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Titolo	When is separate unequal? : a disability perspective // Ruth Colker
Pubbl/distr/stampa	Cambridge ; ; New York, : Cambridge University Press, 2009
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (xiv, 280 pages) : digital, PDF file(s)
Collana	Cambridge disability law and policy series
Disciplina	342.7308/7
Soggetti	People with disabilities - Legal status, laws, etc - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Anti-subordination above all : a disability perspective -- The mythic 43 million Americans with disabilities at the workplace -- K-12 education -- Higher education and testing accommodations -- Voting -- Reflections on race : the limits of formal equality.
Sommario/riassunto	This book does not start from the premise that separate is inherently unequal. Writing from an 'anti-subordination perspective', Professor Colker provides a framework for the courts and society to consider what programs or policies are most likely to lead to substantive equality for individuals with disabilities. In some contexts, she argues for more tolerance of disability-specific programs and, in other contexts, she argues for more disability-integrated programs. Her highly practical investigation includes the topics of K-12 education, higher education, employment, voting, and provision of health care. At the end of the book, she applies this perspective to the racial arena,

arguing that school districts should be given latitude to implement more use of racial criteria to attain integrated schools because such environments are most likely to help attain substantive equality from an anti-subordination perspective. The book measures the attainment of equality not on the basis of worn-out mantras but instead on the basis of substantive gains.

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