

The Geography of Separate and Unequal: Modern-day Segregation in Boston

A Presentation to the Mayor's Office of
Resilience and Racial Equity – Nov 14, 2016

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Main Points

- Boston is increasingly diverse, but still very segregated
- The most racially isolated group is non-Hispanic White people
- School children are the most racially and ethnically diverse and the most segregated
- Racial and ethnic segregation means segregation of burdens and opportunities

WHAT IS SEGREGATION?



Dimensions of Segregation

- **Evenness**
- **Exposure/Isolation**
- **Clustering**
- **Concentration**
- **Centralization**



Dimensions of Spatial Segregation

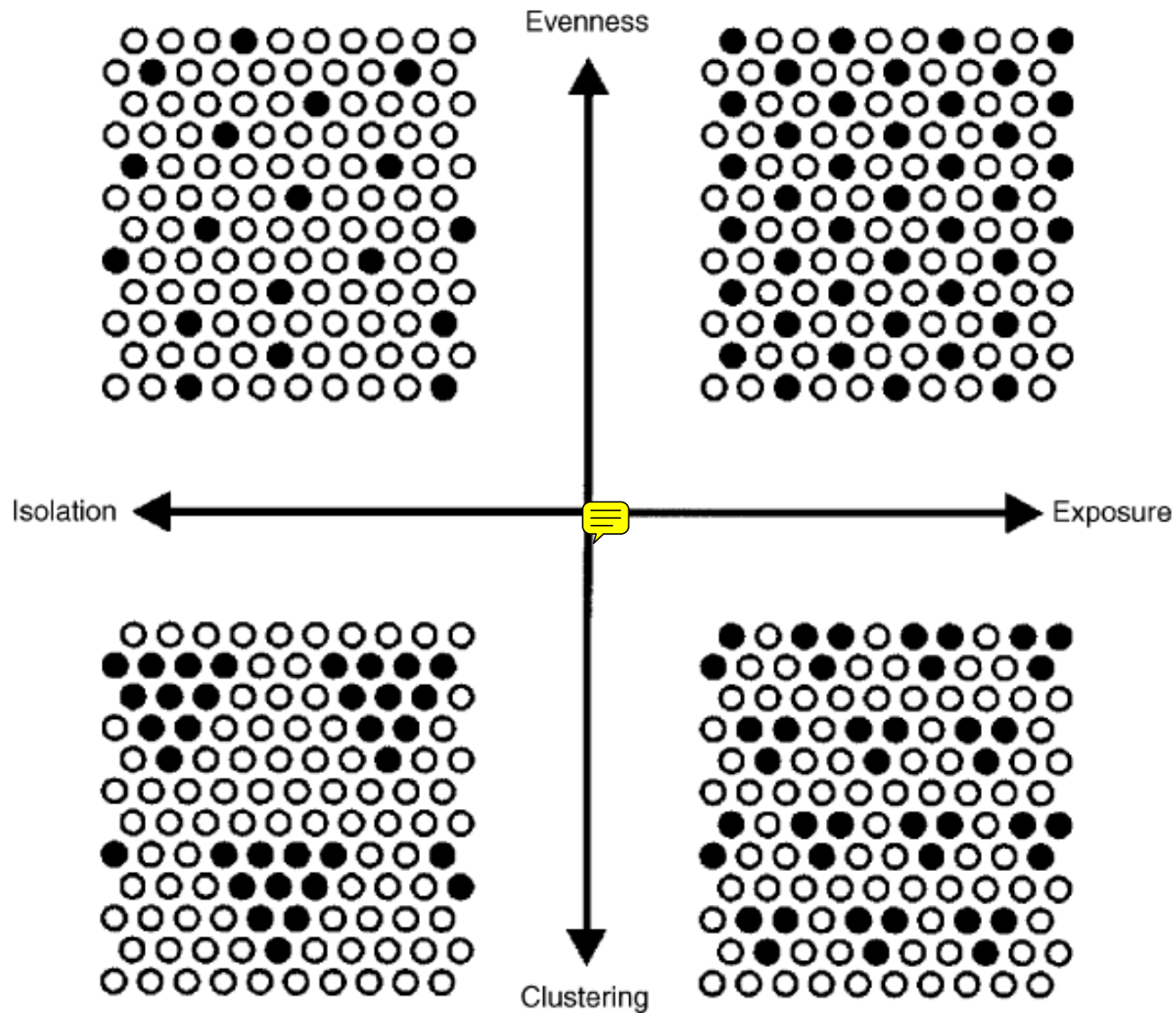
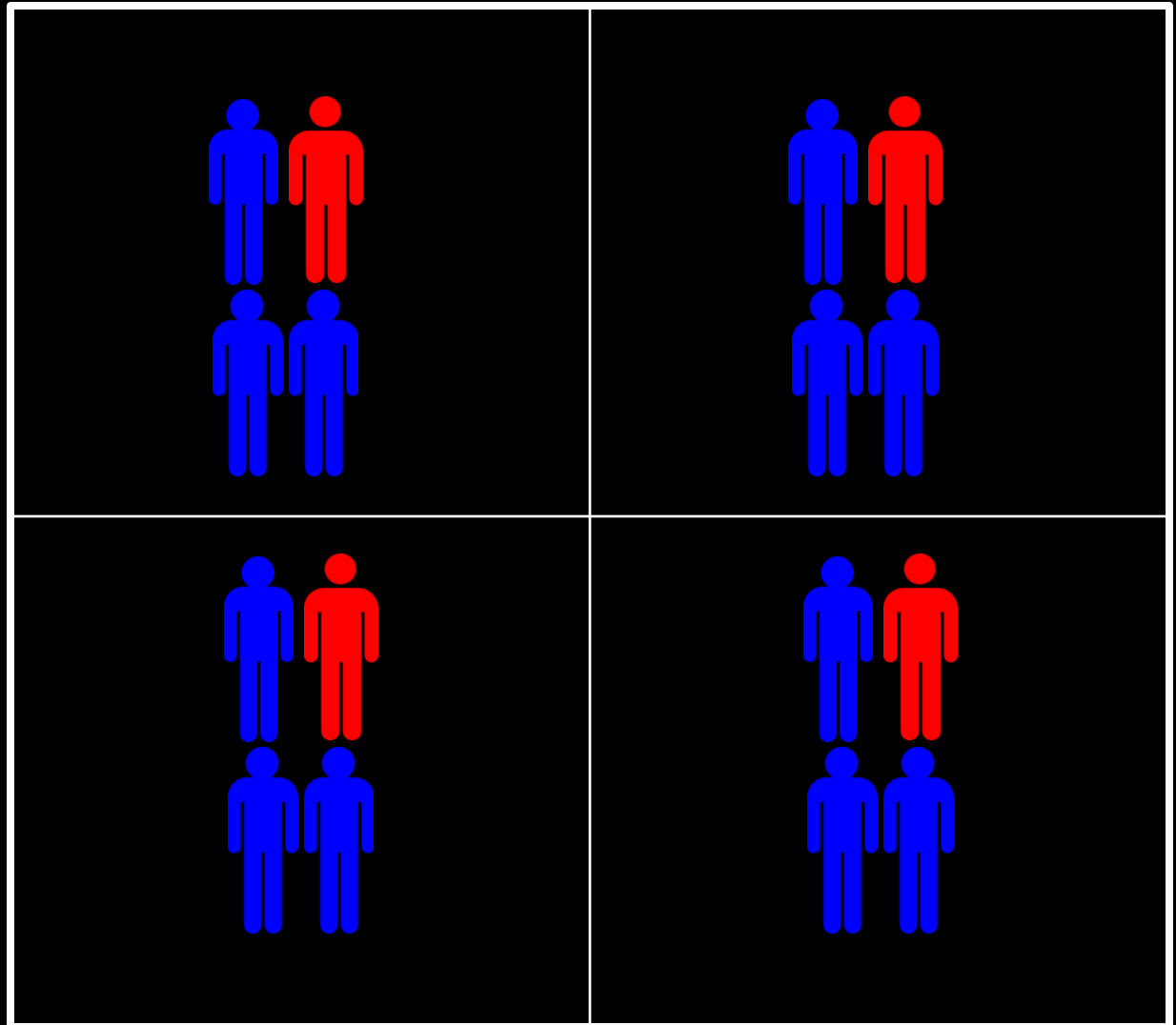
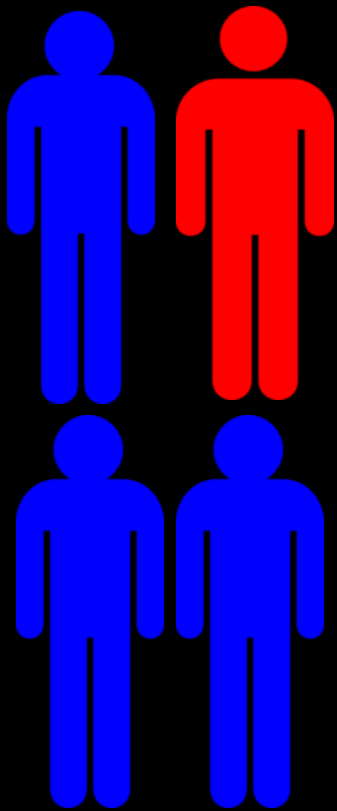
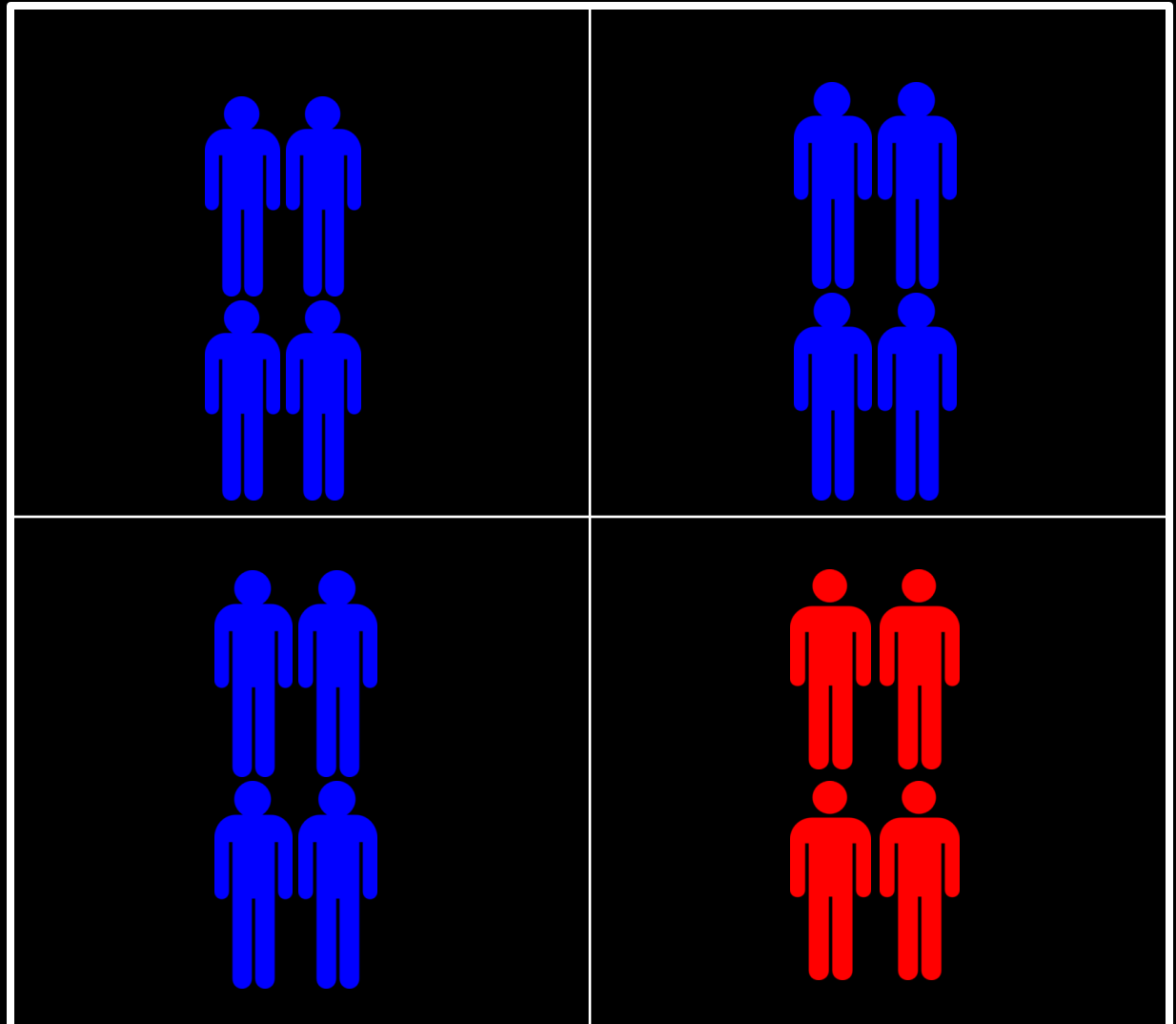
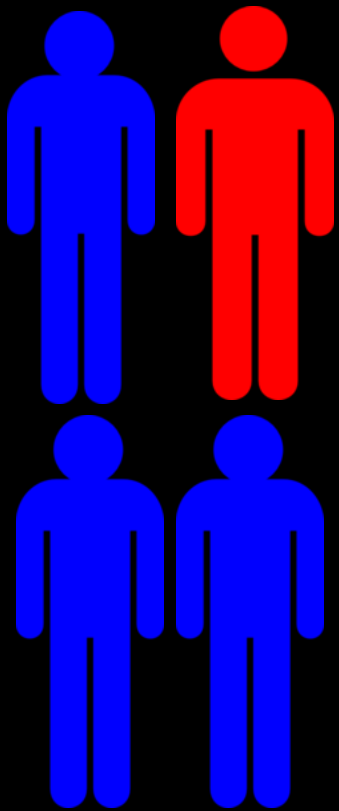


FIGURE 1. Dimensions of spatial segregation.

Even distribution; high exposure



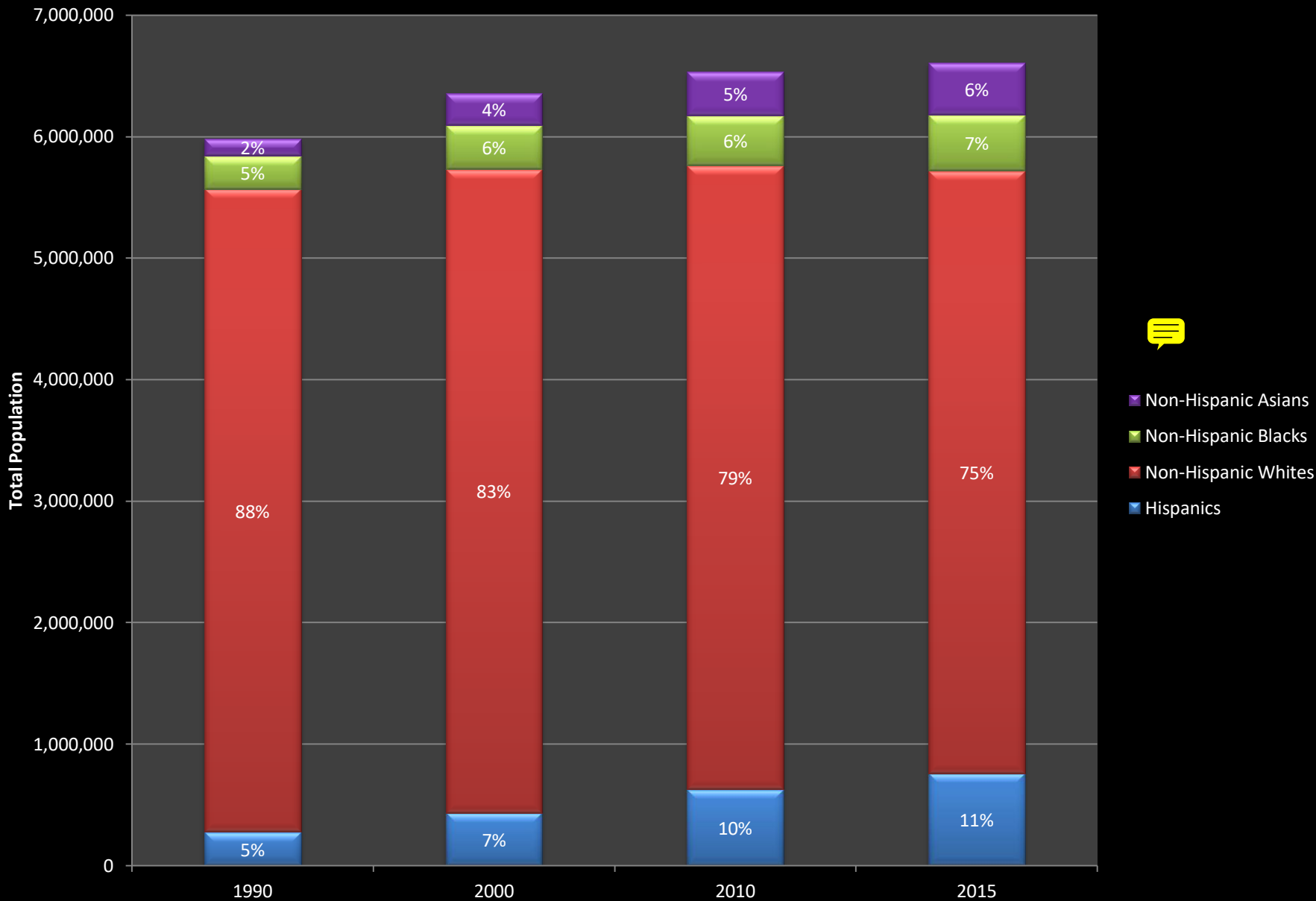
Clustered distribution; isolated



IS THERE SEGREGATION?

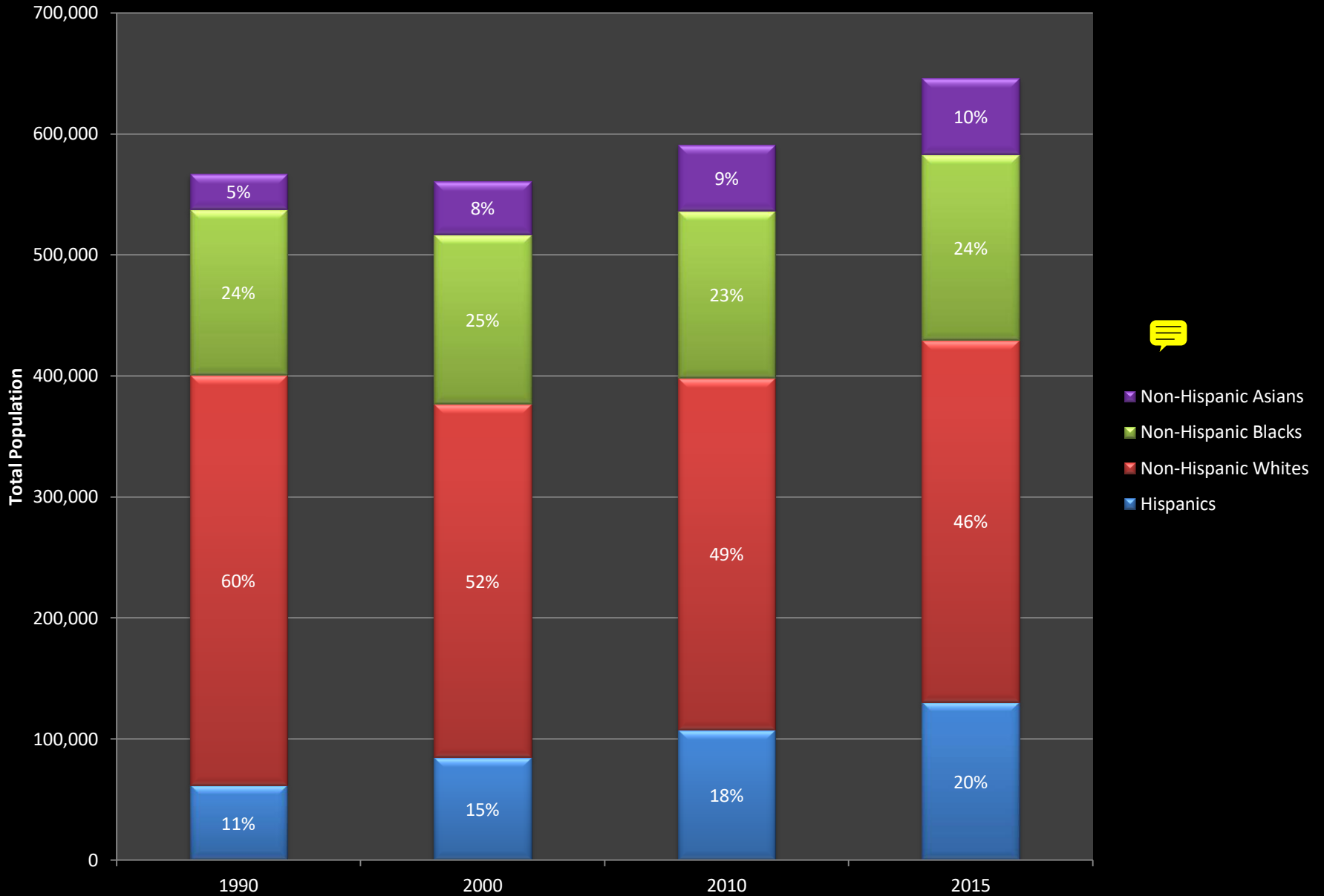


Massachusetts Demographics, 1990 - 2015



- Non-Hispanic Asians
- Non-Hispanic Blacks
- Non-Hispanic Whites
- Hispanics

Boston Demographics, 1990 - 2015



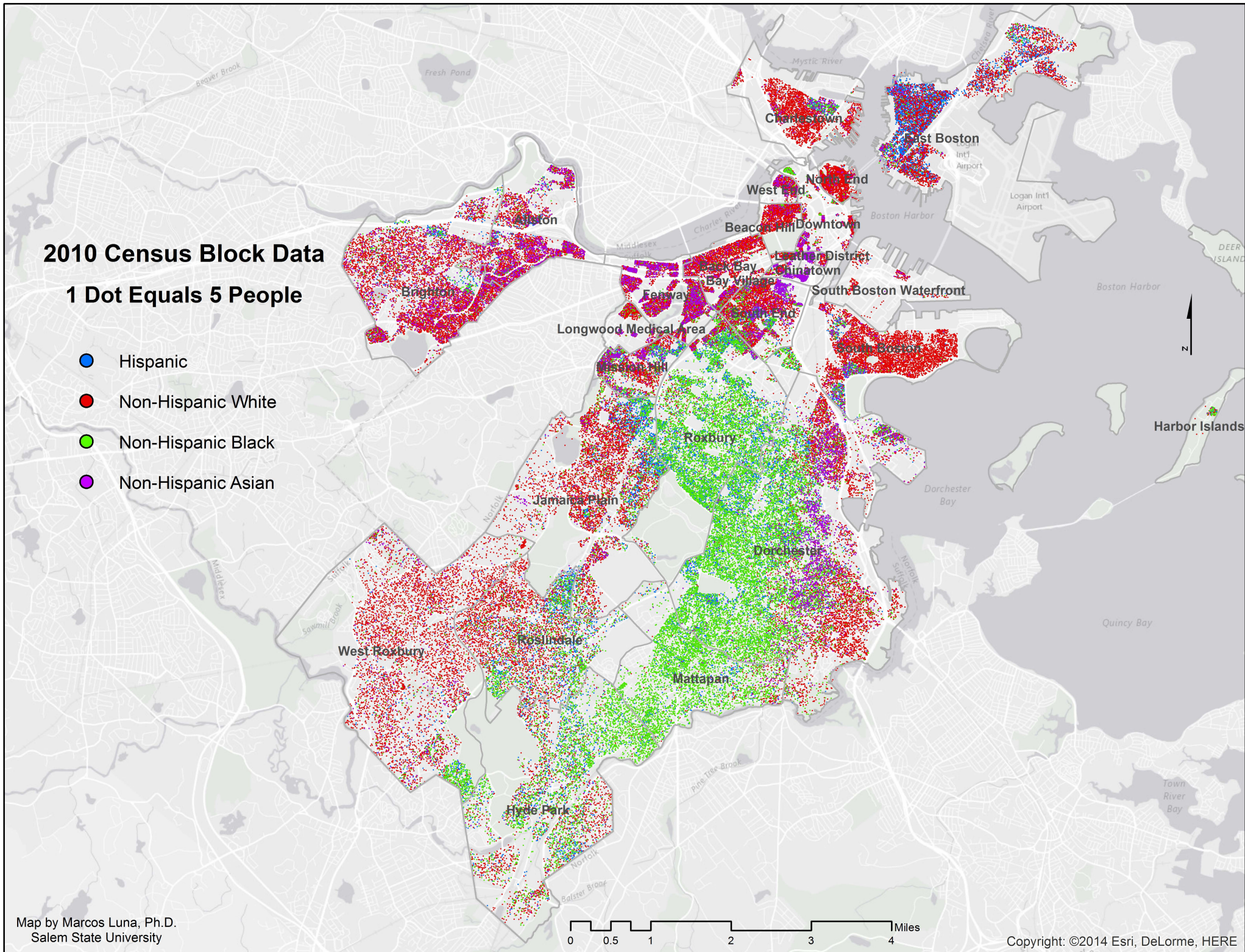
- Non-Hispanic Asians
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- Hispanics

Decennial Census for 1990, 2000, and 2010, and American Community Survey 1-year Estimate for 2015. Numbers are for listed groups only.

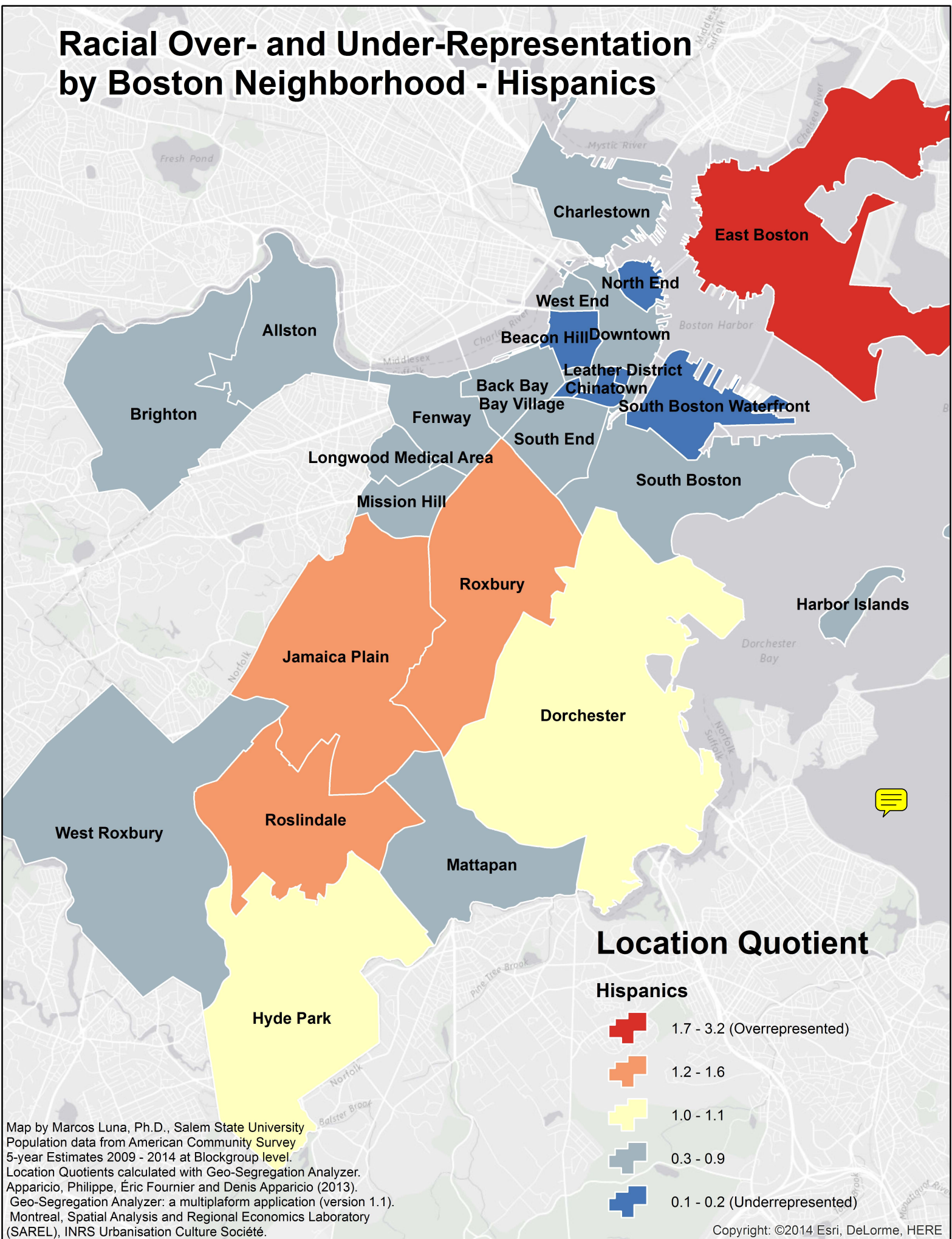
2010 Census Block Data

1 Dot Equals 5 People

- Hispanic
- Non-Hispanic White
- Non-Hispanic Black
- Non-Hispanic Asian



Racial Over- and Under-Representation by Boston Neighborhood - Hispanics



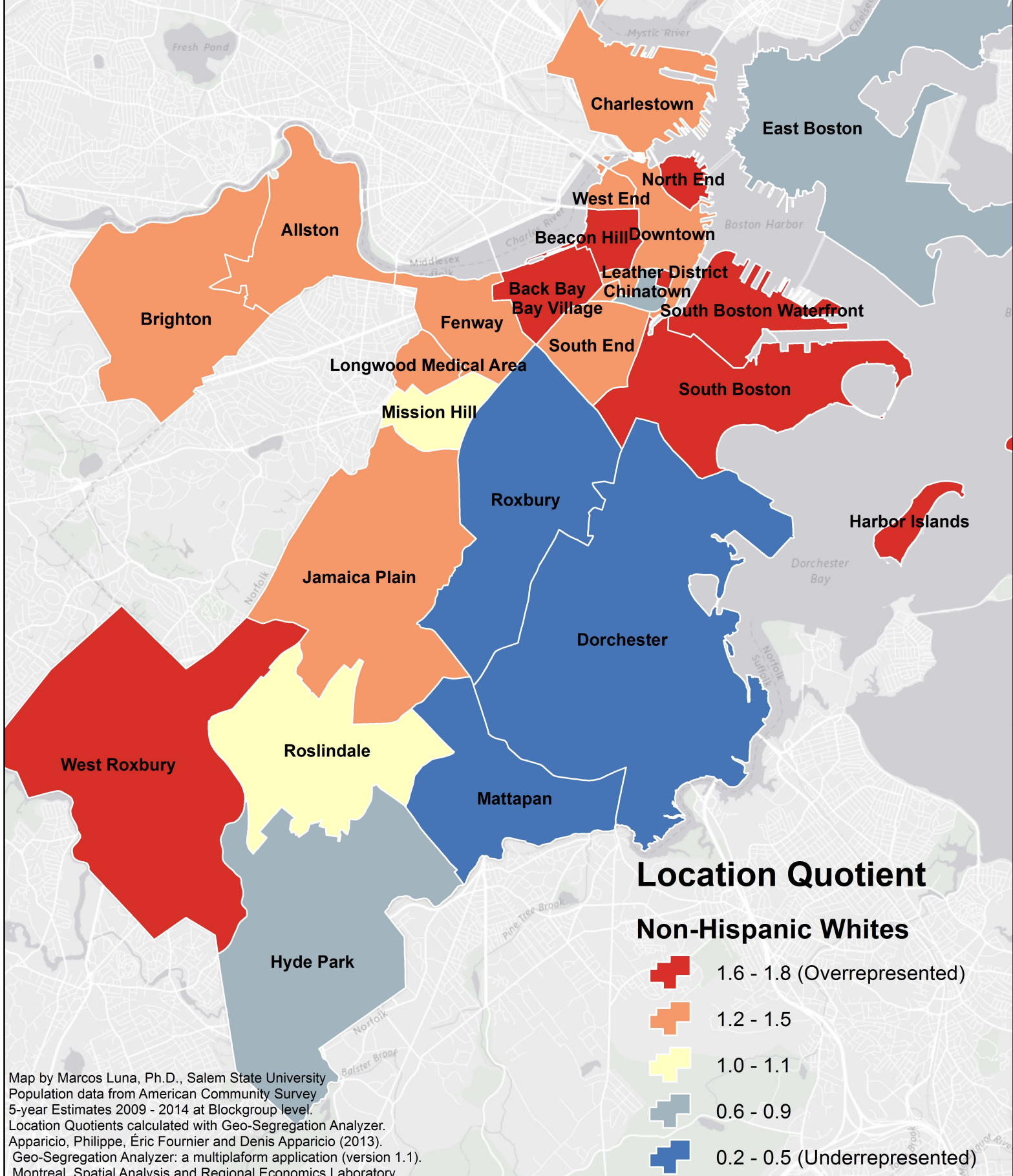
Location Quotient

Hispanics

- 1.7 - 3.2 (Overrepresented)
- 1.2 - 1.6
- 1.0 - 1.1
- 0.3 - 0.9
- 0.1 - 0.2 (Underrepresented)

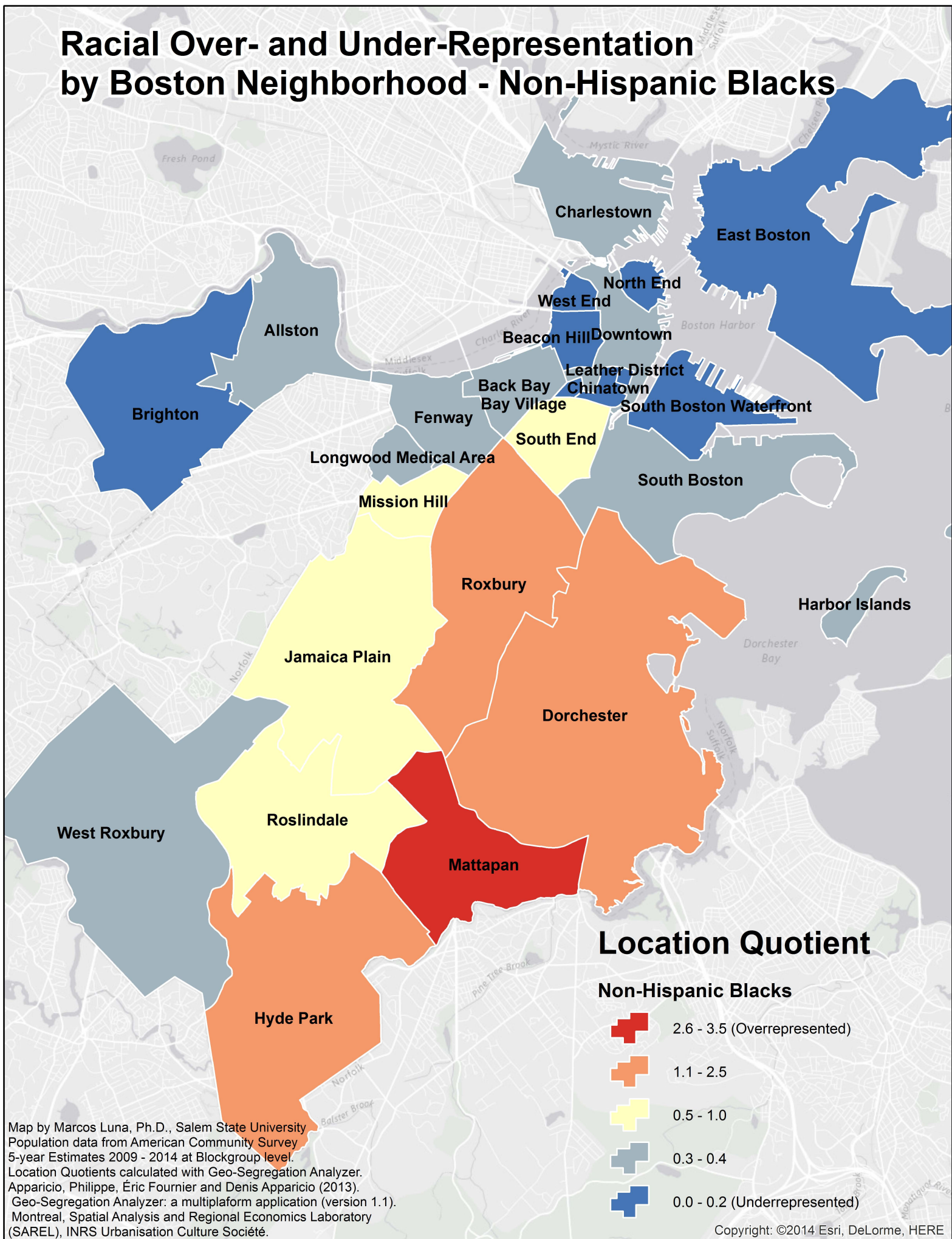
Map by Marcos Luna, Ph.D., Salem State University
 Population data from American Community Survey
 5-year Estimates 2009 - 2014 at Blockgroup level.
 Location Quotients calculated with Geo-Segregation Analyzer.
 Apparicio, Philippe, Éric Fournier and Denis Apparicio (2013).
 Geo-Segregation Analyzer: a multiplatform application (version 1.1).
 Montreal, Spatial Analysis and Regional Economics Laboratory
 (SAREL), INRS Urbanisation Culture Société.

Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Whites



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 Population data from American Community Survey
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Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Blacks



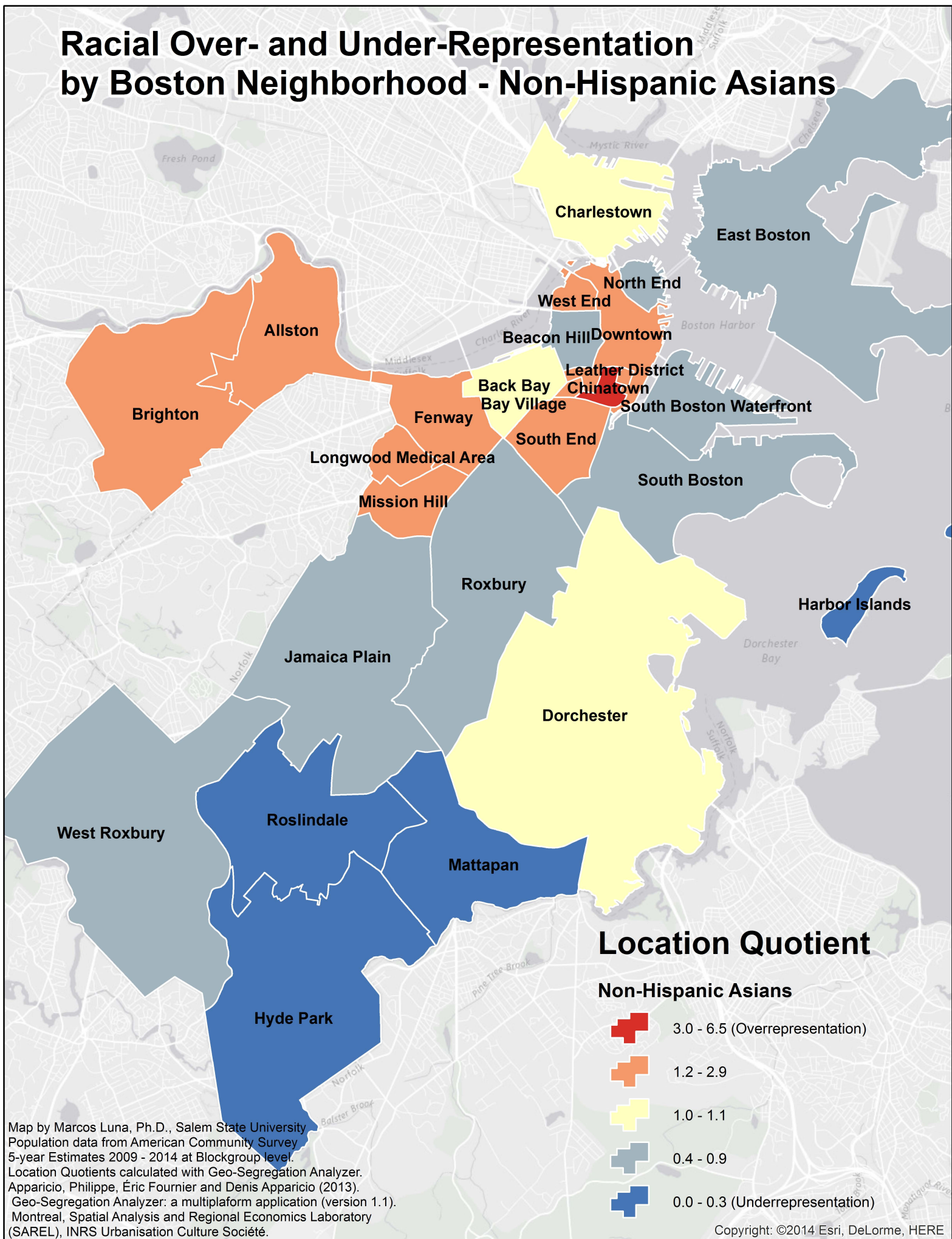
Location Quotient

Non-Hispanic Blacks

- 2.6 - 3.5 (Overrepresented)
- 1.1 - 2.5
- 0.5 - 1.0
- 0.3 - 0.4
- 0.0 - 0.2 (Underrepresented)

Map by Marcos Luna, Ph.D., Salem State University
 Population data from American Community Survey
 5-year Estimates 2009 - 2014 at Blockgroup level.
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Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Asians



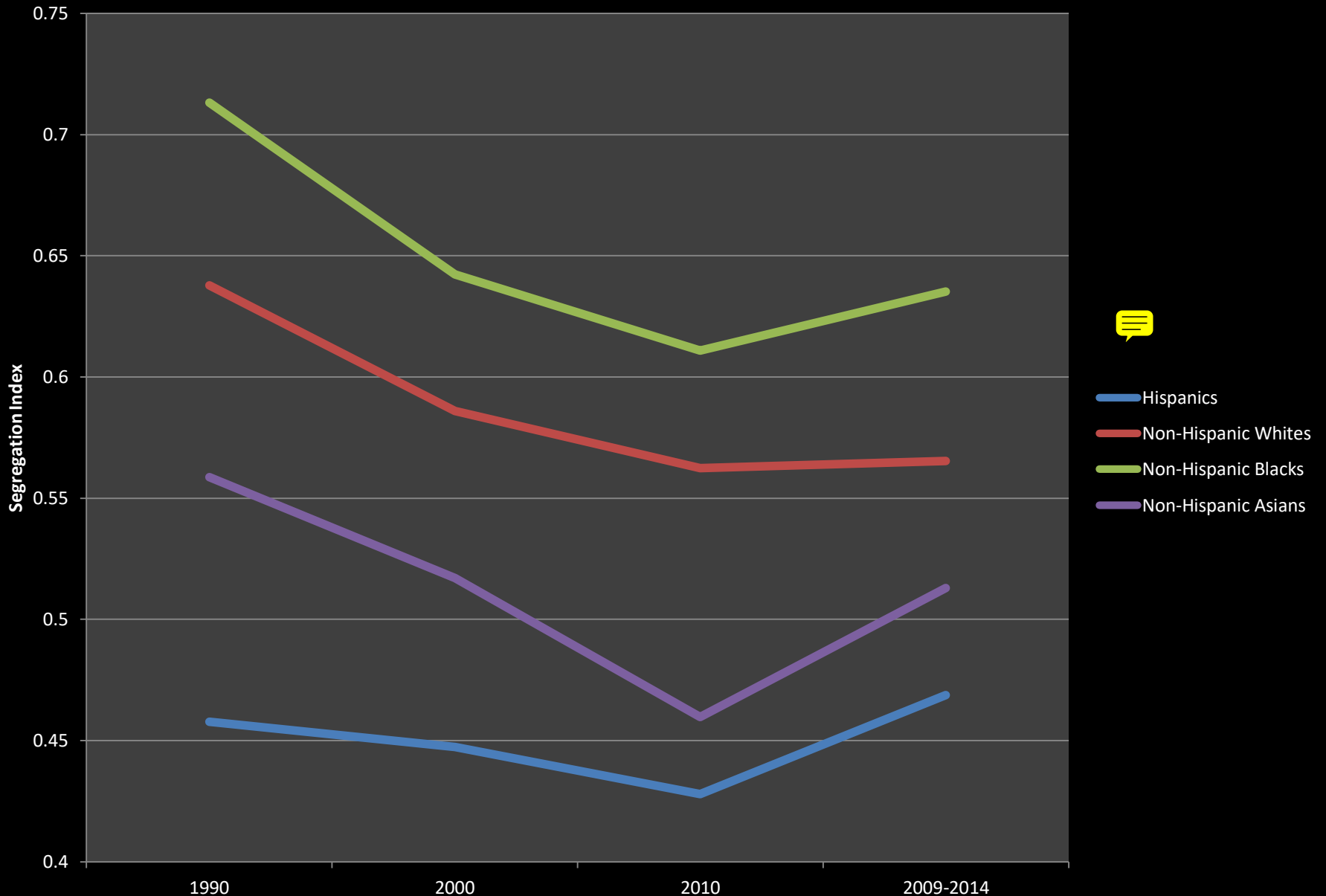
Location Quotient

Non-Hispanic Asians

- 3.0 - 6.5 (Overrepresentation)
- 1.2 - 2.9
- 1.0 - 1.1
- 0.4 - 0.9
- 0.0 - 0.3 (Underrepresentation)

Map by Marcos Luna, Ph.D., Salem State University
 Population data from American Community Survey
 5-year Estimates 2009 - 2014 at Blockgroup level.
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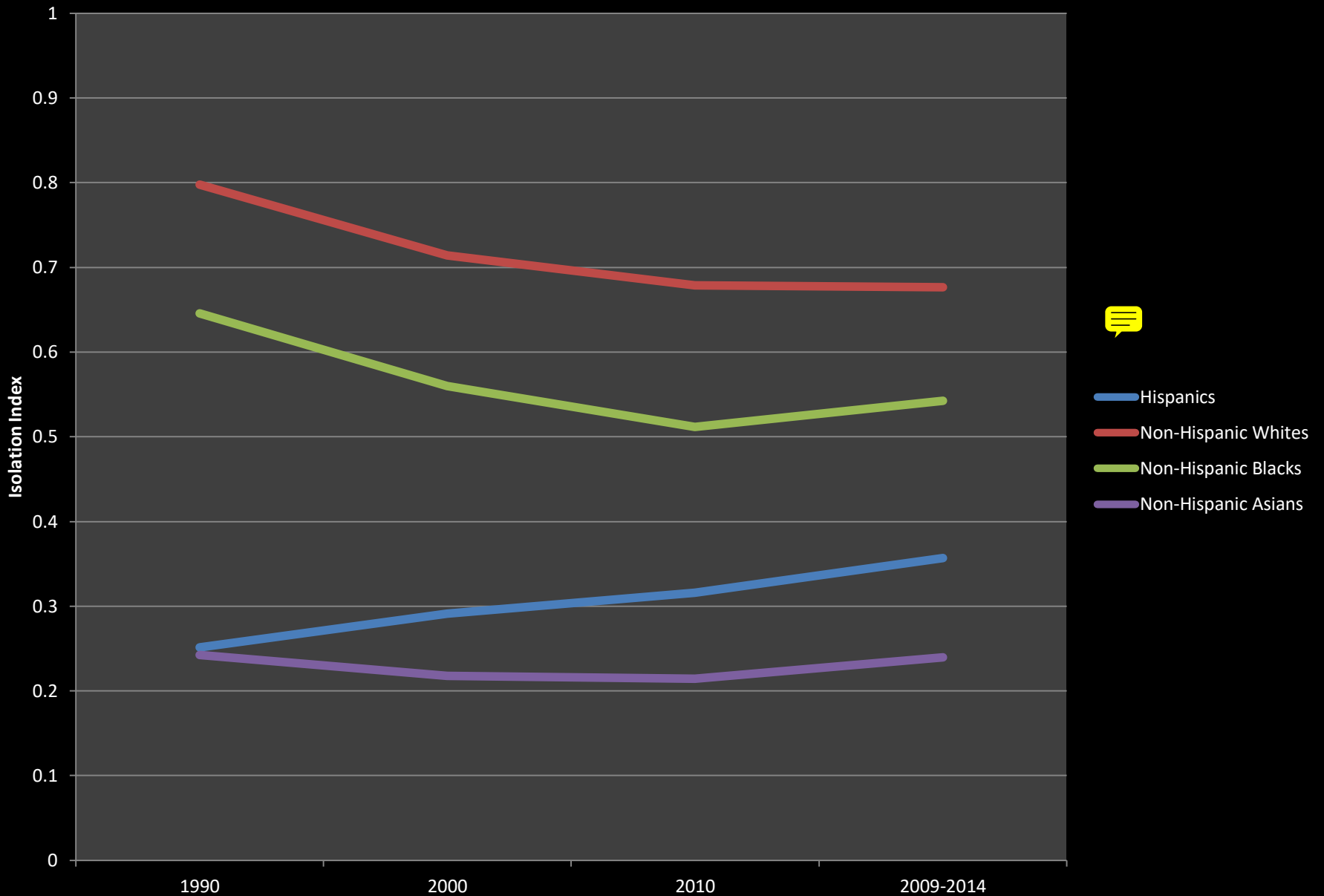
Racial Segregation in Boston, 1990 - 2014



- Hispanics
- Non-Hispanic Whites
- Non-Hispanic Blacks
- Non-Hispanic Asians

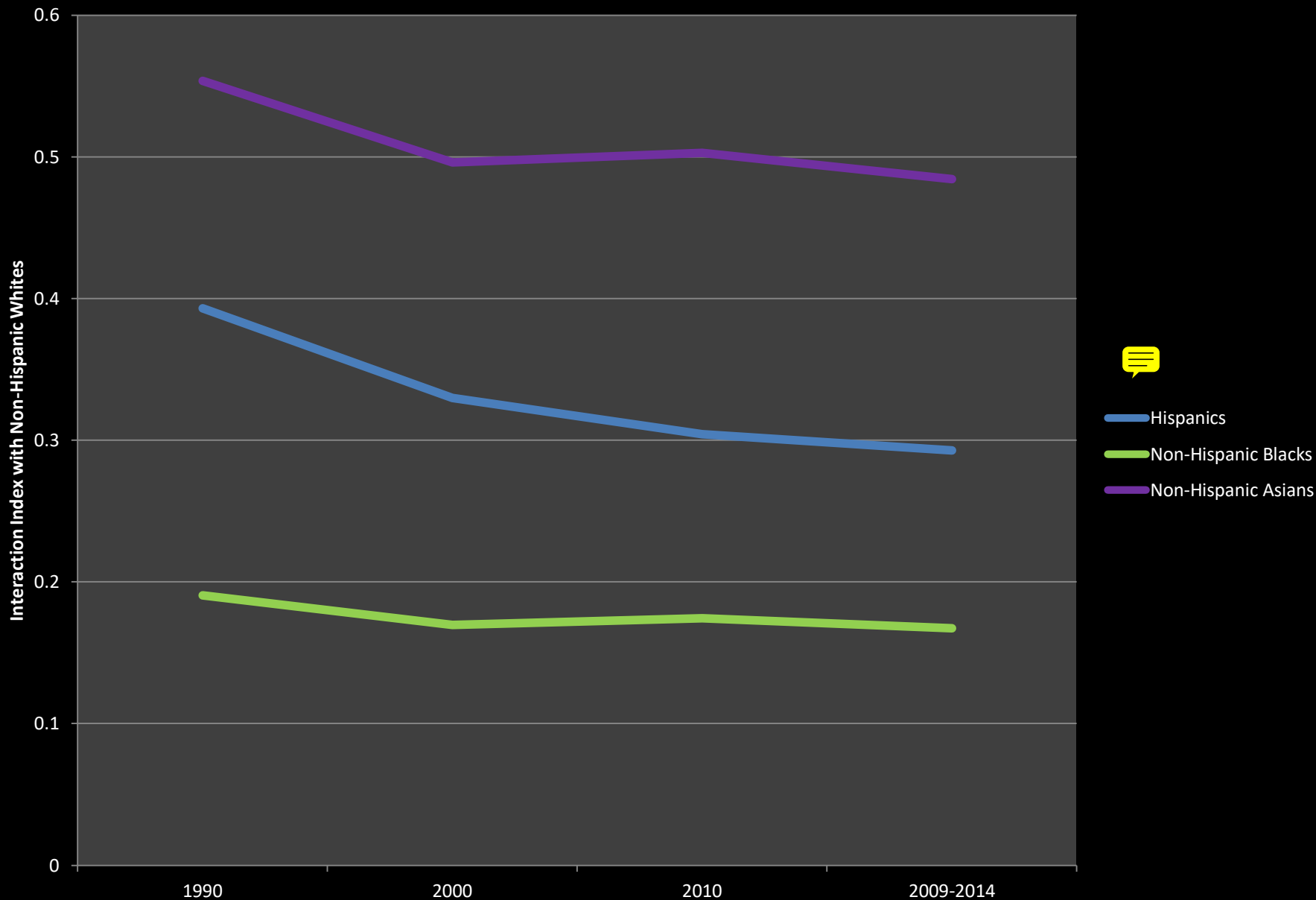
Based on Blockgroup level data from the Decennial Census for 1990, 2000, and 2010, and American Community Survey 5-year Estimates for 2009-2014. Segregation indices calculated with Geo-Segregation Analyzer (version 1.1). Apparicio, Philippe, Éric Fournier and Denis Apparicio (2013). Montreal, Spatial Analysis and Regional Economics Laboratory (SAREL), INRS Urbanisation Culture Société.

Racial Isolation in Boston, 1990 - 2014



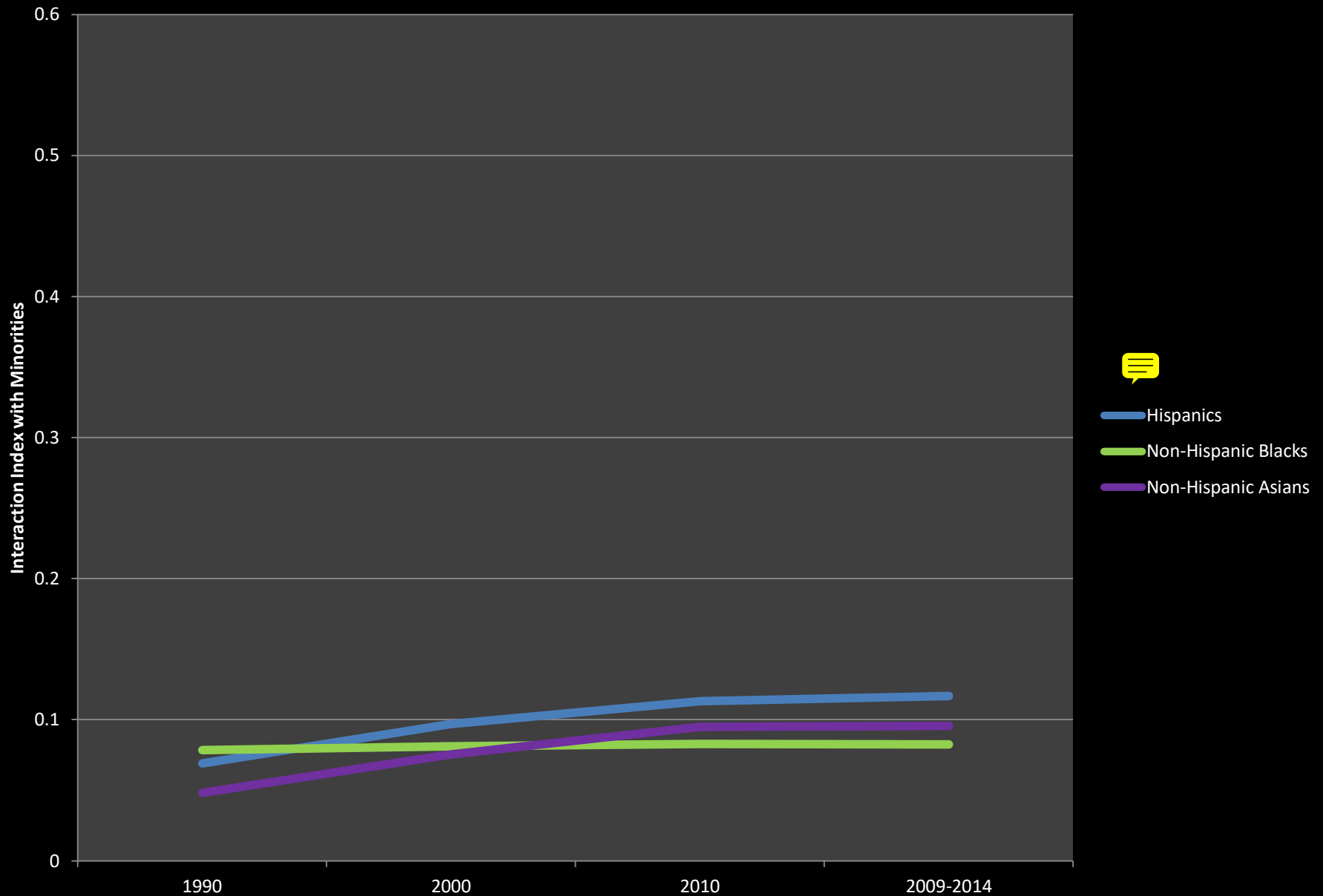
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Interaction of Minorities with NH Whites in Boston, 1990 - 2014



Based on Blockgroup level data from the Decennial Census for 1990, 2000, and 2010, and American Community Survey 5-year Estimates for 2009-2014. Interaction indices calculated with Geo-Segregation Analyzer (version 1.1). Apparicio, Philippe, Éric Fournier and Denis Apparicio (2013). Montreal, Spatial Analysis and Regional Economics Laboratory (SAREL), INRS Urbanisation Culture Société.

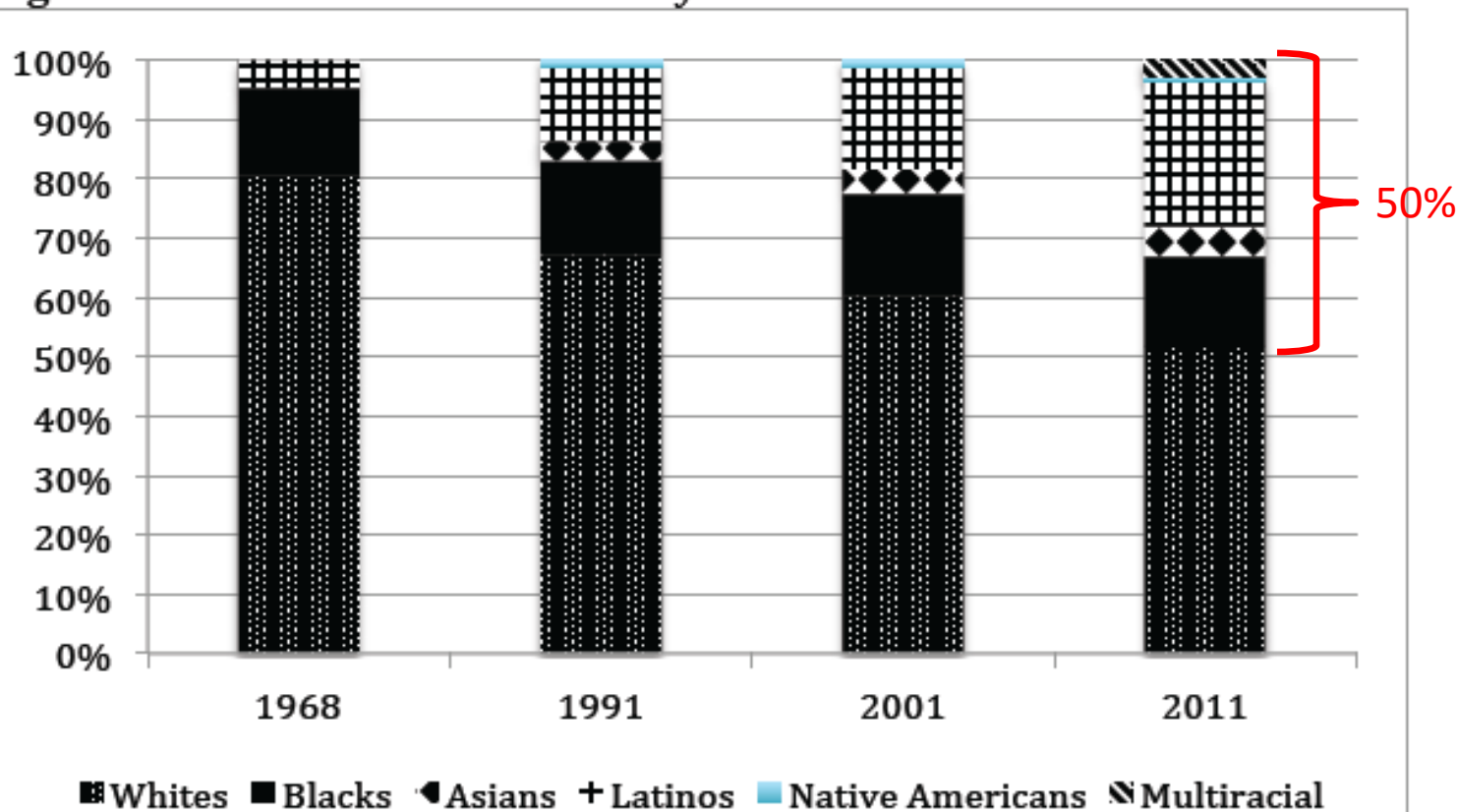
Interaction of NH Whites with Minorities in Boston, 1990 - 2014



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Changing Racial Composition in Schools

Figure 1: *Public School Enrollment from 1968 to 2011*



Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data. Data prior to 1991 obtained from the analysis of the Office of Civil Rights data in Orfield, G. (1983). *Public School Desegregation in the United States, 1968-1980*. Washington, D.C.: Joint Center for Political Studies.

Table 4: Racial Composition of Schools Attended by the Average Student of Each Race, 2011-12

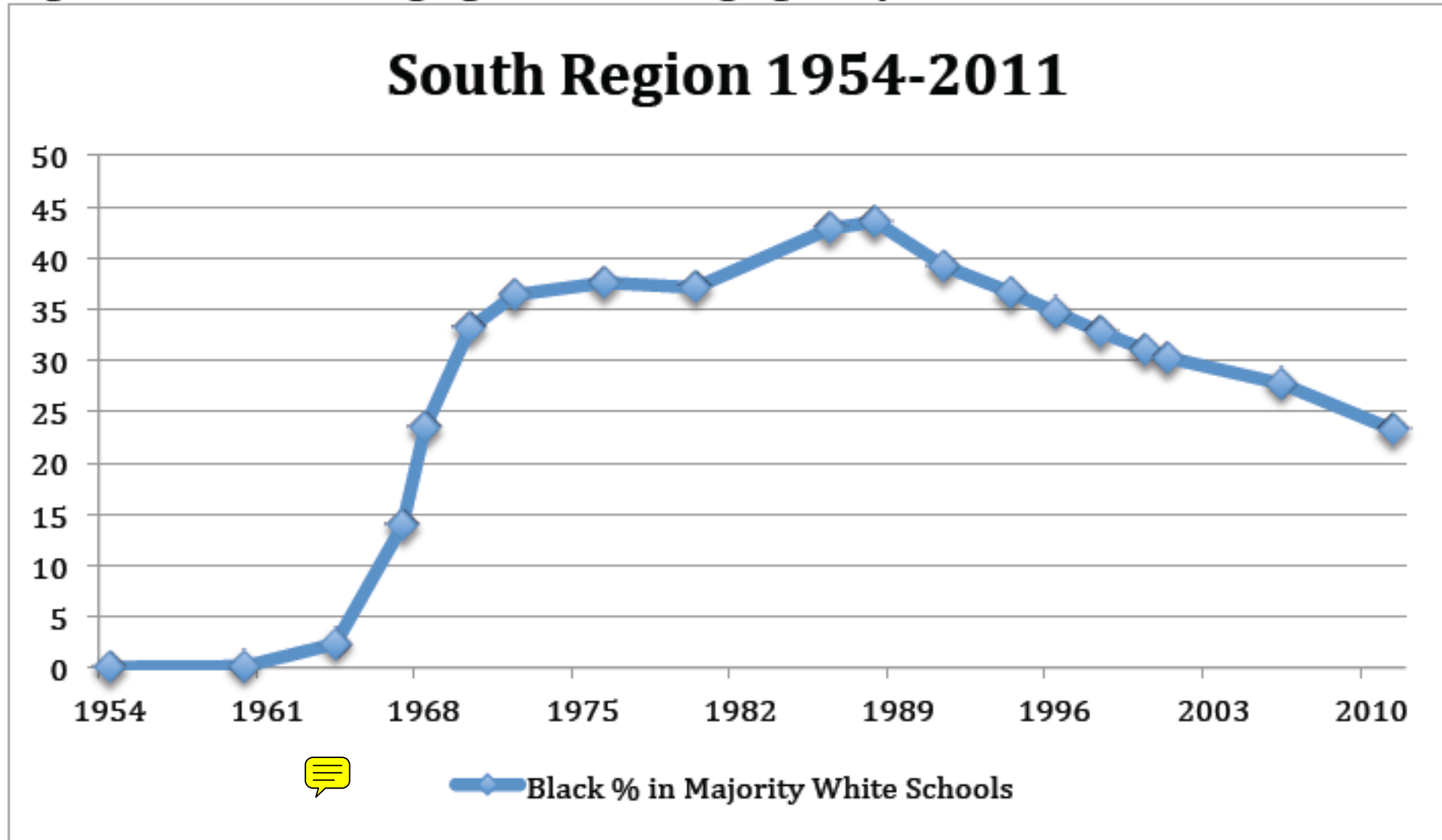
Percent Race in Each School	Racial Composition of School Attended by Average:			
	White Student	Black Student	Asian Student	Latino Student
% White	72.5%	27.6%	38.9%	25.1%
% Black	8.3%	48.8%	10.7%	10.9%
% Asian	3.9%	3.6%	24.5%	4.7%
% Latino	11.8%	17.1%	22.1%	56.8%
% Other	3.5%	2.9%	3.8%	2.5%



Note: Other represents students who identified as Native American or Multiracial.

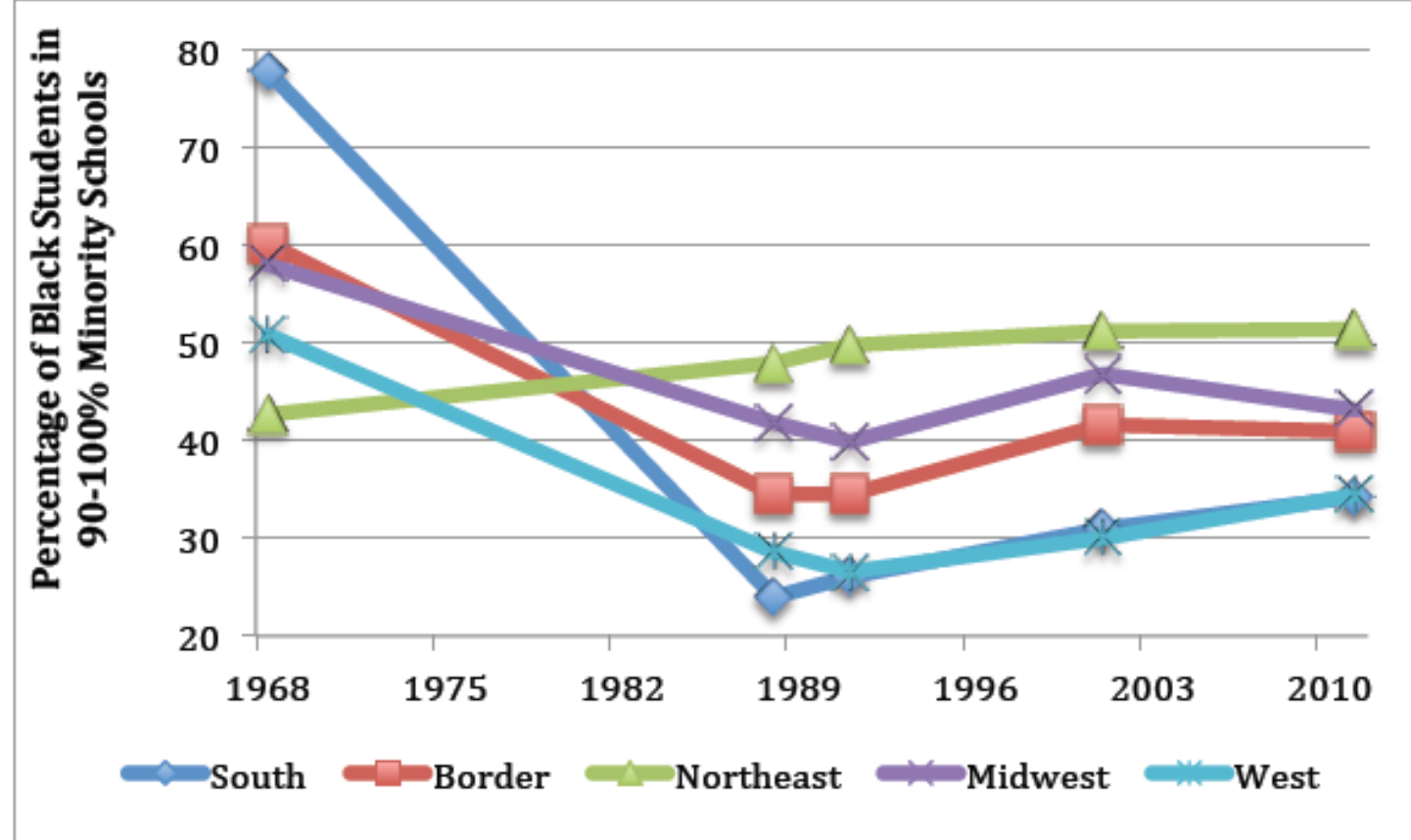
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data, 2011-12.

Figure 2: Southern Desegregation and Resegregation for Black Students, 1954-2011



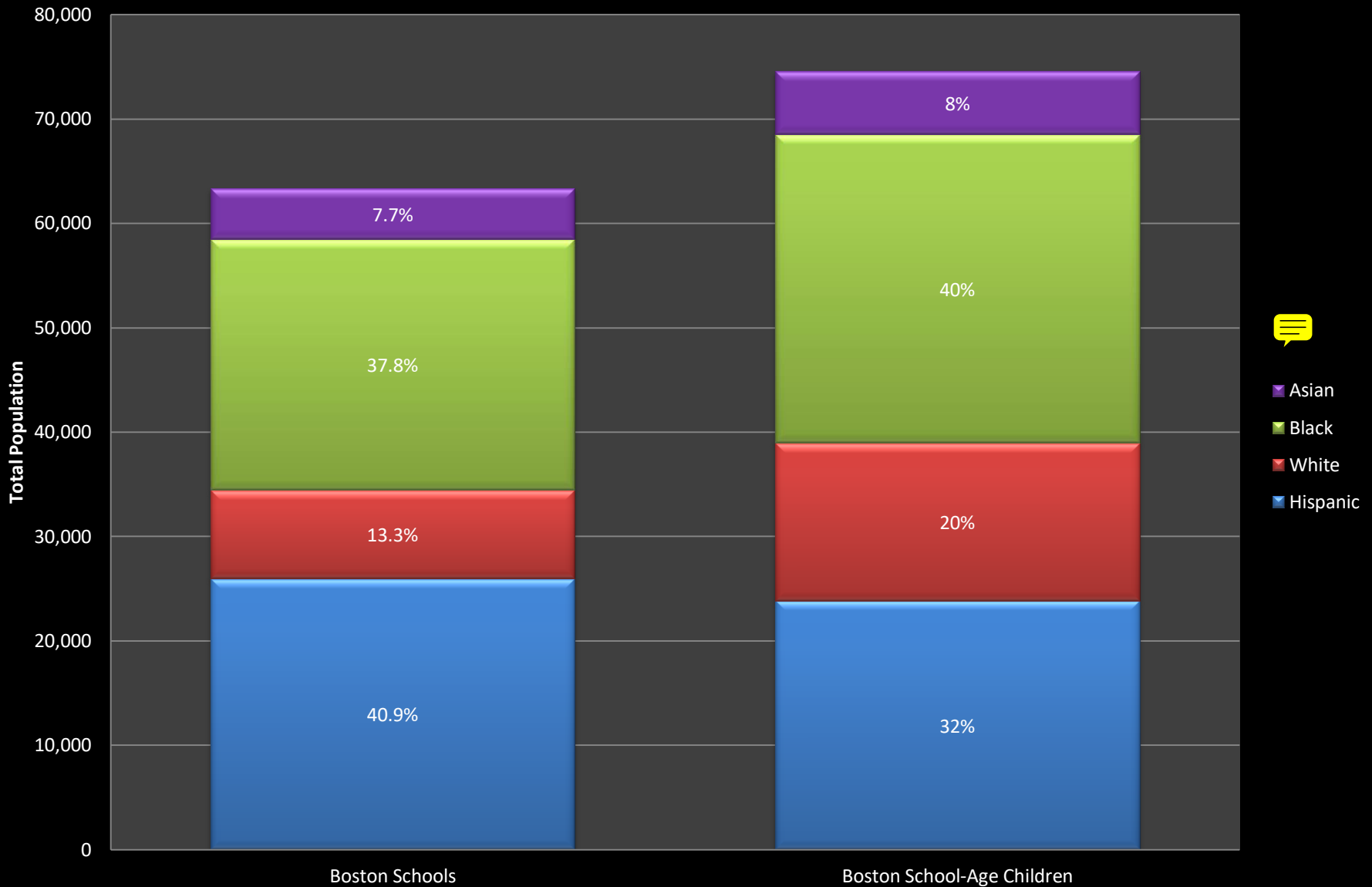
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Public Elementary/Secondary School Universe Survey Data. Data prior to 1991 obtained from the analysis of the Office of Civil Rights data in Orfield, G. (1983). *Public School Desegregation in the United States, 1968-1980*. Washington, D.C.: Joint Center for Political Studies.

Figure 3: Percentage of Black Students in Intensely Segregated Minority Schools by Region



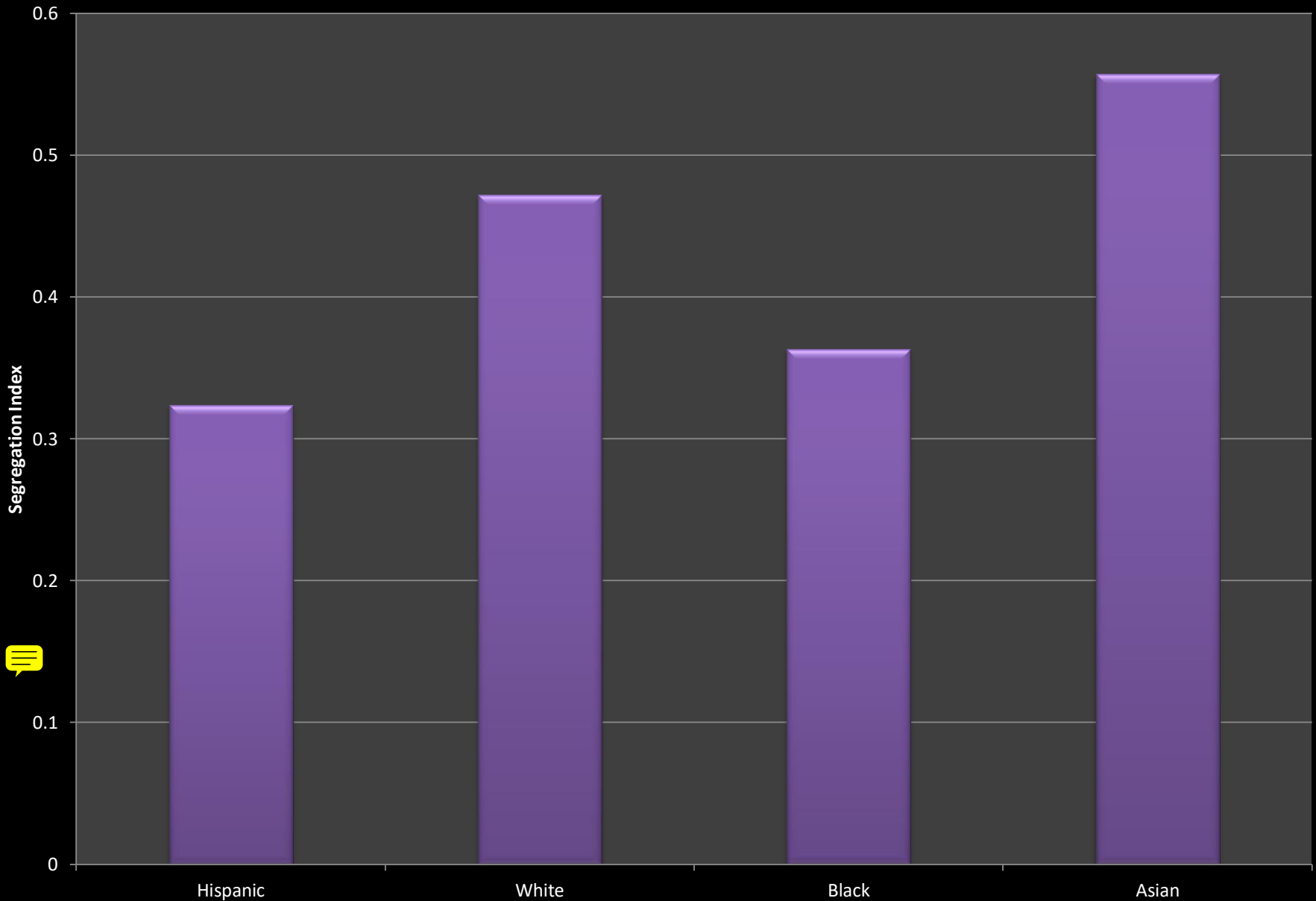
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Boston School Enrollment and City of Boston School-Age Population, 2015



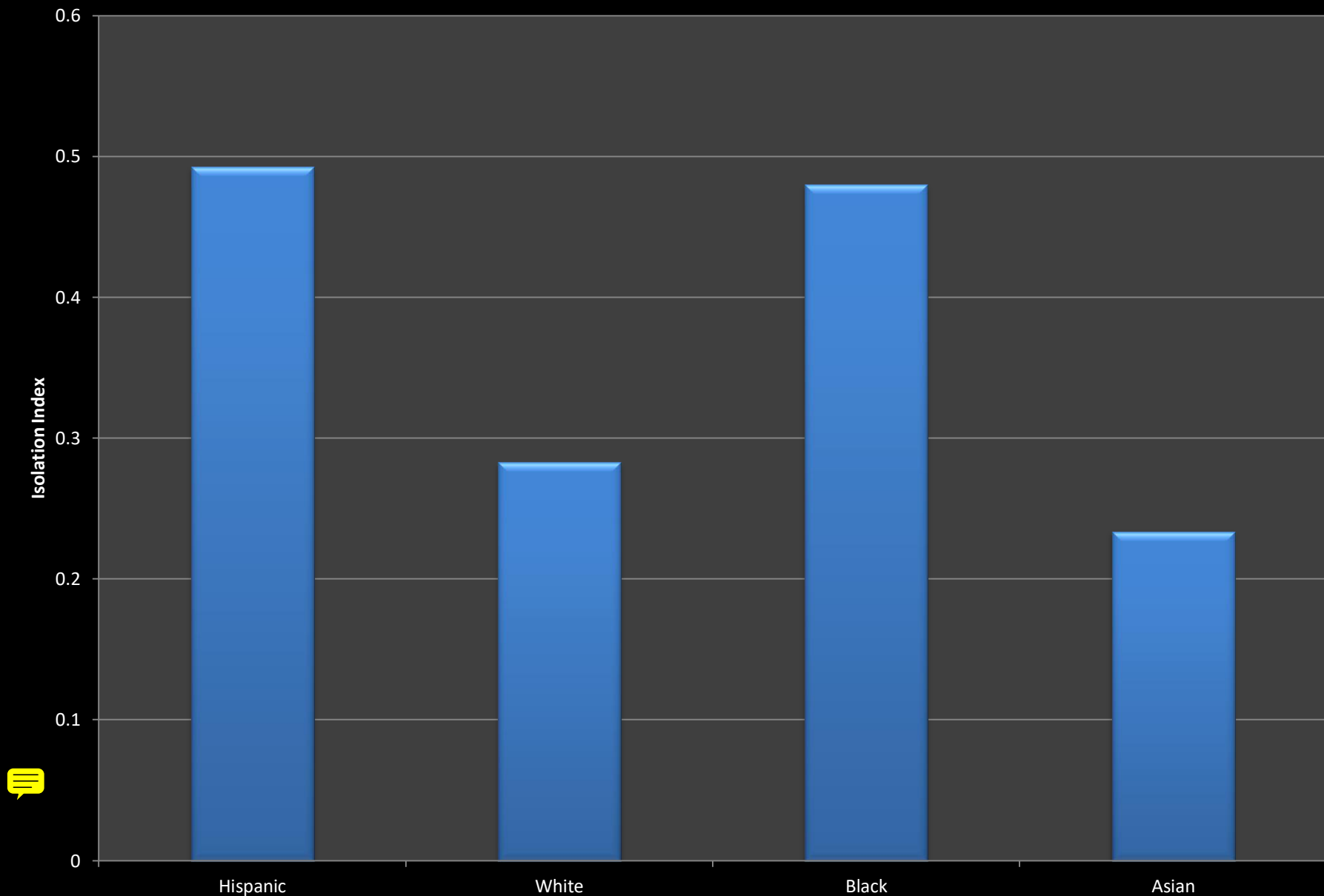
BPS data from Massachusetts Department of Elementary and Secondary Education - School and District Profiles - 2014-2015. City of Boston data based on data from the American Community Survey 1-year Estimates for 2015 of children age 5 – 17.

Racial Segregation in Boston Schools, 2015



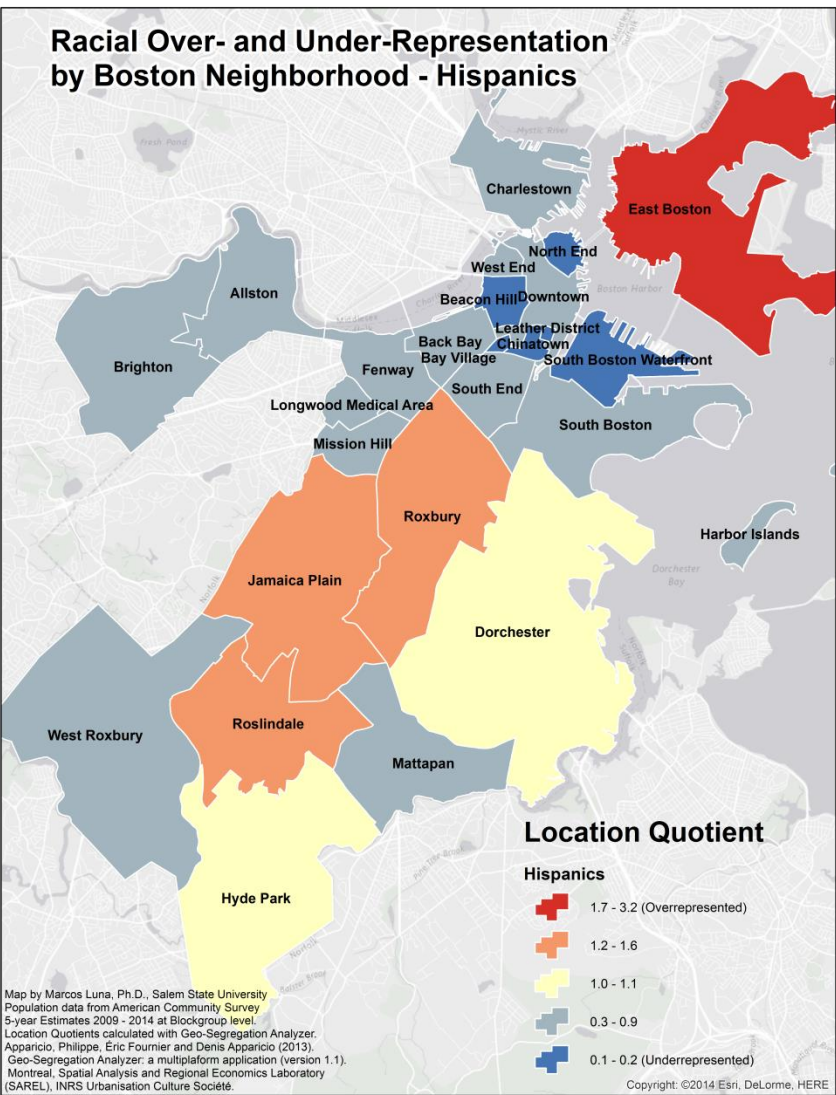
BPS data from Massachusetts Department of Elementary and Secondary Education - School and District Profiles - 2014-2015. Segregation indices calculated with Geo-Segregation Analyzer (version 1.1). Apparicio, Philippe, Éric Fournier and Denis Apparicio (2013). Montreal, Spatial Analysis and Regional Economics Laboratory (SAREL), INRS Urbanisation Culture Société.

Racial Isolation in Boston Schools, 2015

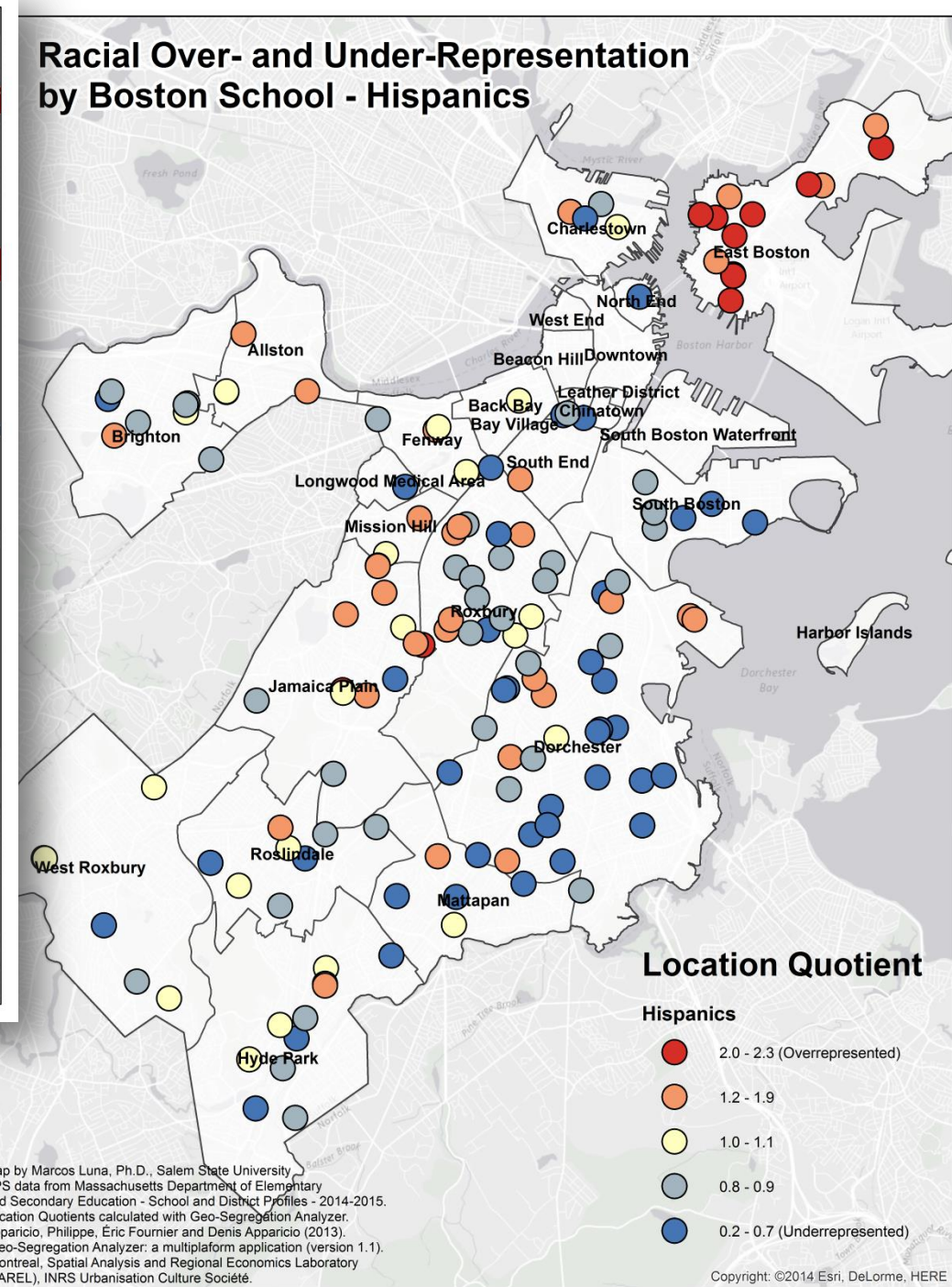


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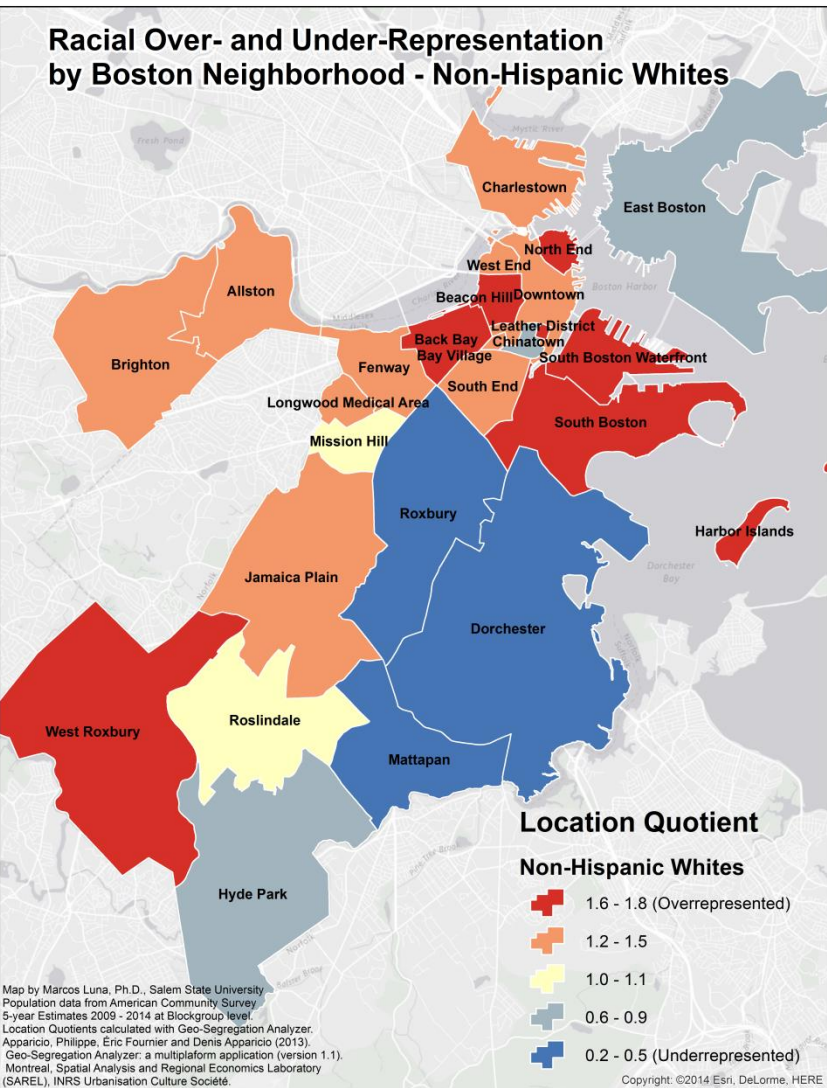
Racial Over- and Under-Representation by Boston Neighborhood - Hispanics



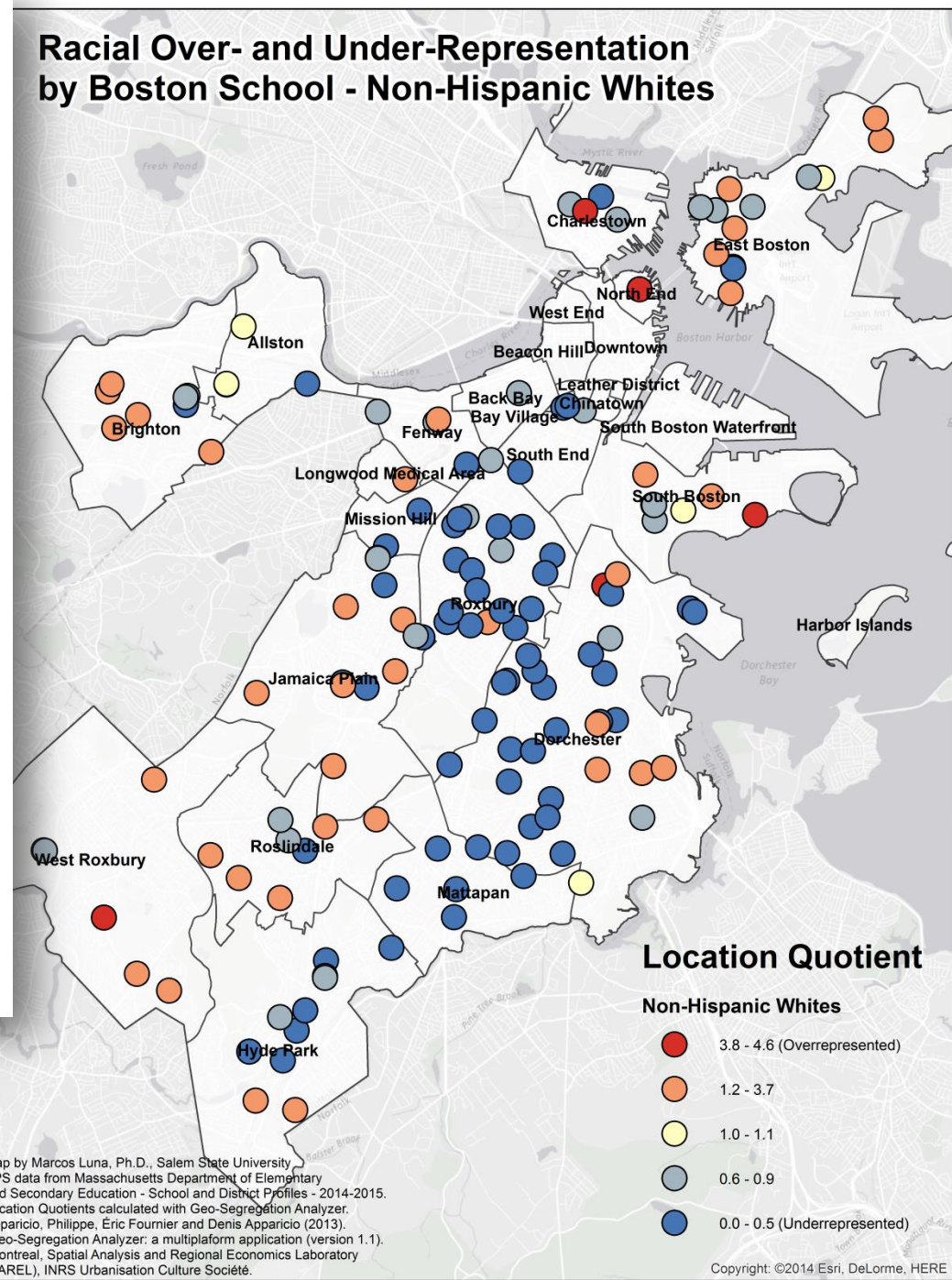
Racial Over- and Under-Representation by Boston School - Hispanics



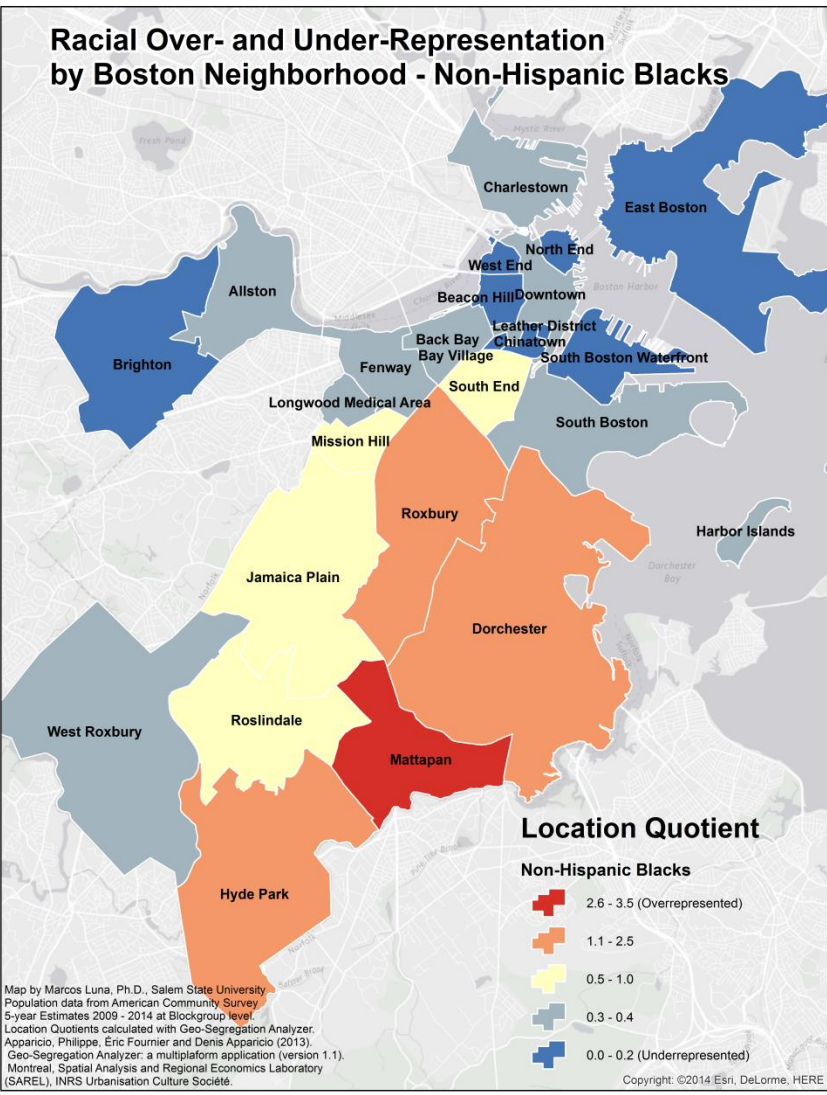
Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Whites



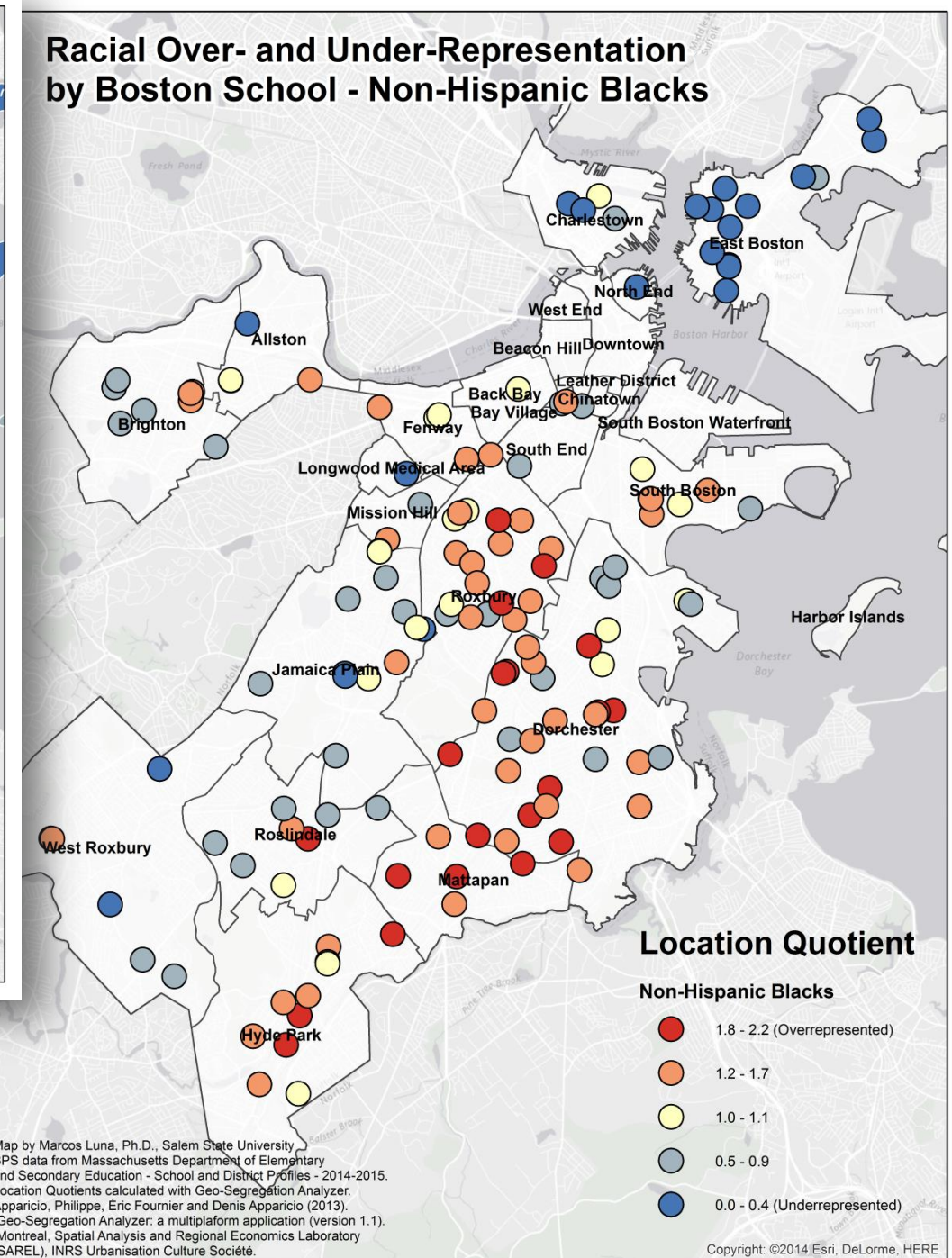
Racial Over- and Under-Representation by Boston School - Non-Hispanic Whites



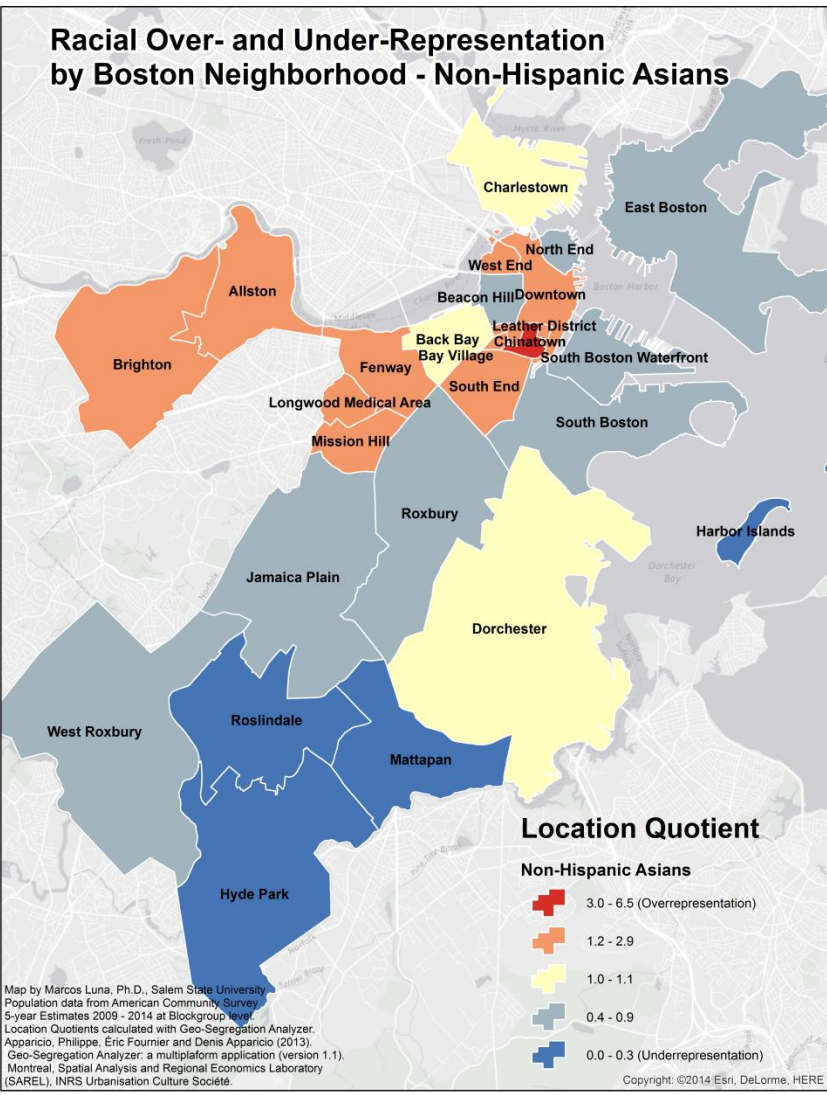
Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Blacks



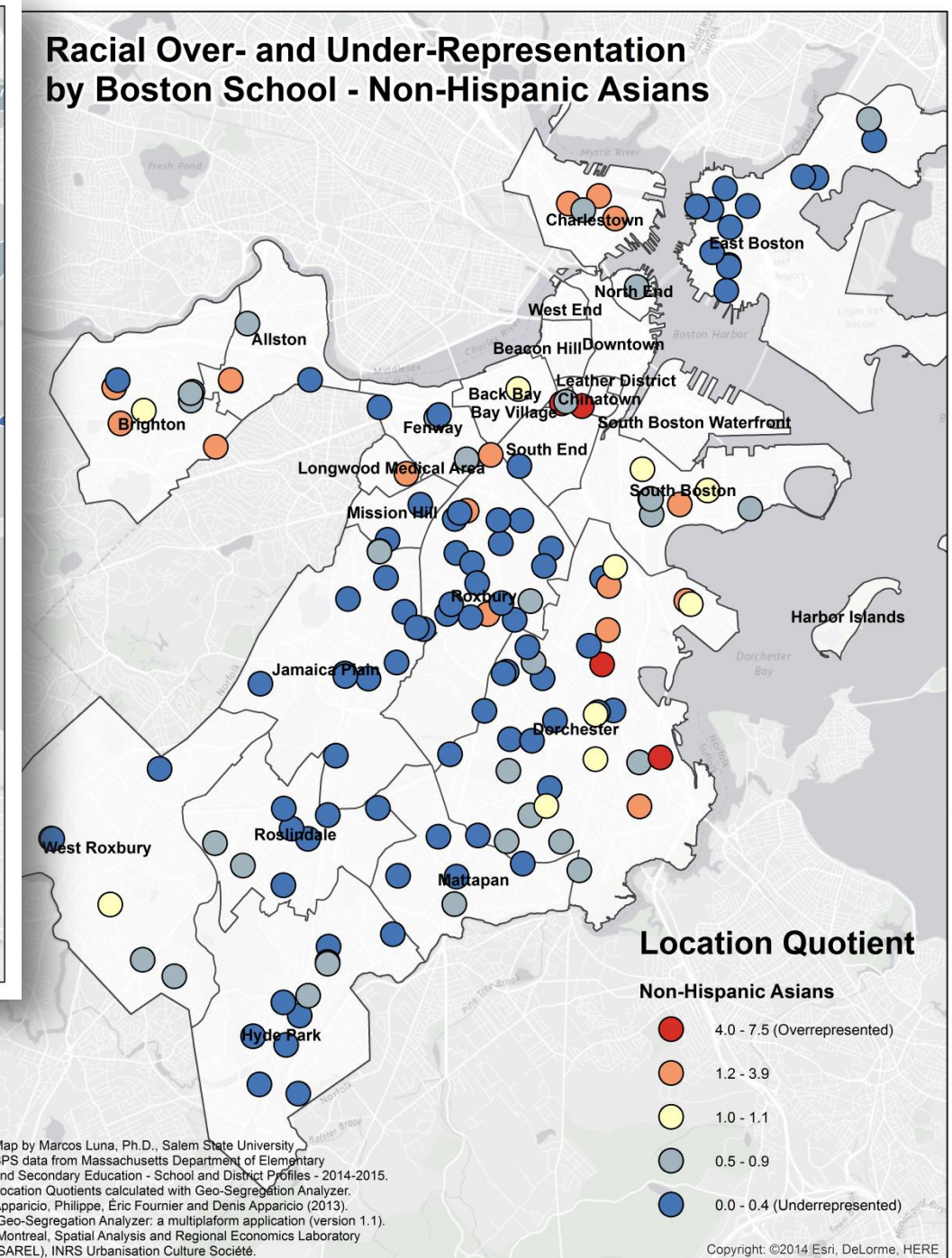
Racial Over- and Under-Representation by Boston School - Non-Hispanic Blacks



Racial Over- and Under-Representation by Boston Neighborhood - Non-Hispanic Asians



Racial Over- and Under-Representation by Boston School - Non-Hispanic Asians



WHY IS THERE SEGREGATION?

“‘De facto segregation’ means Negroes are segregated, but nobody did it.”

--- James Baldwin, 1965.

Forces of Racial Segregation

- Discriminatory housing covenants
- Federal “redlining”
- “White flight”
- Public housing segregation
- Discriminatory real estate practices
 - “racial steering”
 - “block busting”
 - Discriminatory lending practices
- Racial animus or intolerance
- Inertia and the status quo

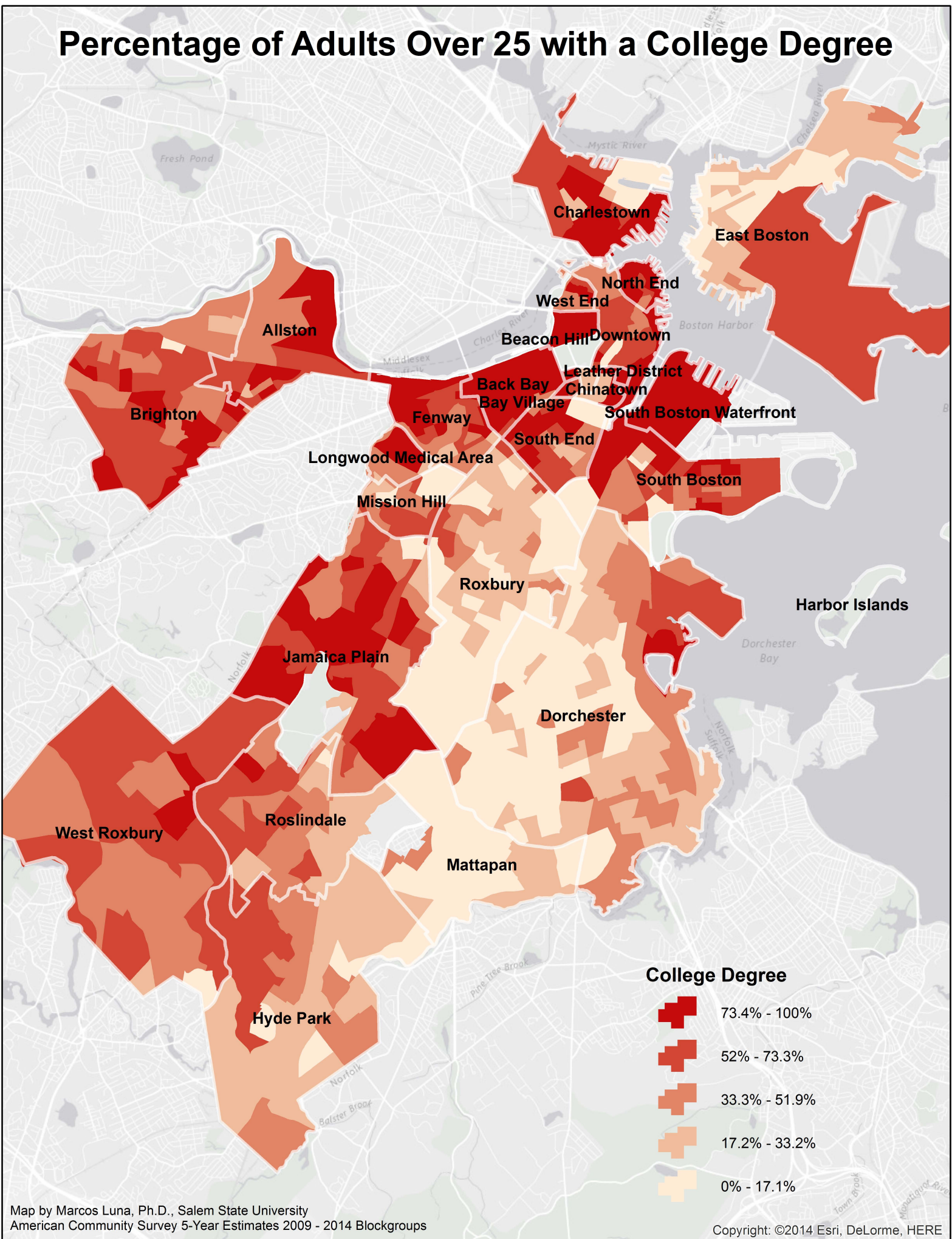
WHY IS SEGREGATION NOT GOOD?

“Segregation of white and colored children in public schools has a detrimental effect upon the colored children. We conclude that in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. ”

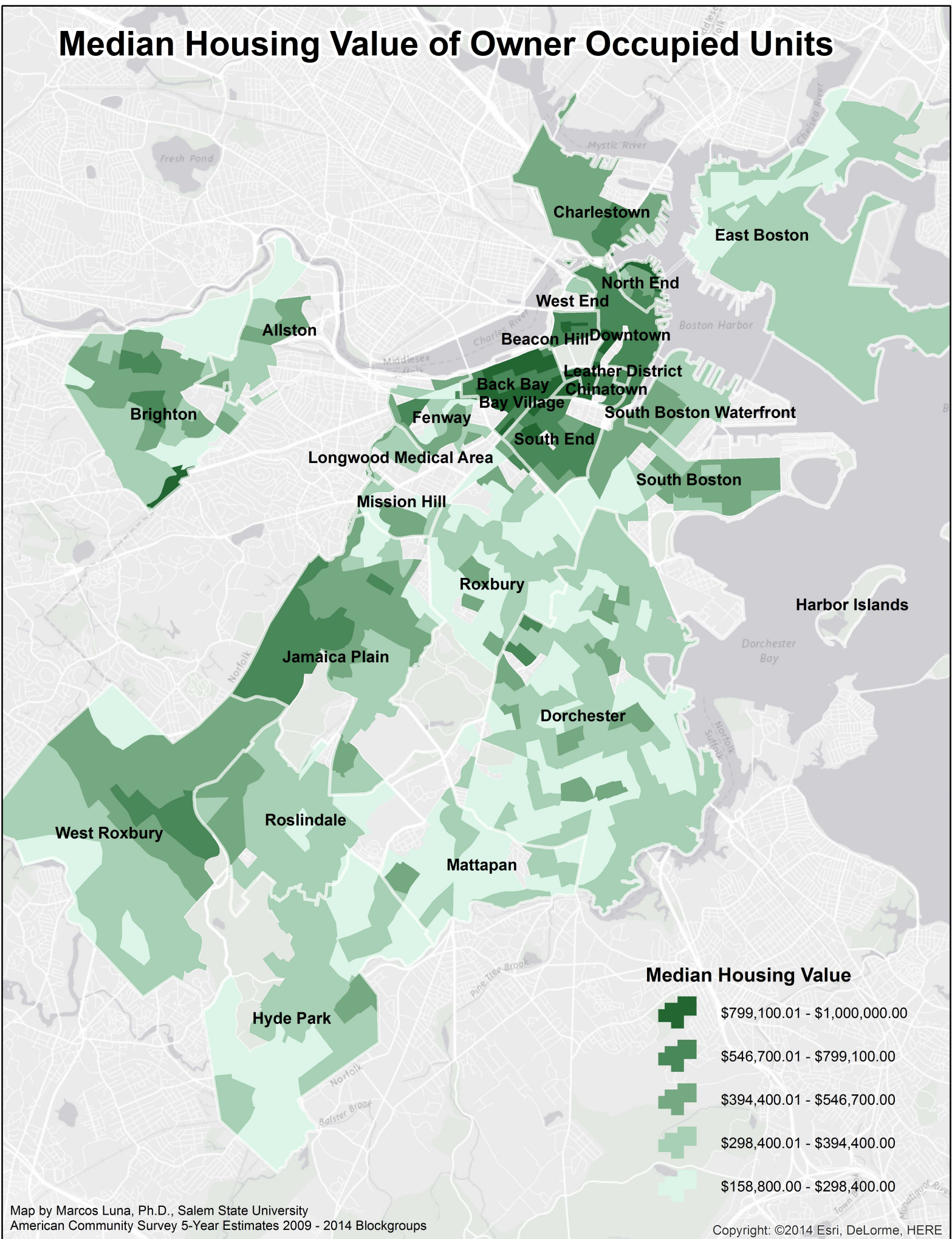
—Earl Warren, Chief Justice of the U.S. Supreme Court, *Brown vs. Board of Education*, May 17, 1954.



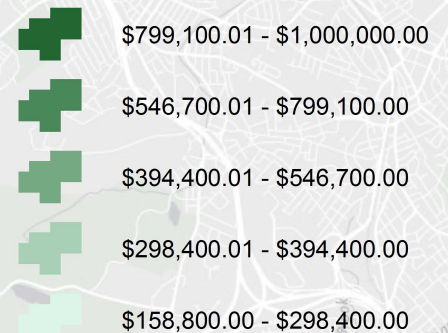
Percentage of Adults Over 25 with a College Degree



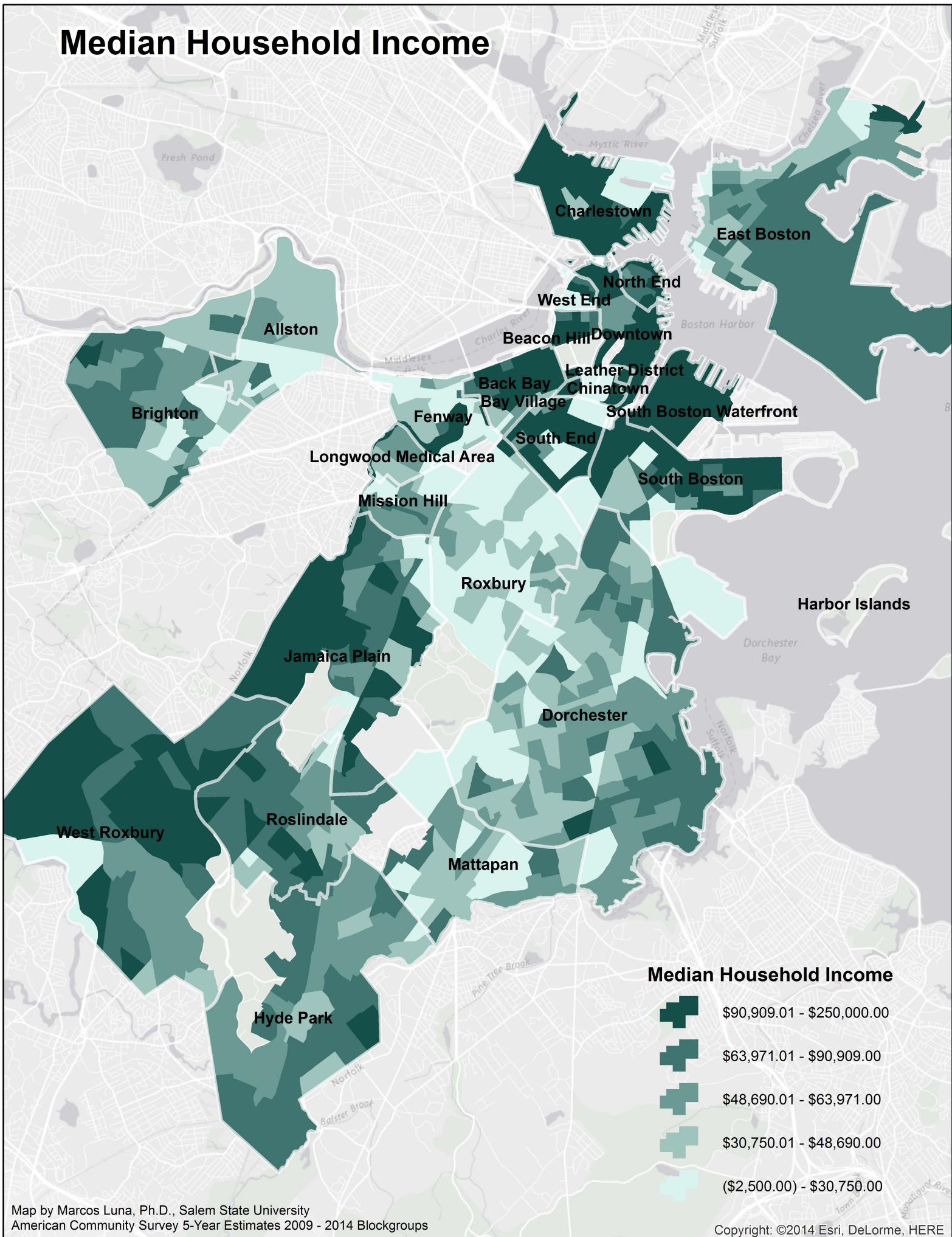
Median Housing Value of Owner Occupied Units



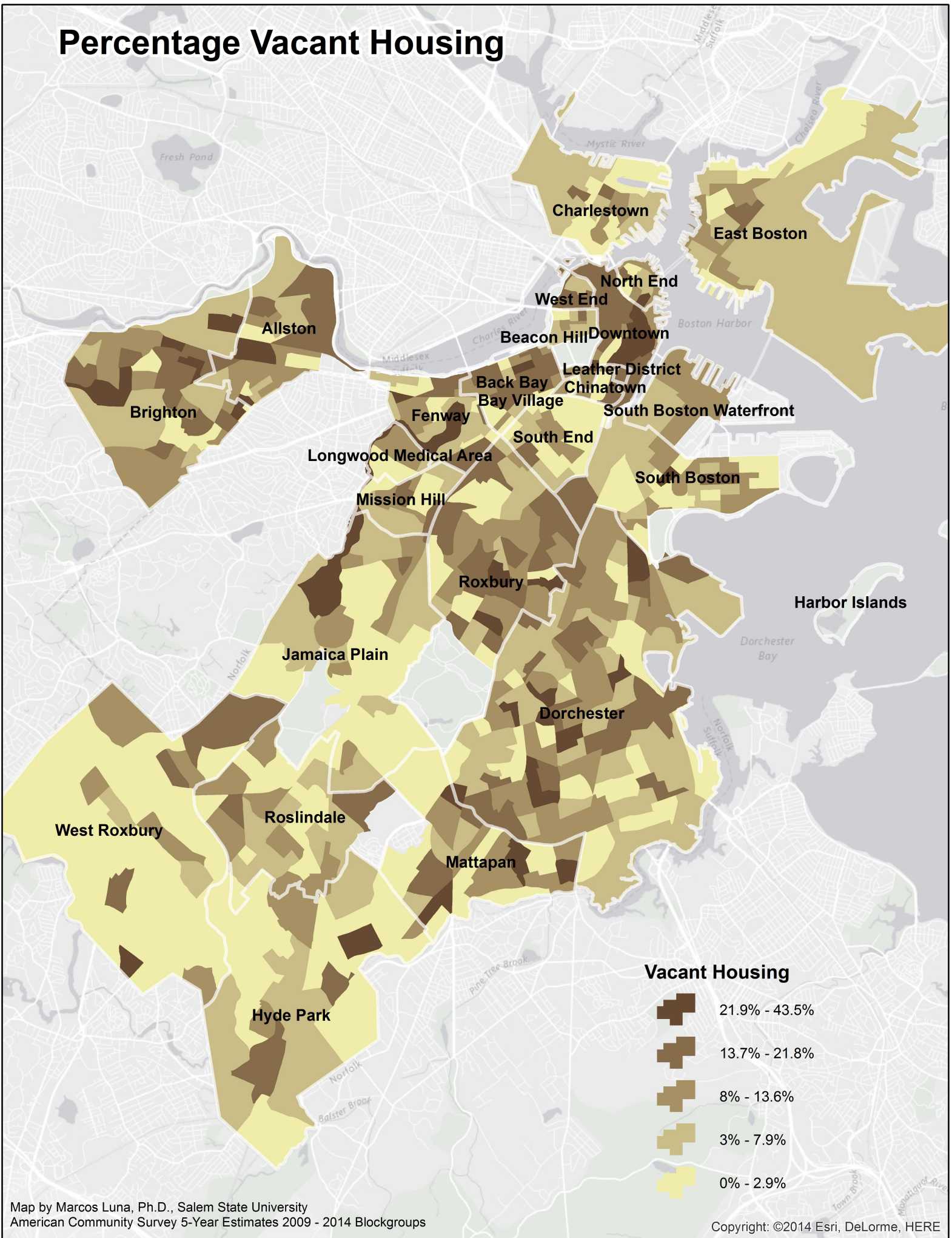
Median Housing Value



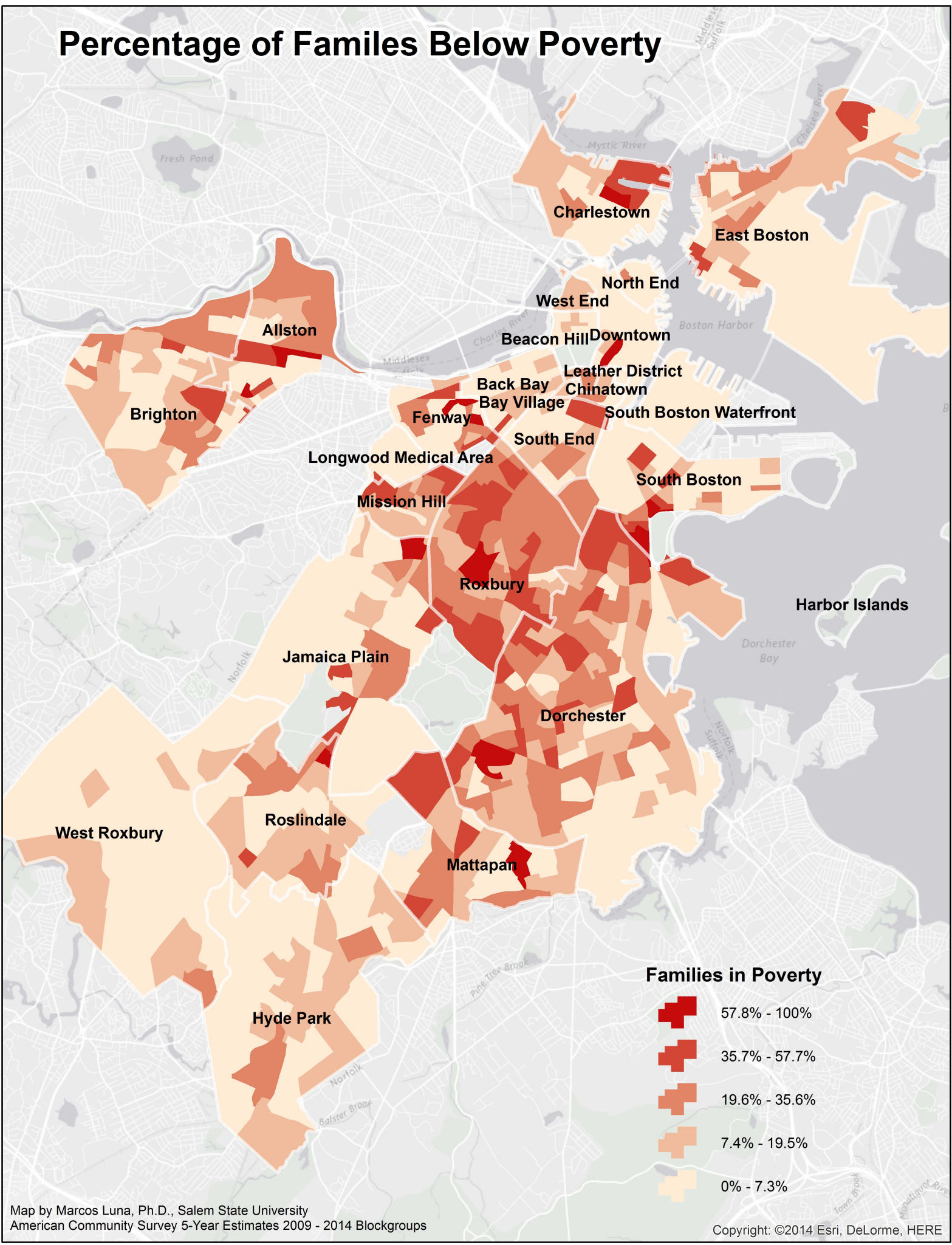
Median Household Income



Percentage Vacant Housing



Percentage of Families Below Poverty



**WHAT CAN WE DO ABOUT RACIAL
SEGREGATION?**

What can we do?

- Work to undo segregation
 - Increase opportunity for exposure and interaction
 - Eliminate barriers to exposure, integration, and interaction
- Mitigate the impacts of segregation
 - Uncouple economic and social privilege from race and place