The IAST Distinguished Lectures: Identity and Racial Inequality

September 27, 2018

By

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Race: America’s Seemingly Permanent Dilemma

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• My challenging thesis: Though still relevant, “racial bias” ideas inherited from mid-20th century are inadequate to understand current problem.
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• Pointedly: Remediation of “human developmental disparities” inhibiting blacks’ full participation in 21st century American society is more crucial.
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

- Asians: $77,900 in 2014
- Whites: $71,300 in 2014
- Hispanics: $43,300 in 2014
- Blacks: $43,300 in 2014

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Whites have significantly higher levels of wealth than blacks

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

White net worth 13x greater

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Homeownership more common among whites than other racial and ethnic groups

% of ___ households owning a home

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

% of each group who live in poverty

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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

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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

PEW RESEARCH CENTER
Documention 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.
Racial/Ethnic Disparities in Family Structure
Figure 3.1. Percentage distribution of children under age 18, by race/ethnicity and living arrangement: 2014

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Married parents</th>
<th>Female parent, no spouse present</th>
<th>Male parent, no spouse present</th>
<th>All other children¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>63</td>
<td>27</td>
<td>33</td>
<td>12</td>
</tr>
<tr>
<td>White</td>
<td>73</td>
<td>18</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>Black</td>
<td>56</td>
<td>33</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>82</td>
<td>32</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>65</td>
<td>25</td>
<td>39</td>
<td>4</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>65</td>
<td>25</td>
<td>43</td>
<td>4</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>56</td>
<td>34</td>
<td>56</td>
<td>2</td>
</tr>
</tbody>
</table>

¹ 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.

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

% of births to unmarried women

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

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent below Basic</th>
<th>Percent at or above Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>Black</td>
<td>45</td>
<td>42</td>
</tr>
<tr>
<td>Hispanic</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>20</td>
<td>39</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>44</td>
<td>38</td>
</tr>
</tbody>
</table>

Legend:
- Below Basic  
- At Basic  
- At Proficient  
- At Advanced

# Rounds to zero.

1 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.

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

Race/ethnicity

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Percent below Basic</th>
<th>At Basic</th>
<th>At Proficient</th>
<th>At Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>21</td>
<td>36</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>Black</td>
<td>46</td>
<td>38</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>40</td>
<td>40</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>26</td>
<td>38</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>33!</td>
<td>41</td>
<td>24!</td>
<td>†</td>
</tr>
</tbody>
</table>

Small bars‡ 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.

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

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>Below Basic</th>
<th>At Basic</th>
<th>At Proficient</th>
<th>At Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9</td>
<td>40</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>Black</td>
<td>36</td>
<td>48</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29</td>
<td>49</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>8</td>
<td>31</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>34</td>
<td>45</td>
<td>19</td>
<td>2</td>
</tr>
</tbody>
</table>

NOTE: Achievement levels are performance standards showing what students should know and be able to do. Below 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.

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

Race/ethnicity

- White
  - Below Basic: 17
  - At Basic: 40
  - At Proficient: 33
  - At Advanced: 11

- Black
  - Below Basic: 50
  - At Basic: 37
  - At Proficient: 11
  - At Advanced: 1

- Hispanic
  - Below Basic: 43
  - At Basic: 40
  - At Proficient: 15
  - At Advanced: 2

- Asian/Pacific Islander
  - Below Basic: 15
  - At Basic: 31
  - At Proficient: 34
  - At Advanced: 20

- American Indian/Alaska Native
  - Below Basic: 44
  - At Basic: 38
  - At Proficient: 15
  - At Advanced: 3

Percent below Basic: 70, 60, 50, 40, 30, 20, 10, 0, 10, 20, 30, 40, 50, 60, 70
Percent at or above Basic: 30, 40, 50, 60, 70, 80, 90, 100

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.

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

Race/ethnicity

White
- Below Basic: 30
- At Basic: 41
- At Proficient: 26
- At Advanced: 3

Black
- Below Basic: 70
- At Basic: 25
- At Proficient: 5

Hispanic
- Below Basic: 60
- At Basic: 32
- At Proficient: 8

Asian/Pacific Islander
- Below Basic: 27
- At Basic: 37
- At Proficient: 30
- At Advanced: 6

American Indian/Alaska Native
- Below Basic: 58
- At Basic: 36
- At Proficient: 1

Percent below Basic vs. Percent at or above Basic

# 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.

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

Percent

100

80

60

40

20

0

Total

Math

Science

White
Black
Hispanic
Asian
Two or more races

1Includes 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.

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.

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

Journal of the American Academy of Arts & Sciences
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

National Academy of Sciences
April 25, 2014
US Incarceration Rate: 1925-2014

Incarceration Rate

- Male
- Female

Graph shows the male and female incarceration rates from 1925 to 2014.
U.S. incarcerates a larger share of its population than any other country

Incarceration rate per 100,000 people of any age

<table>
<thead>
<tr>
<th>No data</th>
<th>0-99</th>
<th>100-199</th>
<th>200-299</th>
<th>300-399</th>
<th>400-499</th>
<th>500-599</th>
<th>600+</th>
</tr>
</thead>
</table>


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Men’s Risk of Imprisonment by Age 30-34

- All HS/GED Dropouts
- White
- Black
- b. 1945-1949
- Men’s Risk of Imprisonment by Age 30-34

<table>
<thead>
<tr>
<th>Category</th>
<th>Risk</th>
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<tbody>
<tr>
<td>All</td>
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<tr>
<td>HS/GED White</td>
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<td>Dropouts</td>
<td>3.8</td>
</tr>
<tr>
<td>All</td>
<td>10.4</td>
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<tr>
<td>HS/GED Black</td>
<td>11.0</td>
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<tr>
<td>Dropouts</td>
<td>14.7</td>
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</table>
Men’s Risk of Imprisonment by Age 30-34

- **b. 1945-1949**
- **b. 1975-1979**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>1945-1949</th>
<th>1975-1979</th>
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<td>All</td>
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<td>HS/GED</td>
<td>1.5</td>
<td>6.2</td>
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<tr>
<td>Dropouts</td>
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<tr>
<td>Dropouts</td>
<td>14.7</td>
<td>68.0</td>
</tr>
</tbody>
</table>

- **White**
- **Black**
Some Personal Reflections: A Wedding Party in Chicago in 1948