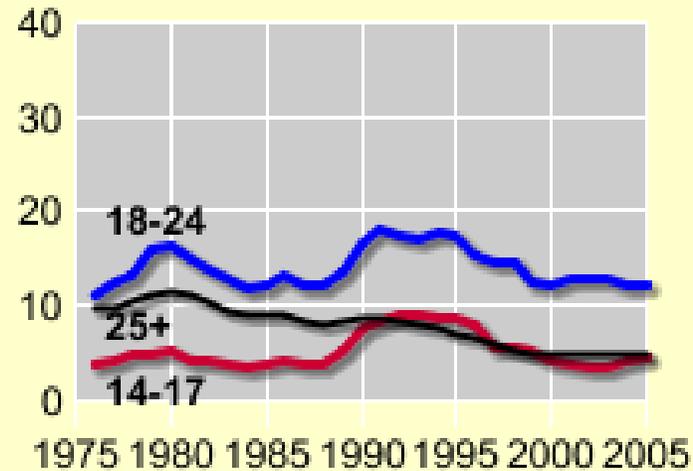
### **Documentation and methodology**

Data are from Hertz (2006), Table 1, “Mobility Experience of Children Born in the Bottom Quartile, By Race.” The quartile boundaries change over time, as real incomes grow. The black-white gap in the likelihood of upward mobility was statistically significant at the 1 percent level, and persists after controlling for one’s starting position within the quartile, and for parental education.

## Homicide victimization by age, gender, and race, 1976-2005

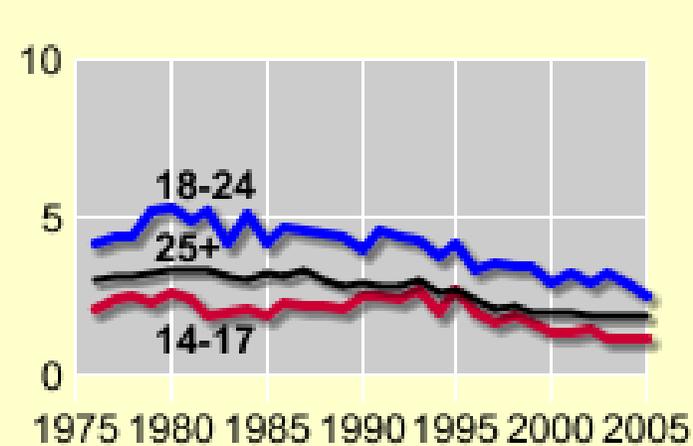
### White males

Rate per 100,000 population



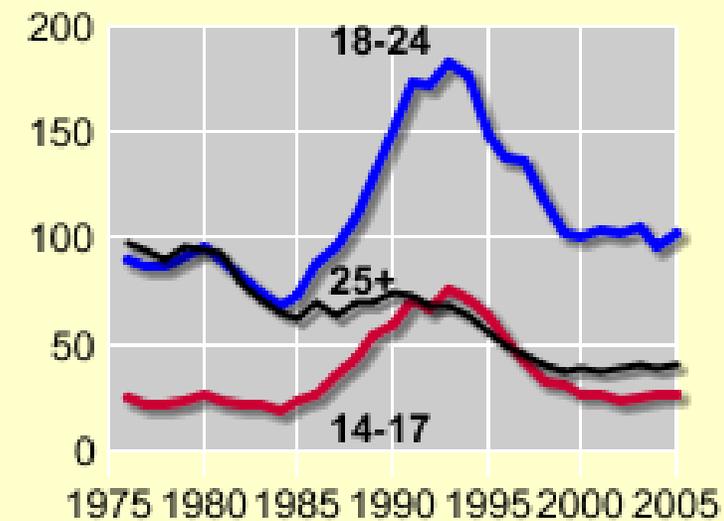
### White females

Rate per 100,000 population



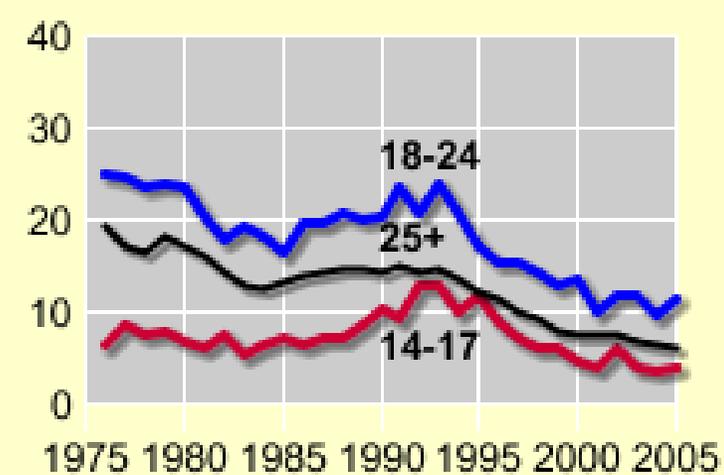
### Black males

Rate per 100,000 population



### Black females

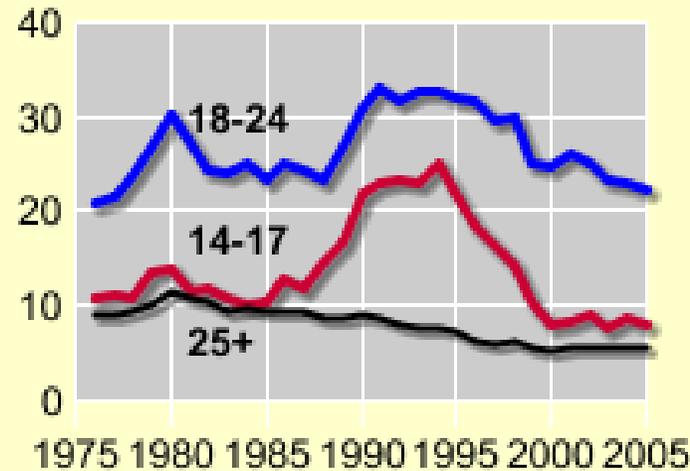
Rate per 100,000 population



## Homicide offending by age, gender, and race, 1976-2005

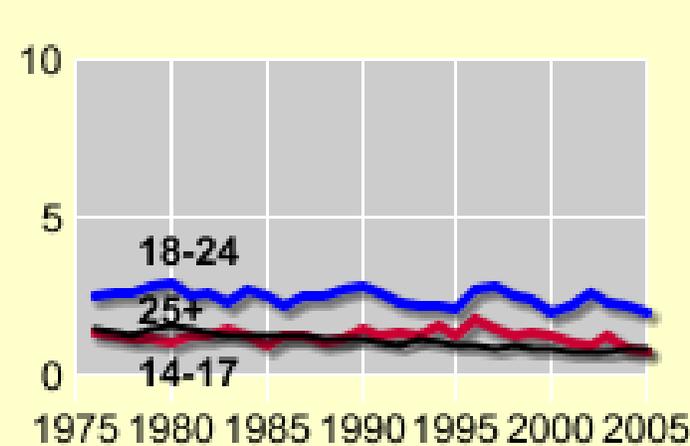
### White males

Rate per 100,000 population



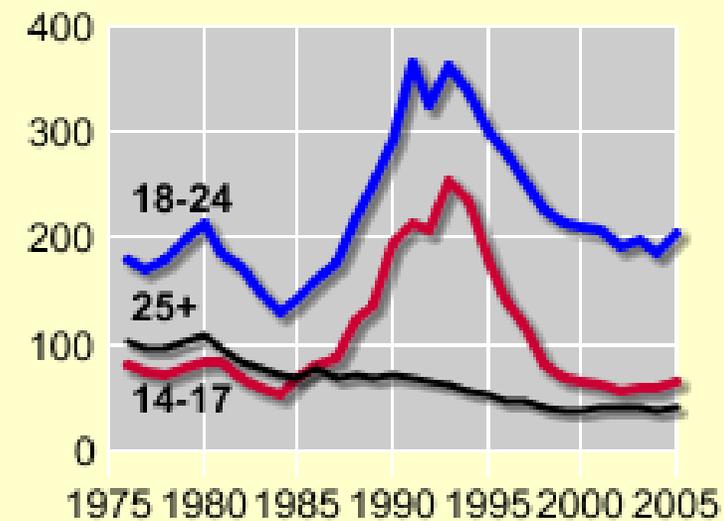
### White females

Rate per 100,000 population



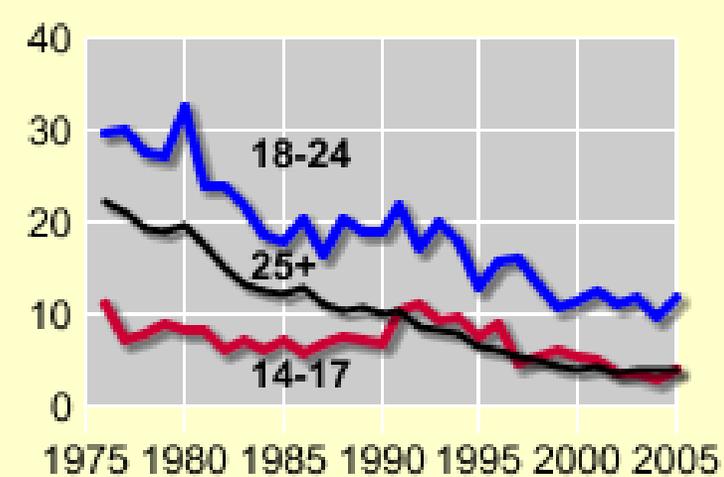
### Black males

Rate per 100,000 population



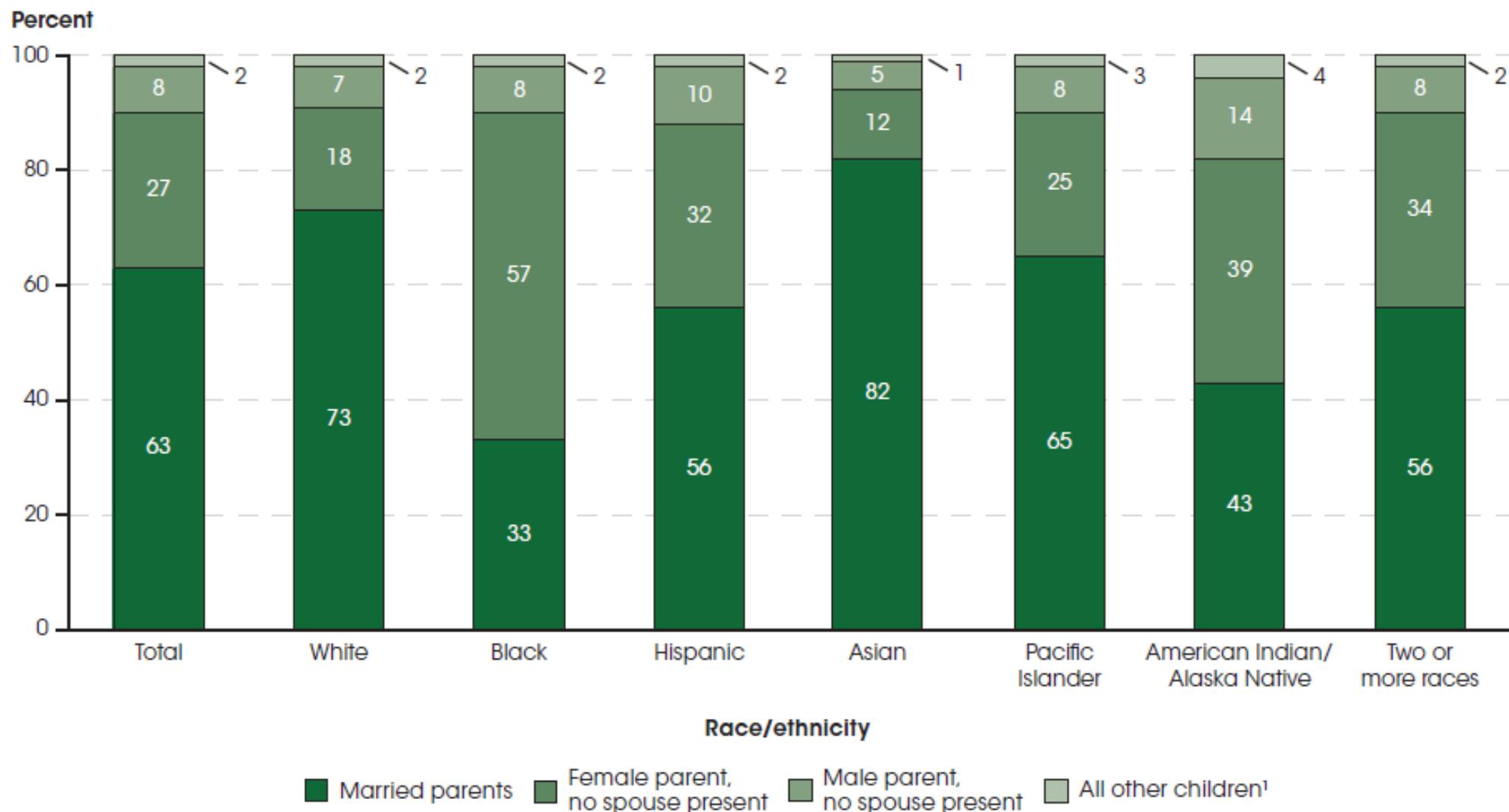
### Black females

Rate per 100,000 population



# Racial/Ethnic Disparities in Family Structure

**Figure 3.1. Percentage distribution of children under age 18, by race/ethnicity and living arrangement: 2014**



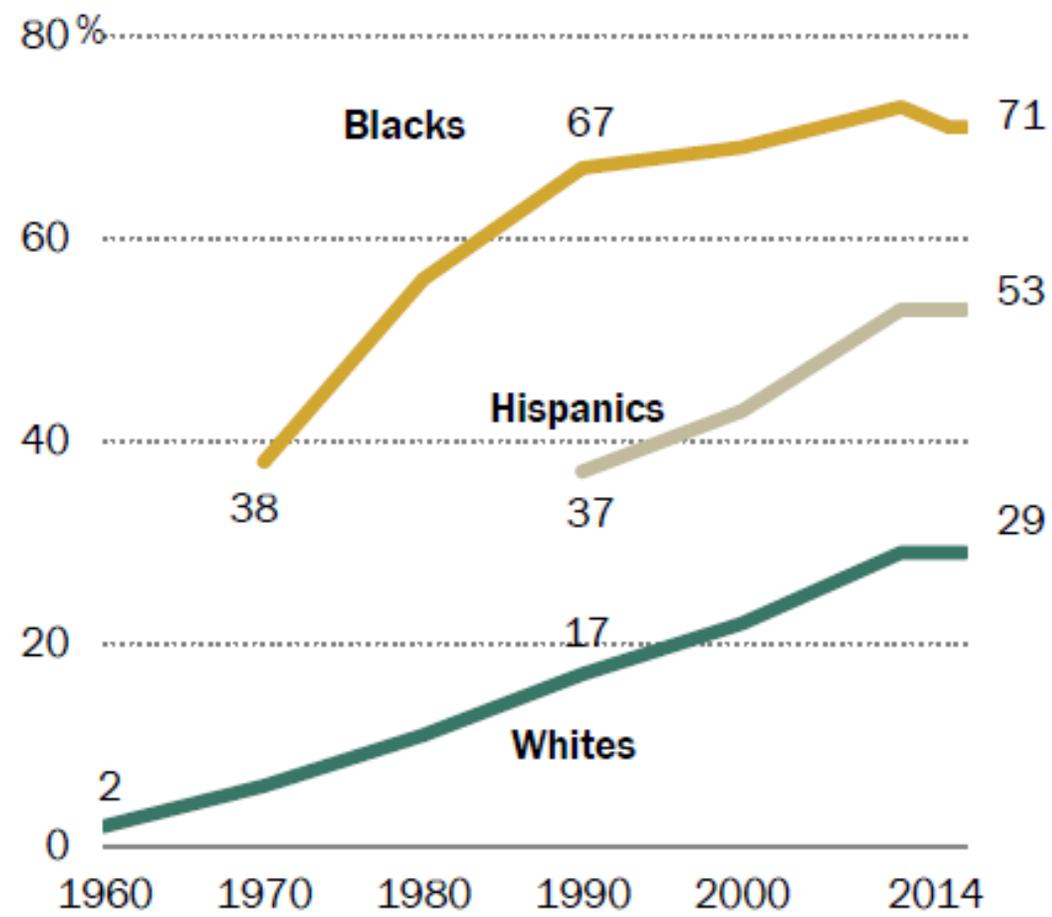
<sup>1</sup> Includes foster children, children in unrelated subfamilies, children living in group quarters, and children who were reported as the householder or spouse of the householder.

NOTE: Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2014. See *Digest of Education Statistics 2015*, table 102.20.

## Non-marital births more than twice as common among blacks as whites

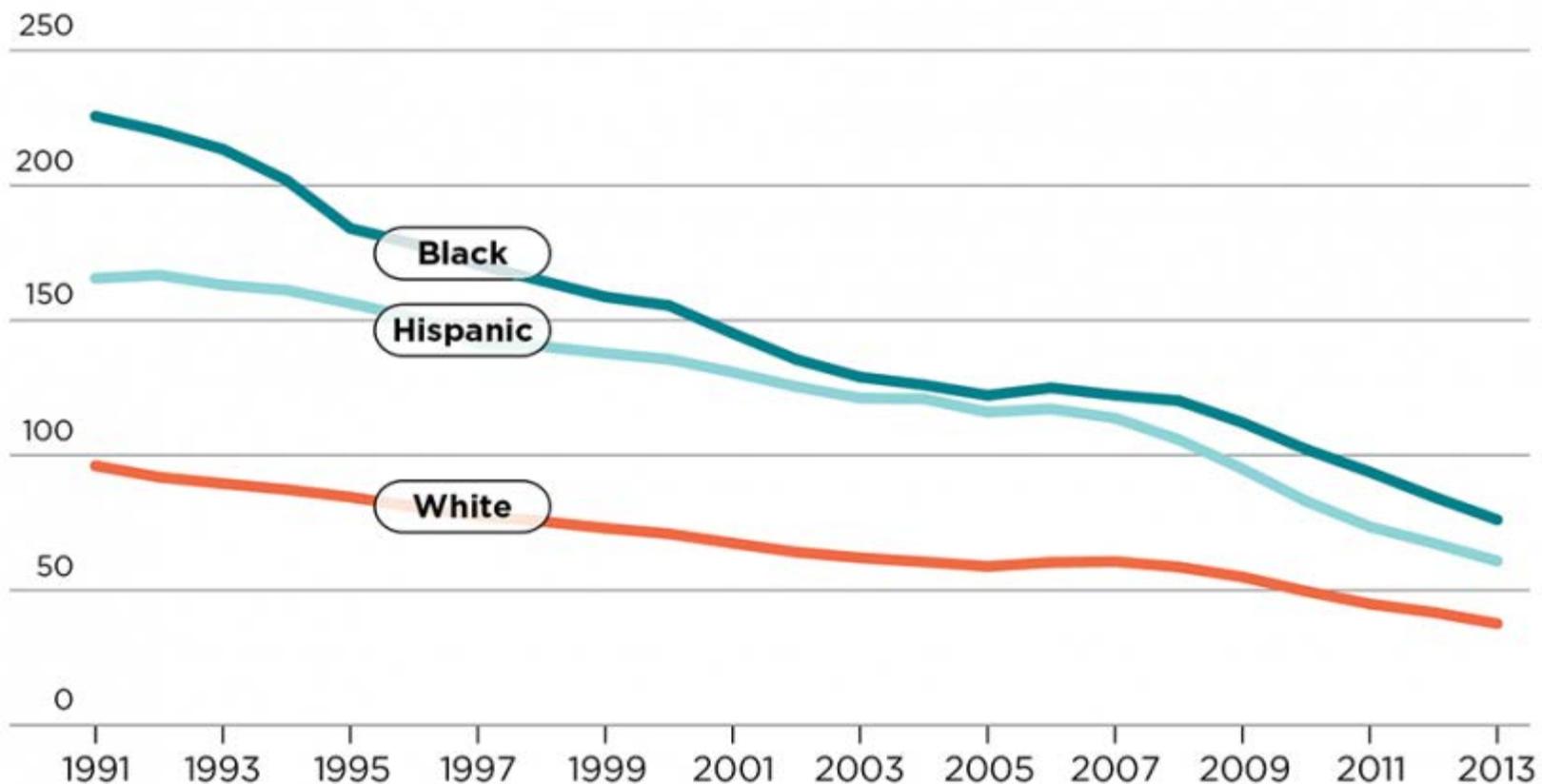
*% of births to unmarried women*



PEW RESEARCH CENTER

## Pregnancy rates have declined among black, Hispanic and white adolescents, but differences persist

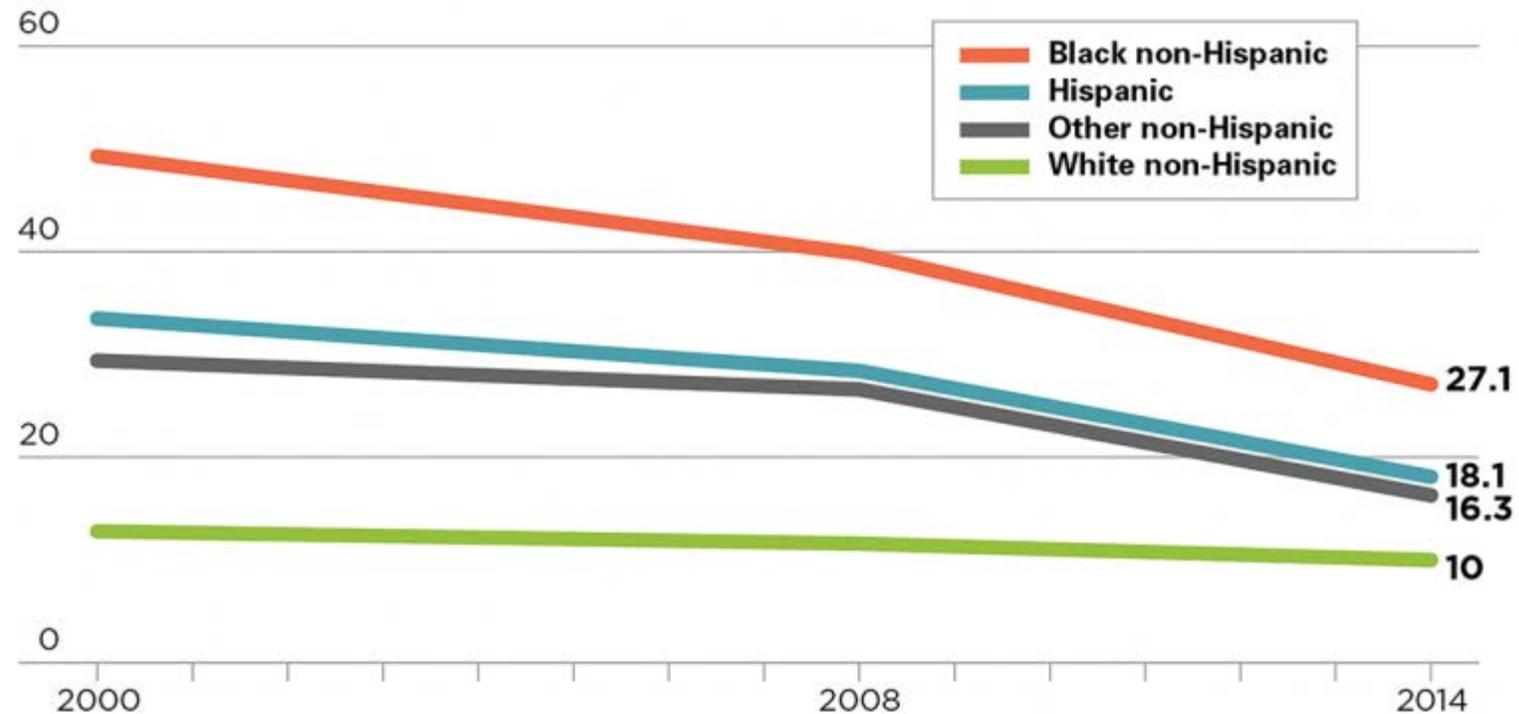
Pregnancies per 1,000 women aged 15-19



# Abortion rates continue to vary by race and ethnicity

Lack of access to health insurance and health care plays a role, as do racism and discrimination

Abortions per 1,000 women aged 15-44



# Status and Trends in the Education of Racial and Ethnic Groups 2017

JULY 2017

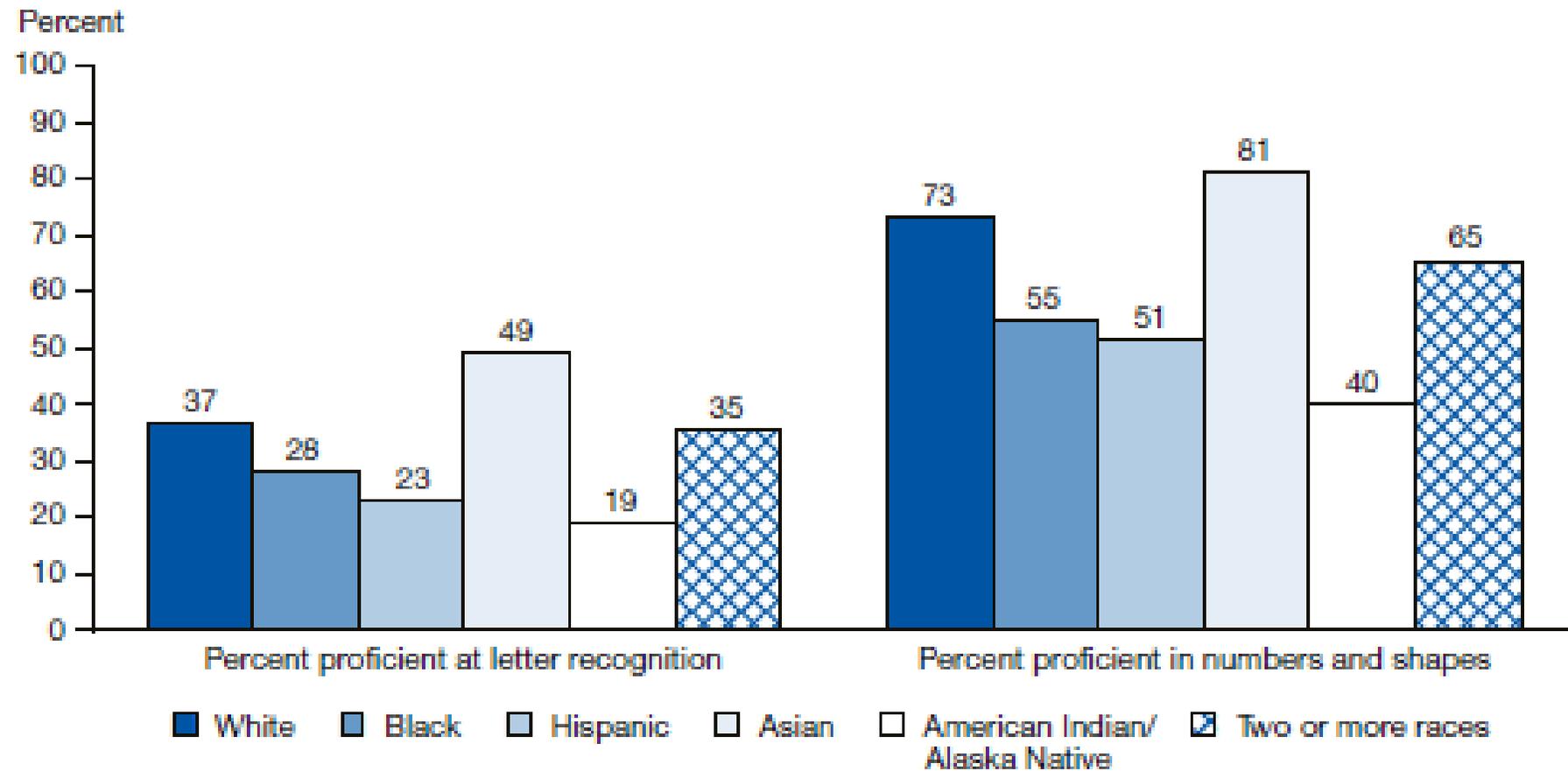
Lauren Musu-Gillette  
Cristobal de Brey  
Joel McFarland  
William Hussar  
William Sonnenberg  
National Center for Education Statistics

Sidney Wilkinson-Flicker  
American Institutes for Research

NCES 2017-051  
U.S. DEPARTMENT OF EDUCATION

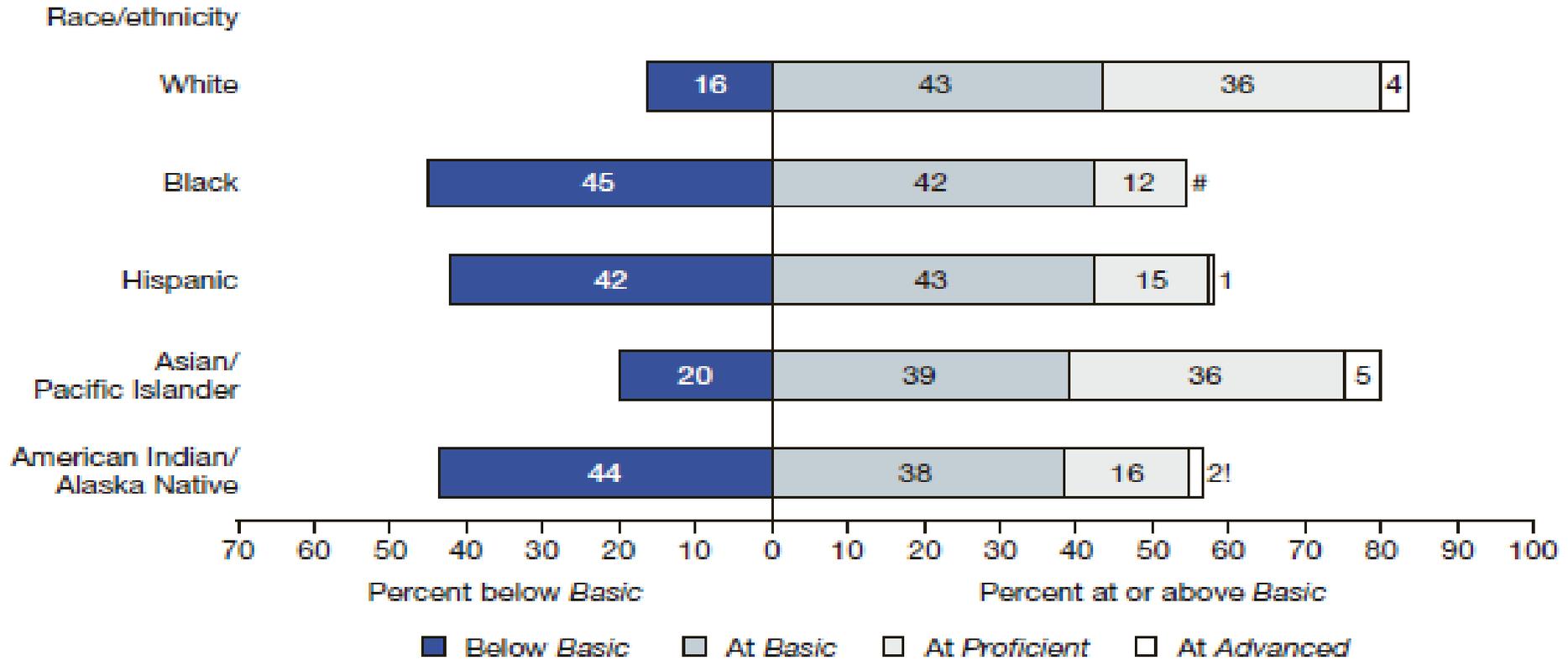
**The following slides on racial/ethnic disparities in educational outcomes in the US are taken from this report, which is available online at National Center for Education Statistics website.**

**Figure 10. Percentage of children from the 2001 birth cohort who were proficient in letter and number and shape recognition at about 4 years old, by race/ethnicity: 2005–06**



NOTE: Data are based on a representative sample of children born in 2001. Estimates for Native Hawaiian and Other Pacific Islanders are not shown because reporting standards were not met. Race categories exclude persons of Hispanic ethnicity.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–Preschool Restricted-Use Data File.

**Figure 11.1b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2007**



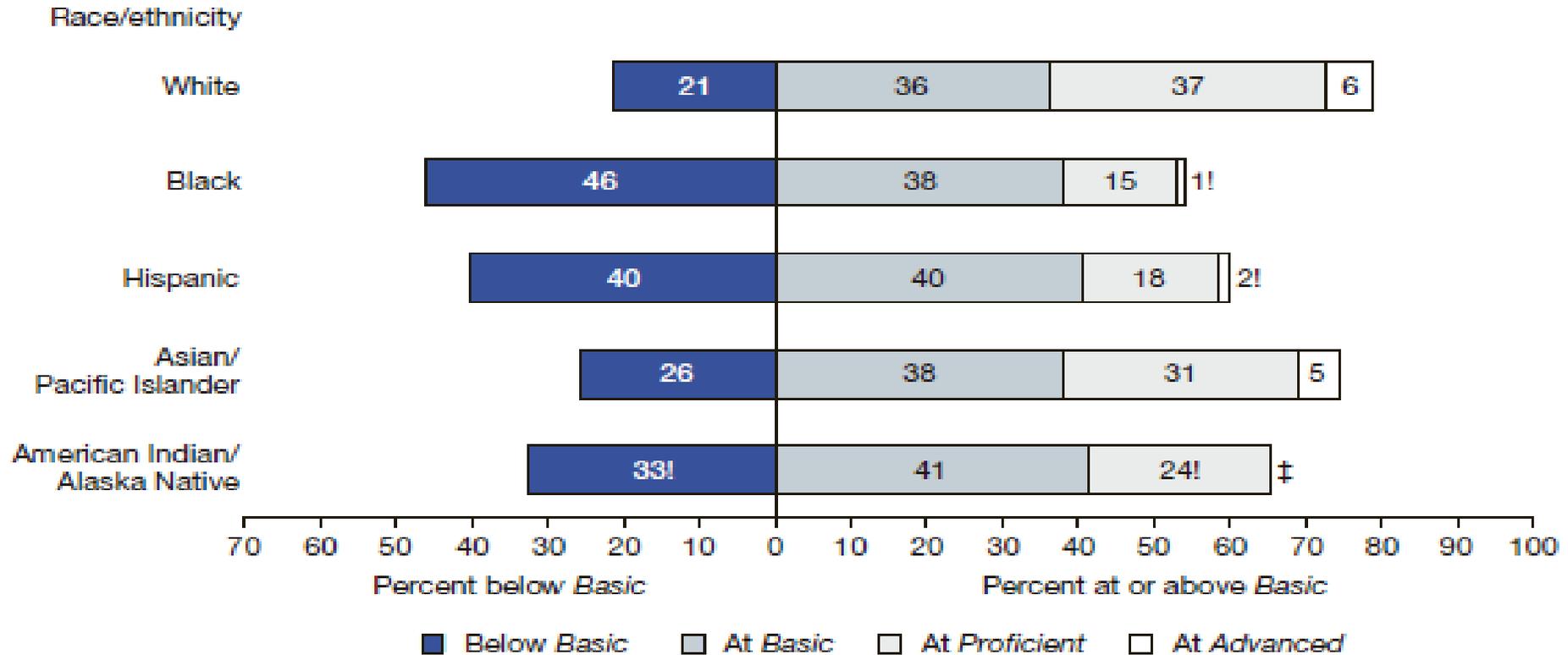
# Rounds to zero.

! Interpret data with caution.

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 Reading Assessment, NAEP Data Explorer.

**Figure 11.1c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) reading achievement levels, by race/ethnicity: 2005**



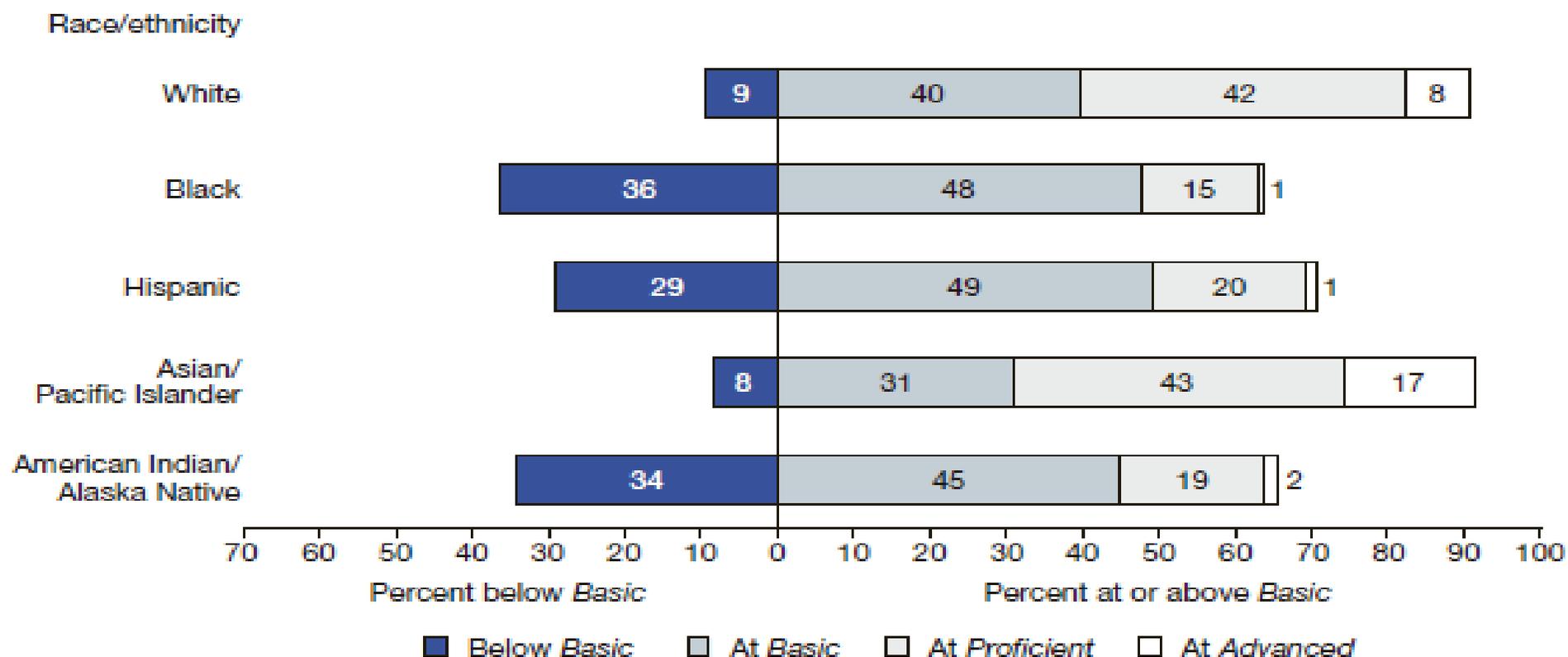
! Interpret data with caution.

† Reporting standards not met.

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Reading Assessment, NAEP Data Explorer.

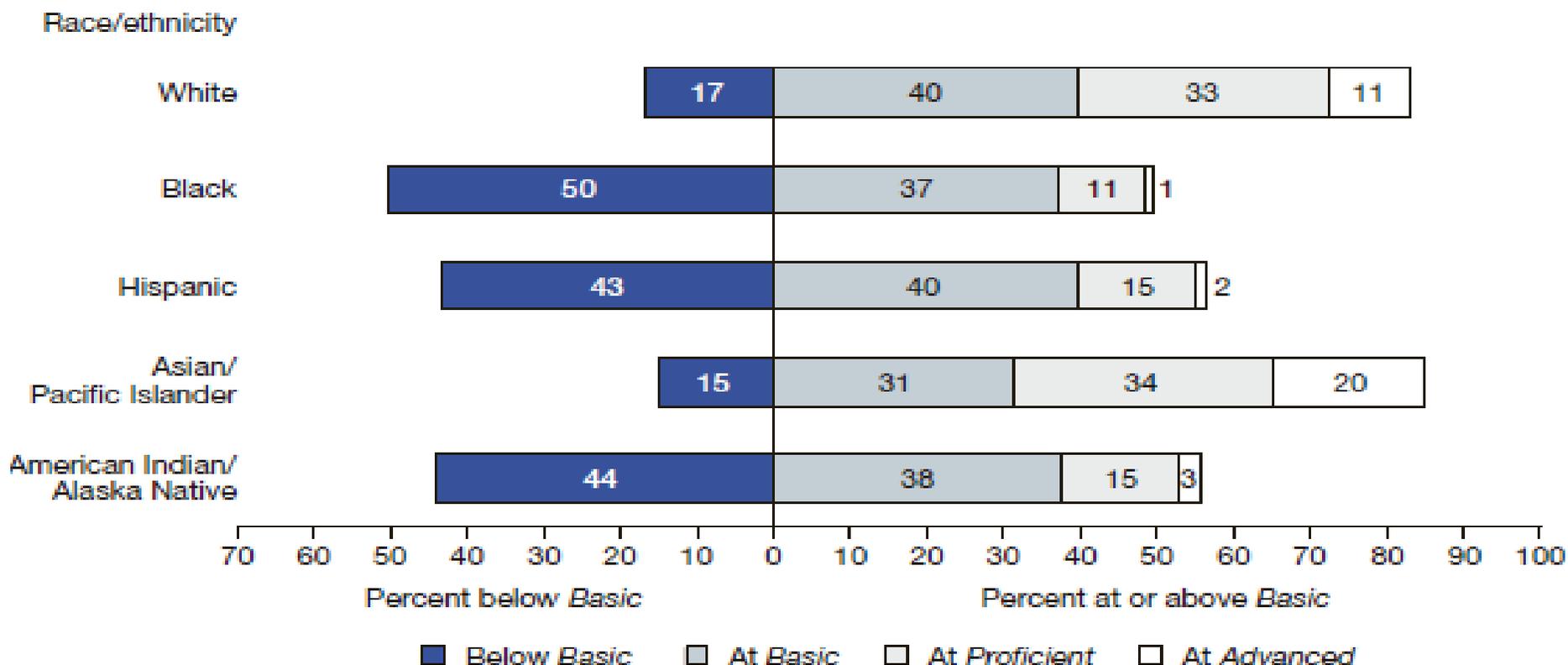
**Figure 11.2a. Percentage distribution of 4th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009**



NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

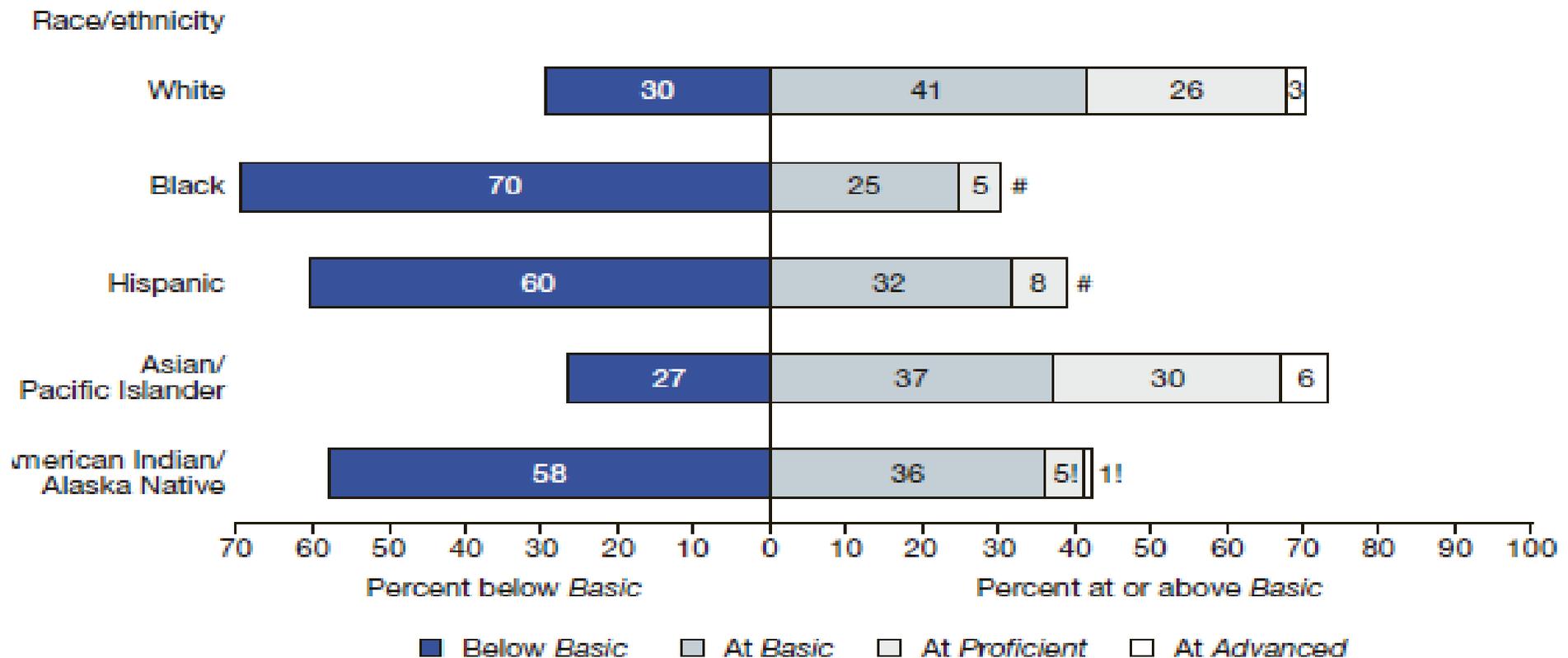
**Figure 11.2b. Percentage distribution of 8th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2009**



NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Mathematics Assessment, NAEP Data Explorer.

**Figure 11.2c. Percentage distribution of 12th-grade students at National Assessment of Educational Progress (NAEP) mathematics achievement levels, by race/ethnicity: 2005**



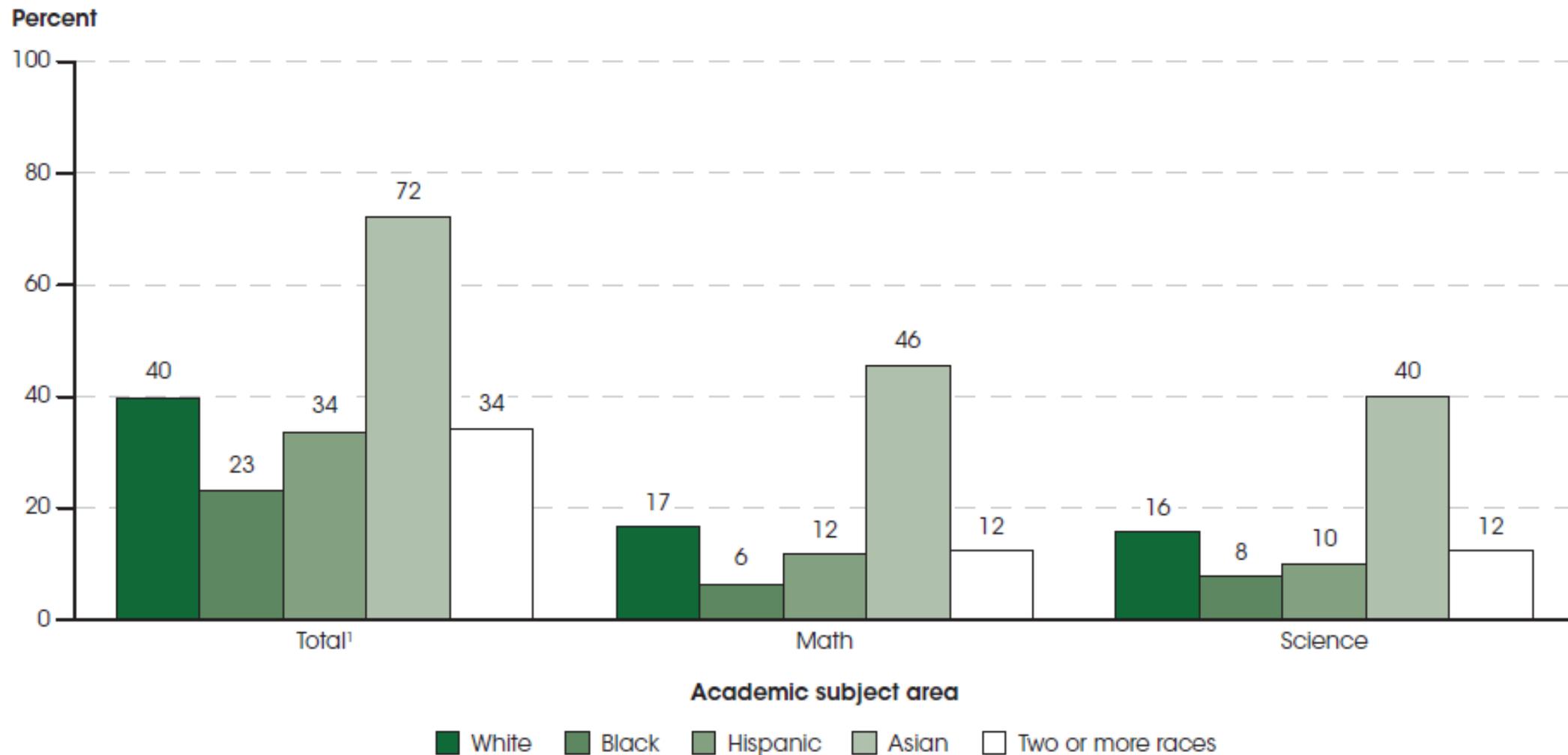
# Rounds to zero.

! Interpret data with caution.

NOTE: Achievement levels are performance standards showing what students should know and be able to do. *Basic* denotes partial mastery of knowledge and skills that are fundamental for proficient work at a given grade. (*Below Basic*, therefore, denotes less than this level of achievement.) *Proficient* represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. *Advanced* signifies superior performance. NAEP reports data on student race/ethnicity based on information obtained from school rosters. Race categories exclude persons of Hispanic ethnicity. The NAEP assessment was not administered to grade 12 in 2007. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2005 Mathematics Assessment, NAEP Data Explorer.

**Figure 13.1. Percentage of fall 2009 ninth-graders earning any credit in Advanced Placement (AP) or International Baccalaureate (IB) courses, by academic subject area and race/ethnicity: 2013**

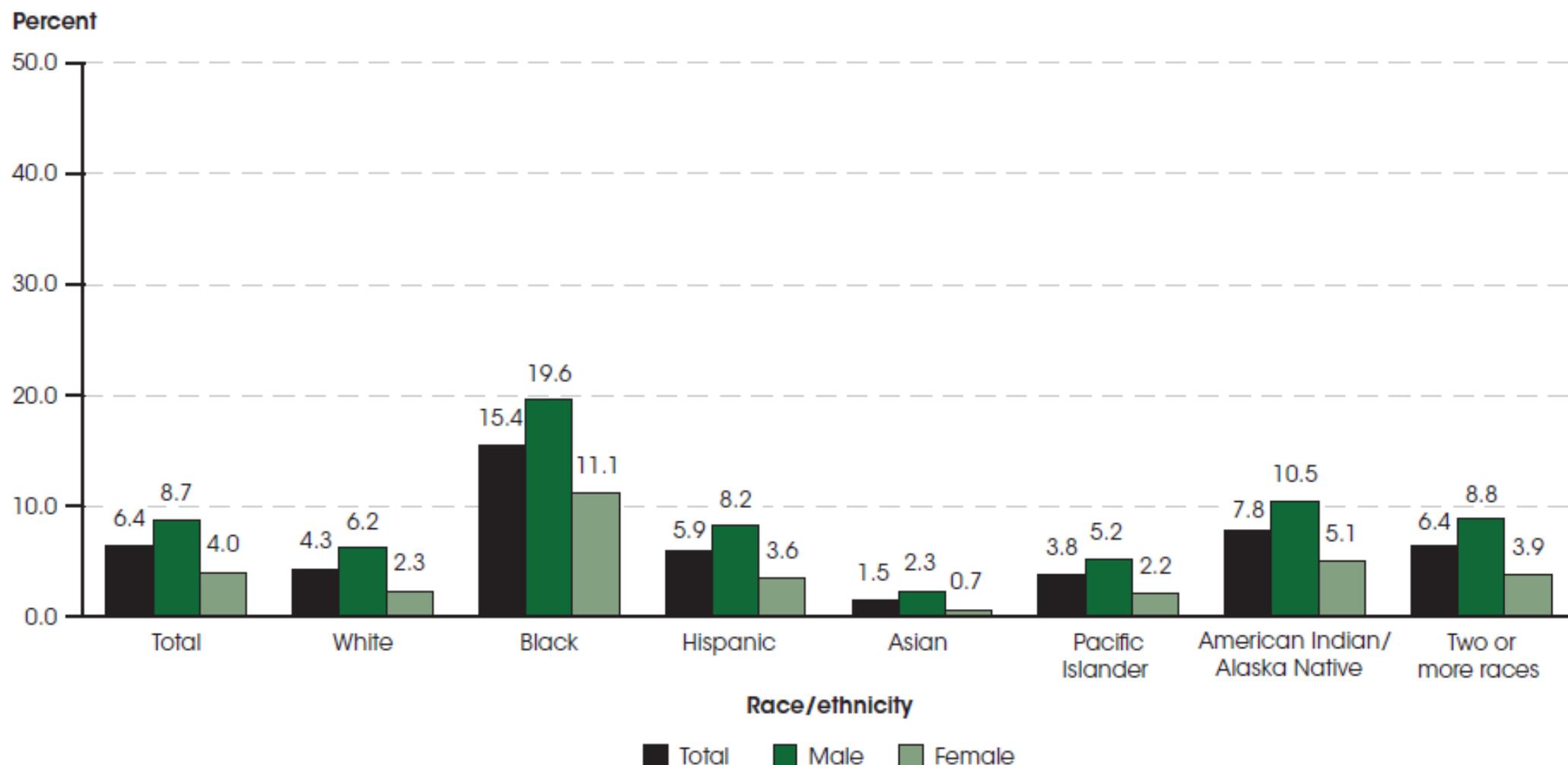


<sup>1</sup> Includes all subjects (not only math and science).

NOTE: Race categories exclude persons of Hispanic ethnicity. IB Middle Years Program courses are not included. Estimates include ninth-graders who dropped out or did not obtain a high school credential by 2013.

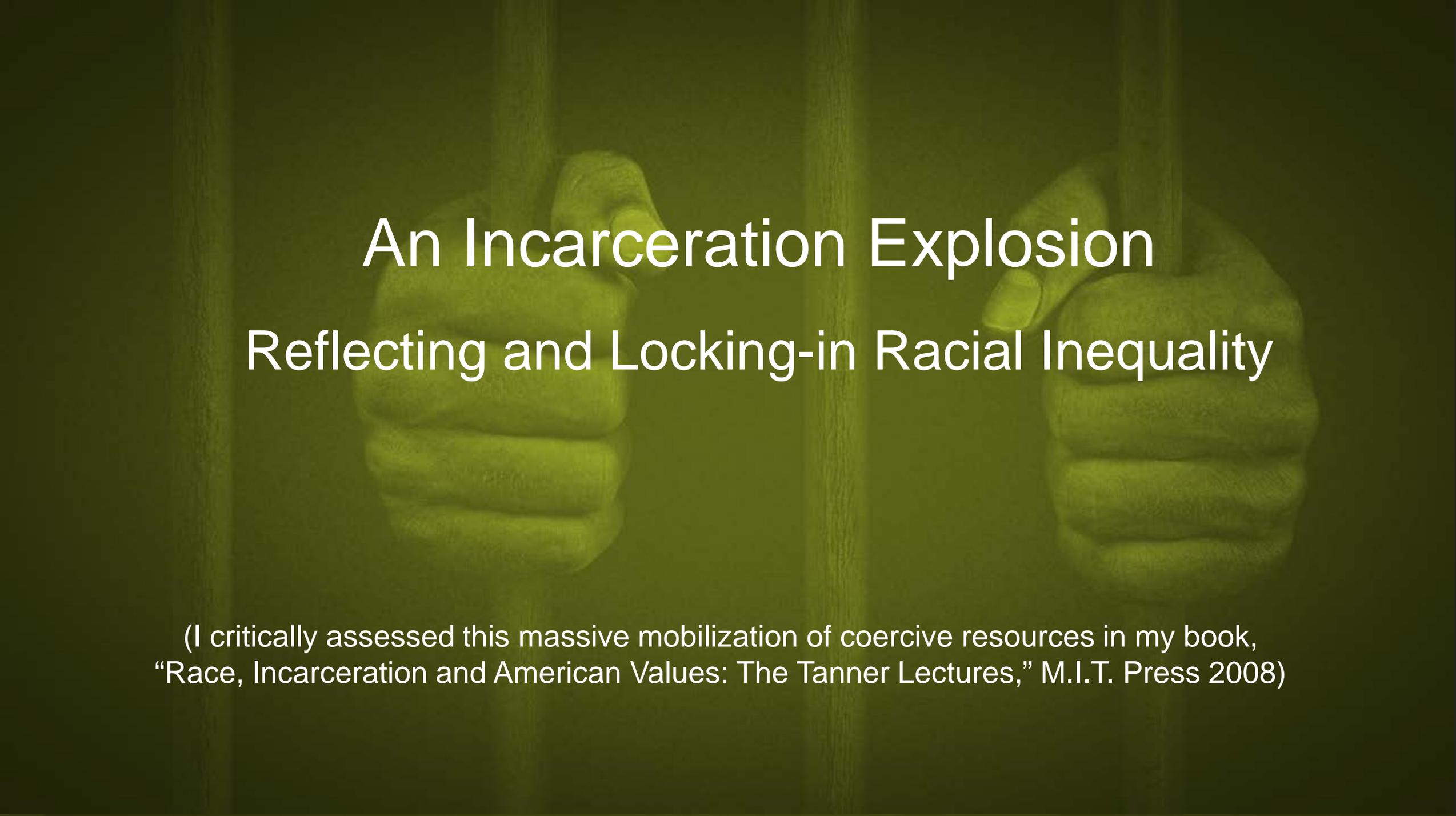
SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HSL:09), First Follow-up and High School Transcript Study Public-Use File. See *HSL:09 2013 Update and High School Transcript Study: A First Look at Fall 2009 Ninth-Graders in 2013*, table 8.

**Figure 14.3. Percentage of public school students who received out-of-school suspensions, by race/ethnicity and sex: 2011-12**



NOTE: Data by race/ethnicity exclude data for students with disabilities served only under Section 504 (not receiving services under IDEA). The percentage of students receiving a disciplinary action is calculated by dividing the cumulative number of students receiving that type of disciplinary action for the entire 2011-12 school year by the student enrollment based on a count of students taken on a single day between September 27 and December 31. Race categories exclude persons of Hispanic ethnicity.

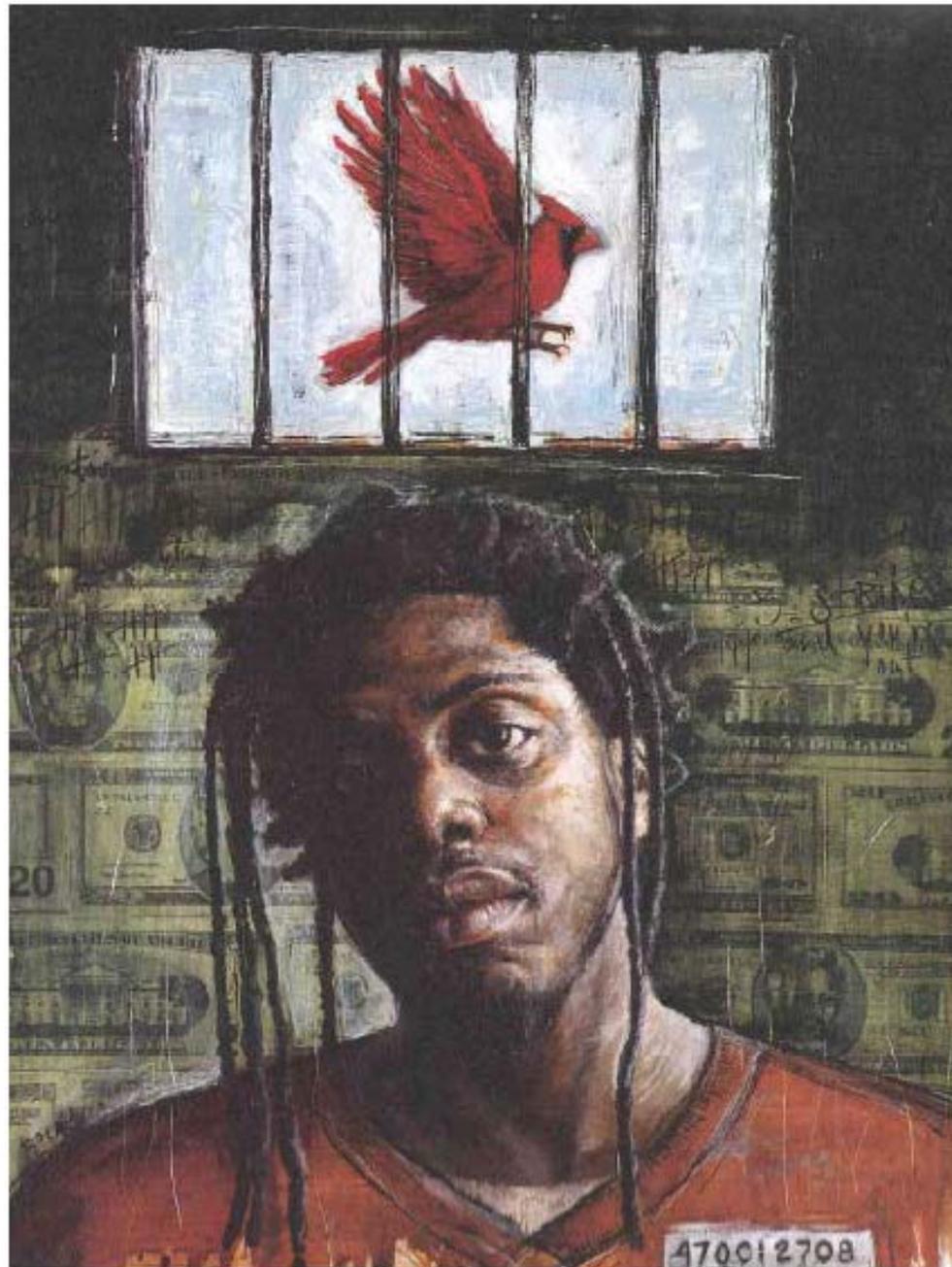
SOURCE: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, "2011-12 Discipline Estimations by State" and "2011-12 Estimations for Enrollment." See *Digest of Education Statistics 2015*, table 233.28.

The background of the slide features two raised fists, one on the left and one on the right, set against a dark, vertically-grained wooden surface. The fists are rendered in a light, almost white color, creating a strong contrast with the dark background. The lighting is dramatic, highlighting the texture of the wood and the form of the hands.

# An Incarceration Explosion

## Reflecting and Locking-in Racial Inequality

(I critically assessed this massive mobilization of coercive resources in my book, "Race, Incarceration and American Values: The Tanner Lectures," M.I.T. Press 2008)



## Four key points about Imprisonment Trends in the US, 1970-2010:

- 1) US Imprisonment Dwarfs that in other Countries
- 2) Current High Rates Unprecedented in US History
- 3) Incidence Wildly Disparate by Race and Class
- 4) Imprisonment Has Become A Key Feature of US Social Policy

What can a self-respecting black intellectual do?

I have participated in two scholarly investigations of causes and consequences of high rates of incarceration in the US:

- 1) Study group at the American Academy of Arts and Sciences  
Daedalus (2010)
- 2) Expert panel reporting under auspices of the National Academy of Sciences (2014)

# Daedalus 2010

Daedalus



# Daedalus

Journal of the American Academy of Arts & Sciences  
Summer 2010

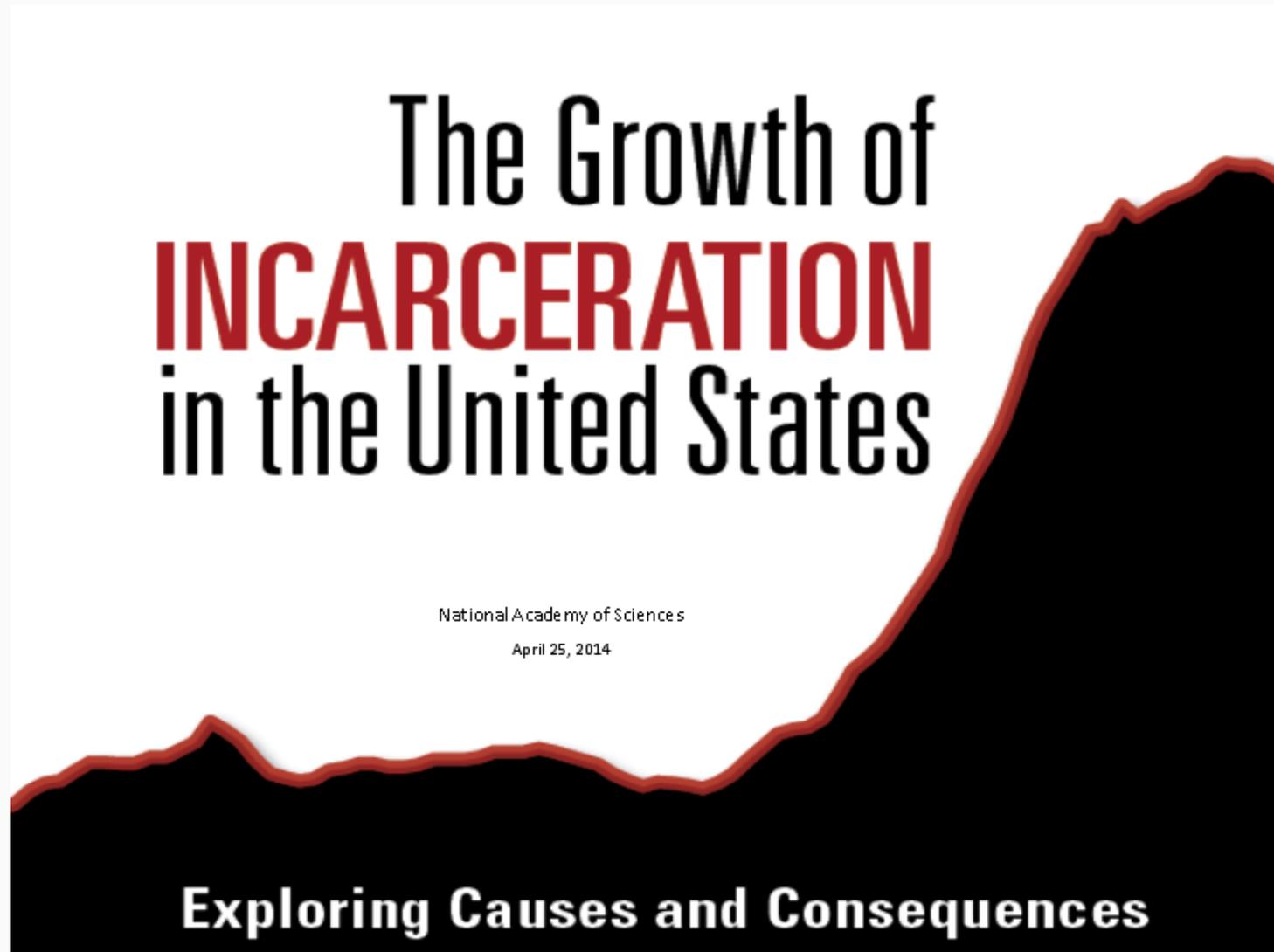
on mass incarceration

Summer 2010 : on mass incarceration

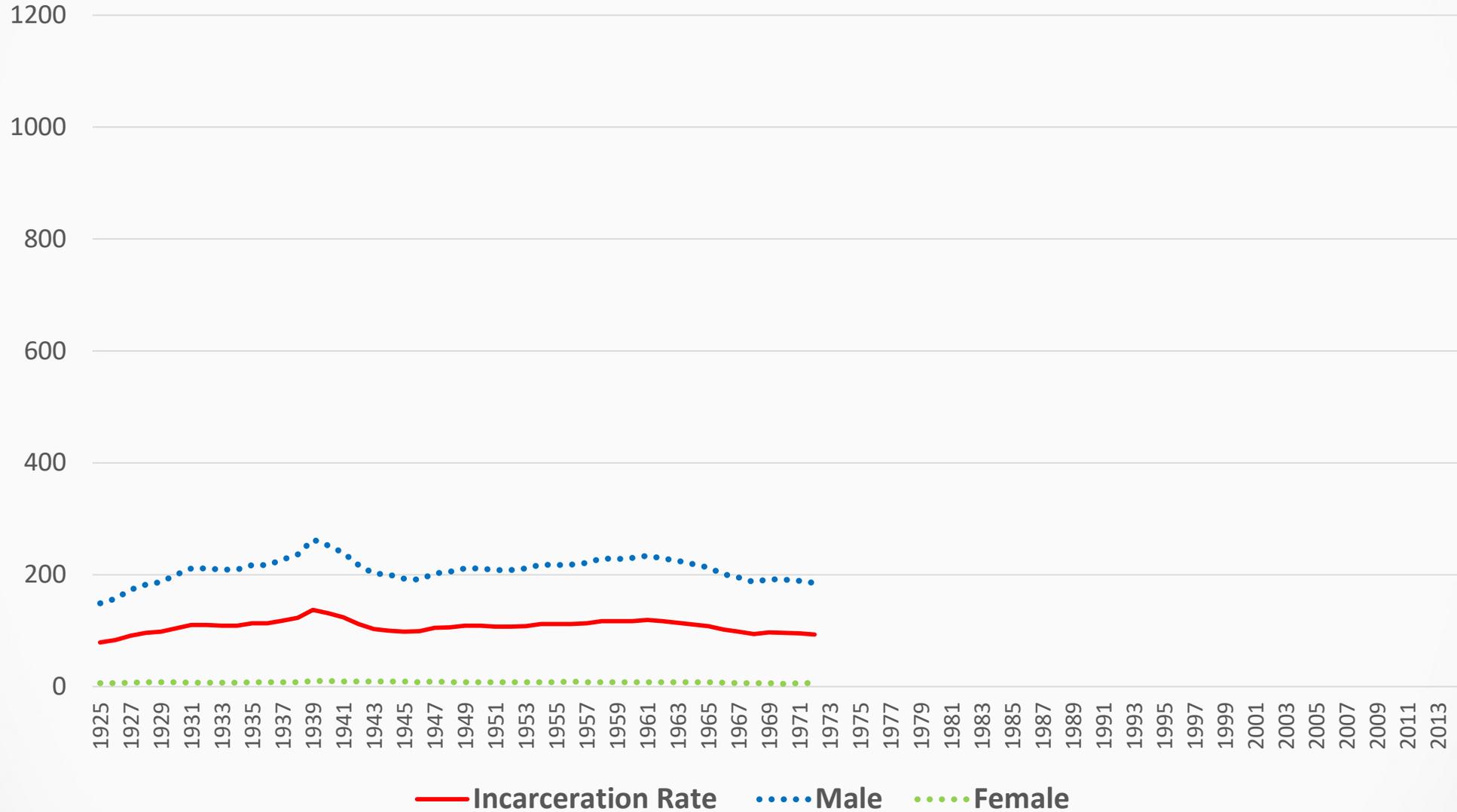
Glenn C. Loury & Bruce Western	Introduction 5
Bruce Western & Becky Pettit	Incarceration & social inequality 8
Robert J. Sampson & Charles Loeffler	Punishment's place: the local concentration of mass incarceration 20
Candace Kruttschnitt	The paradox of women's imprisonment 32
Jeffrey Fagan	The contradictions of juvenile crime & punishment 43
Marie Gottschalk	Cell blocks & red ink: mass incarceration, the great recession & penal reform 62
Loïc Wacquant	Class, race & hyperincarceration in

# The growth of incarceration in the united states

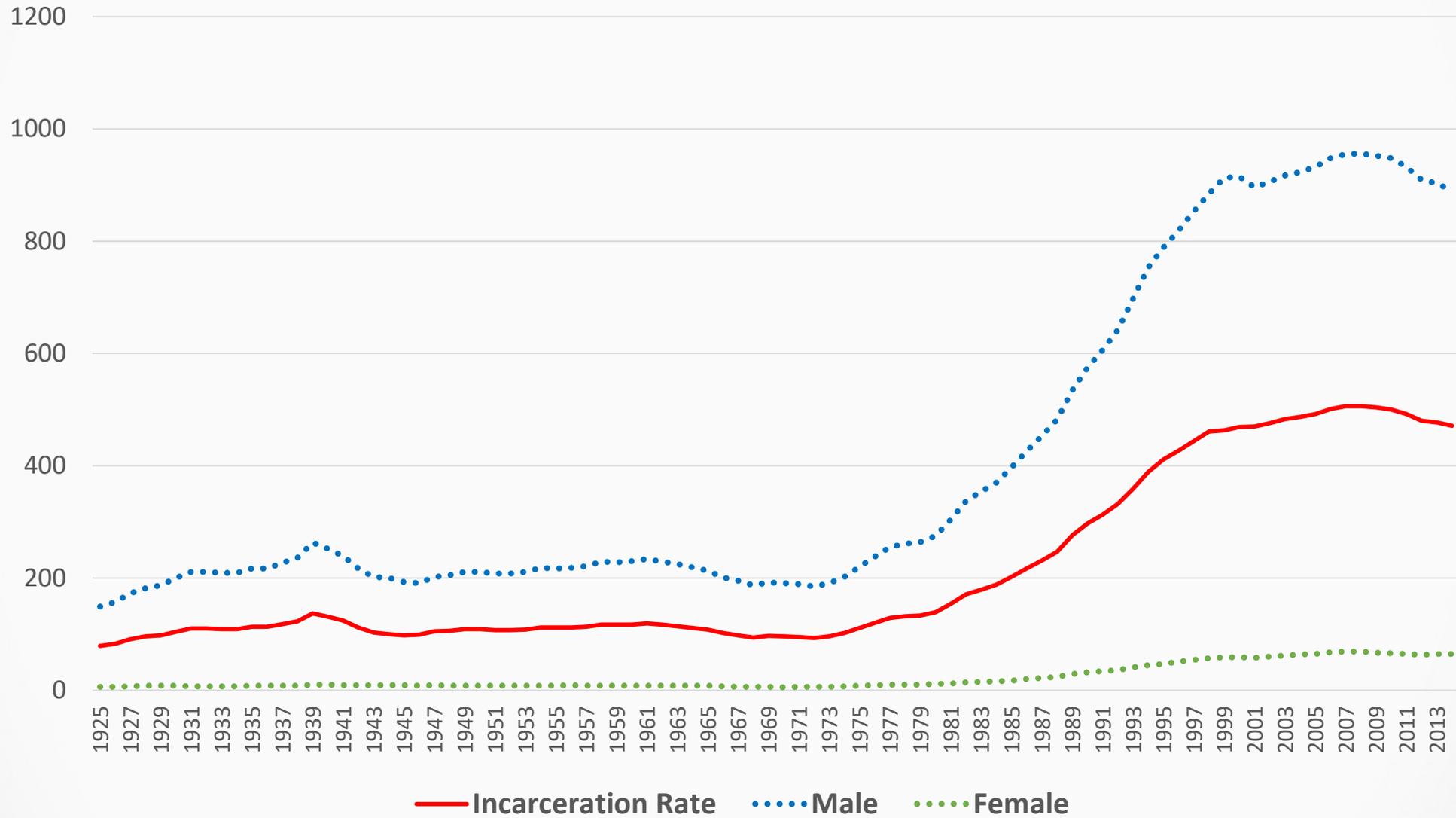
October 2015 Brown University



# US Incarceration Rate: 1925-1972

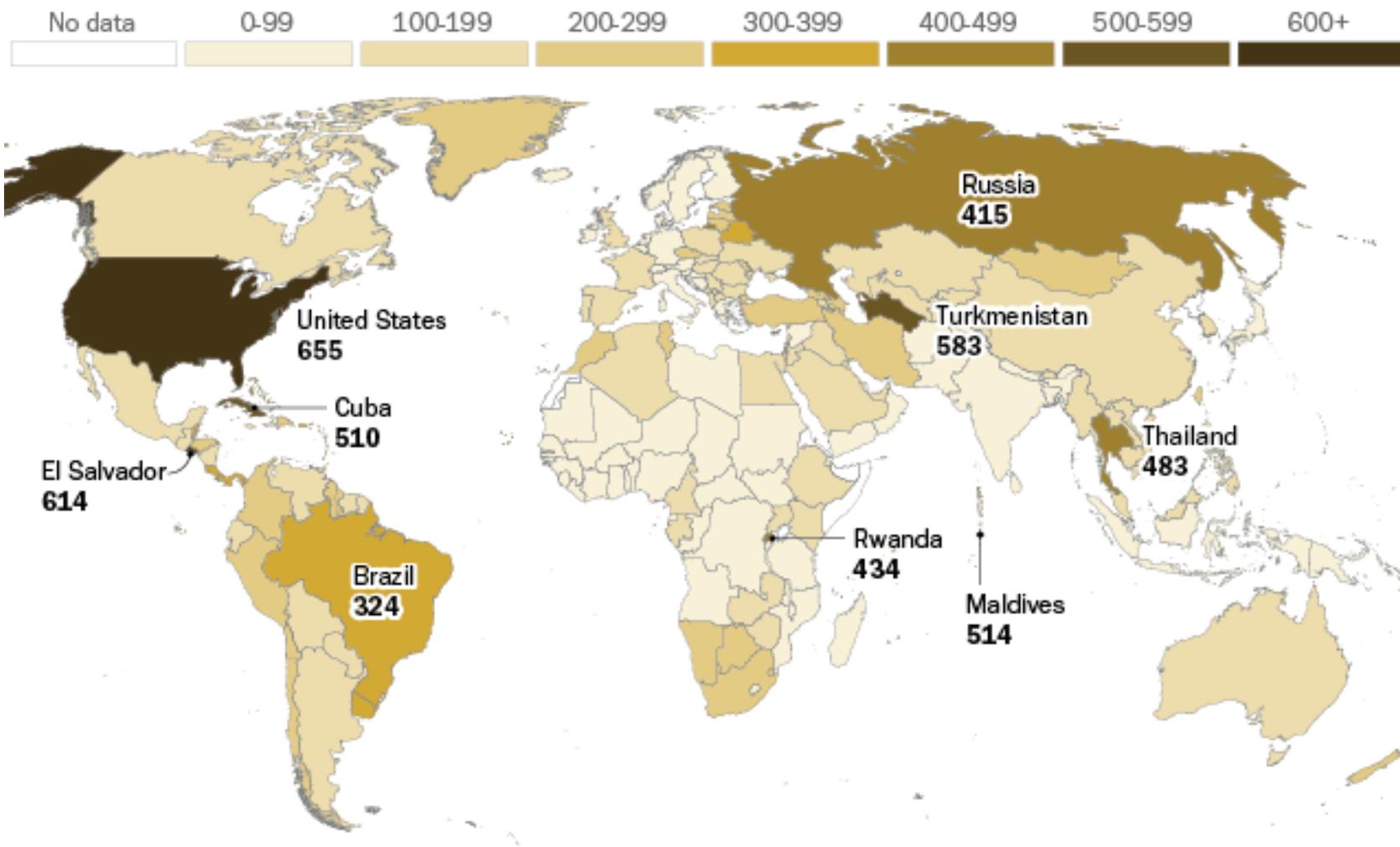


# US Incarceration Rate: 1925-2014



## U.S. incarcerates a larger share of its population than any other country

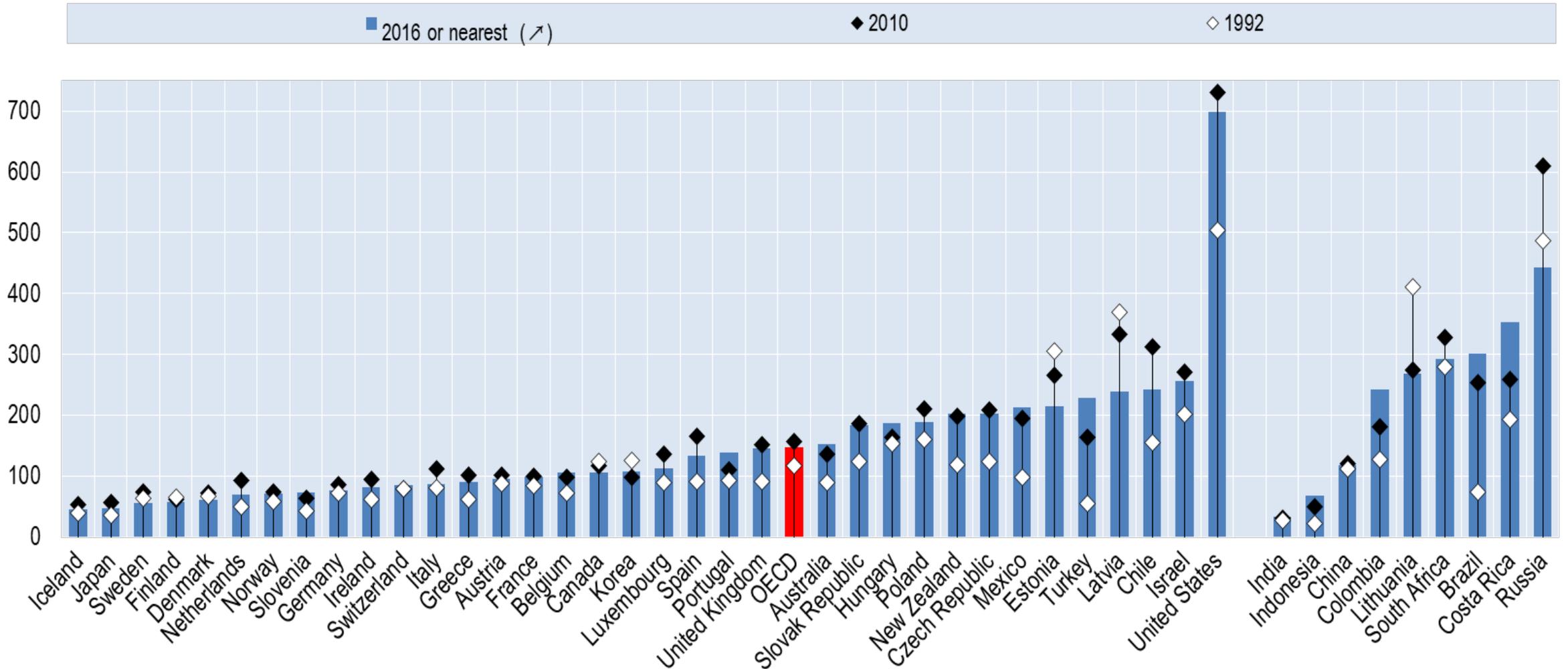
*Incarceration rate per 100,000 people of any age*



Note: Figures reflect most recent available data for each country. Territories are counted separately. Data accessed May 1, 2018.  
Source: World Prison Brief, Institute for Criminal Policy Research.

# Prison Population Rates in OECD countries and others

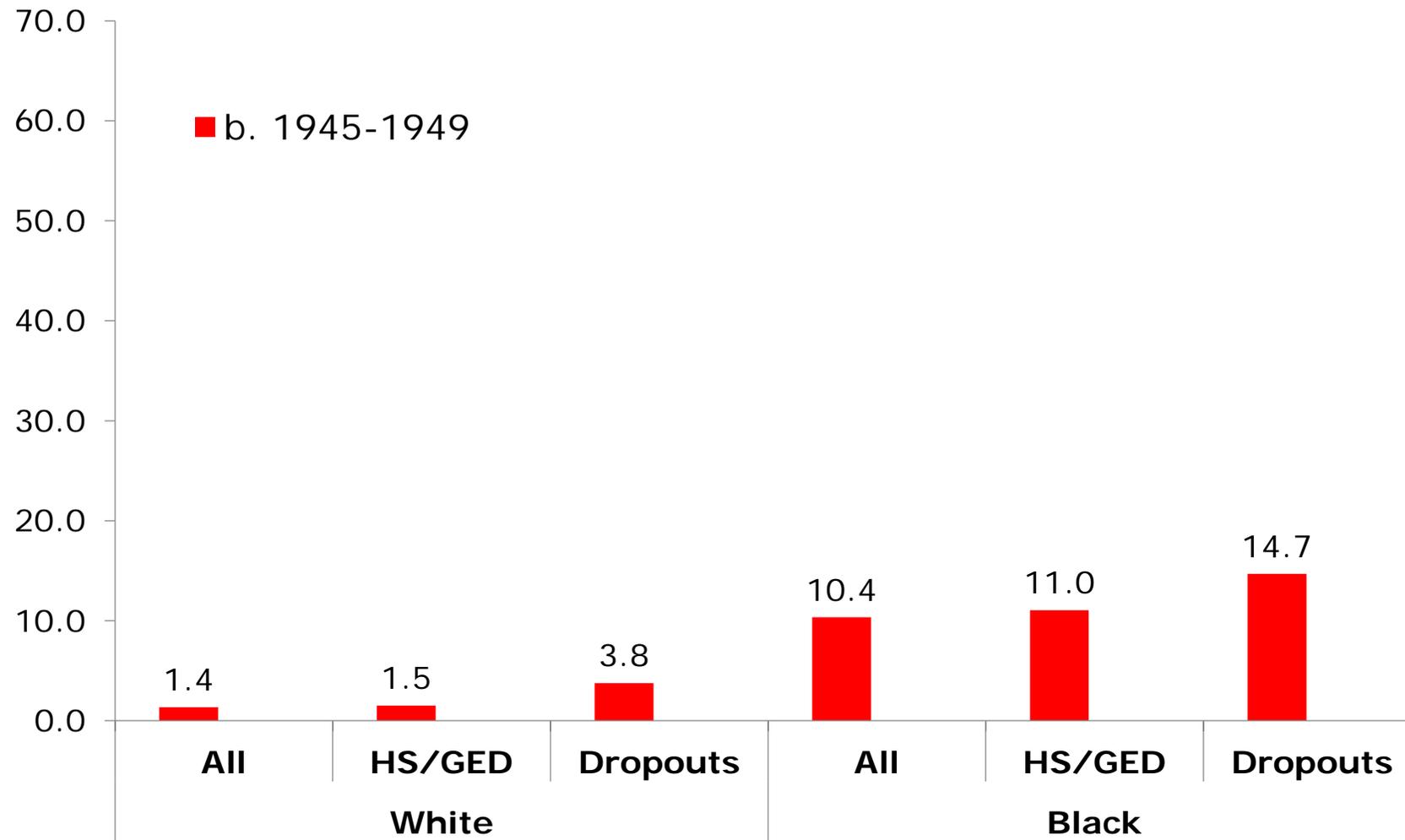
Prison population per 100 000 population, in 1992, 2010 and 2016 (or nearest year)



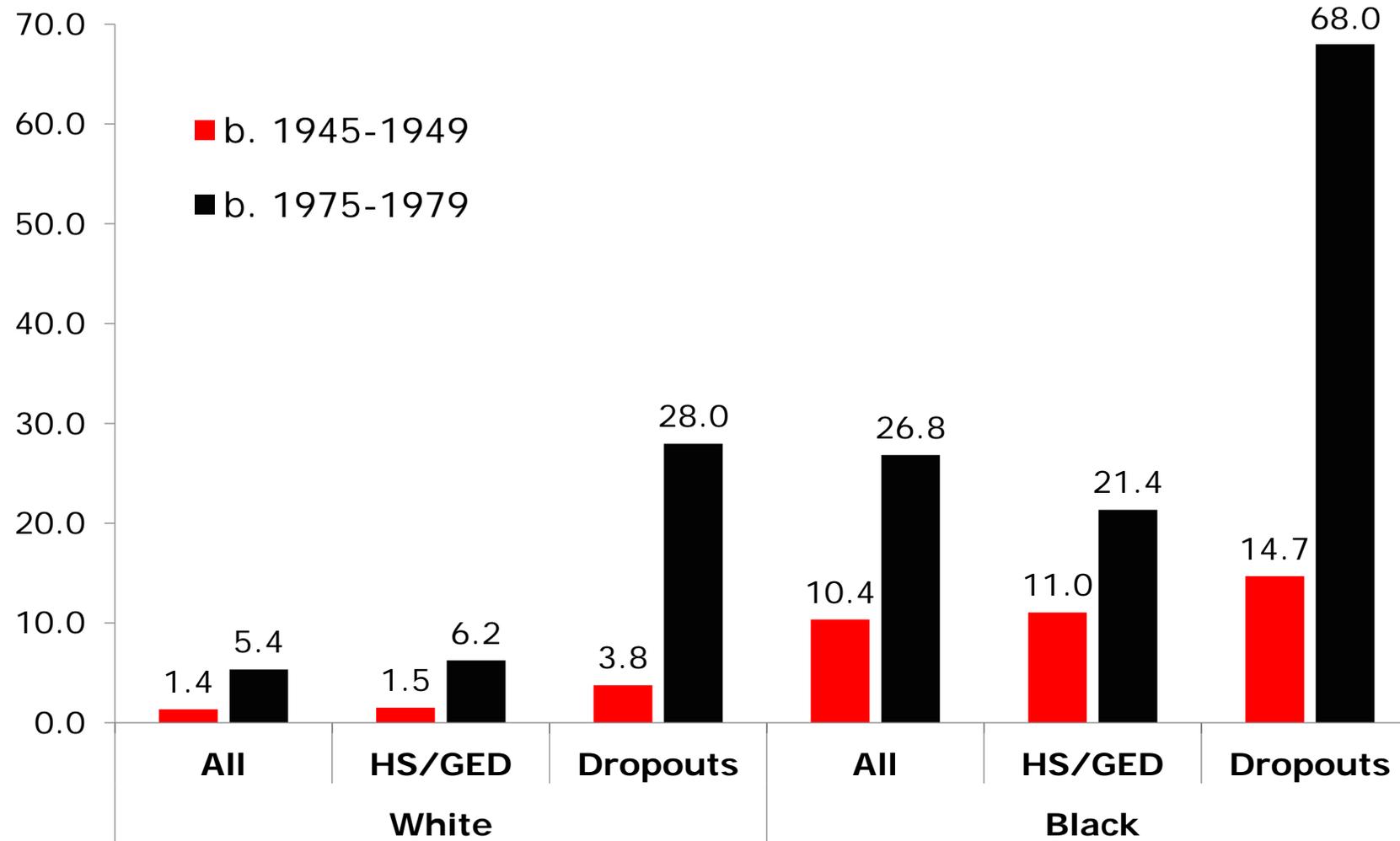
Source: World Prison Brief, Institute for Criminal Policy Research, World Prison Brief ([www.prisonstudies.org](http://www.prisonstudies.org))



# Men's Risk of Imprisonment by Age 30-34



# Men's Risk of Imprisonment by Age 30-34



## Some Personal Reflections: A Wedding Party in Chicago in 1948

