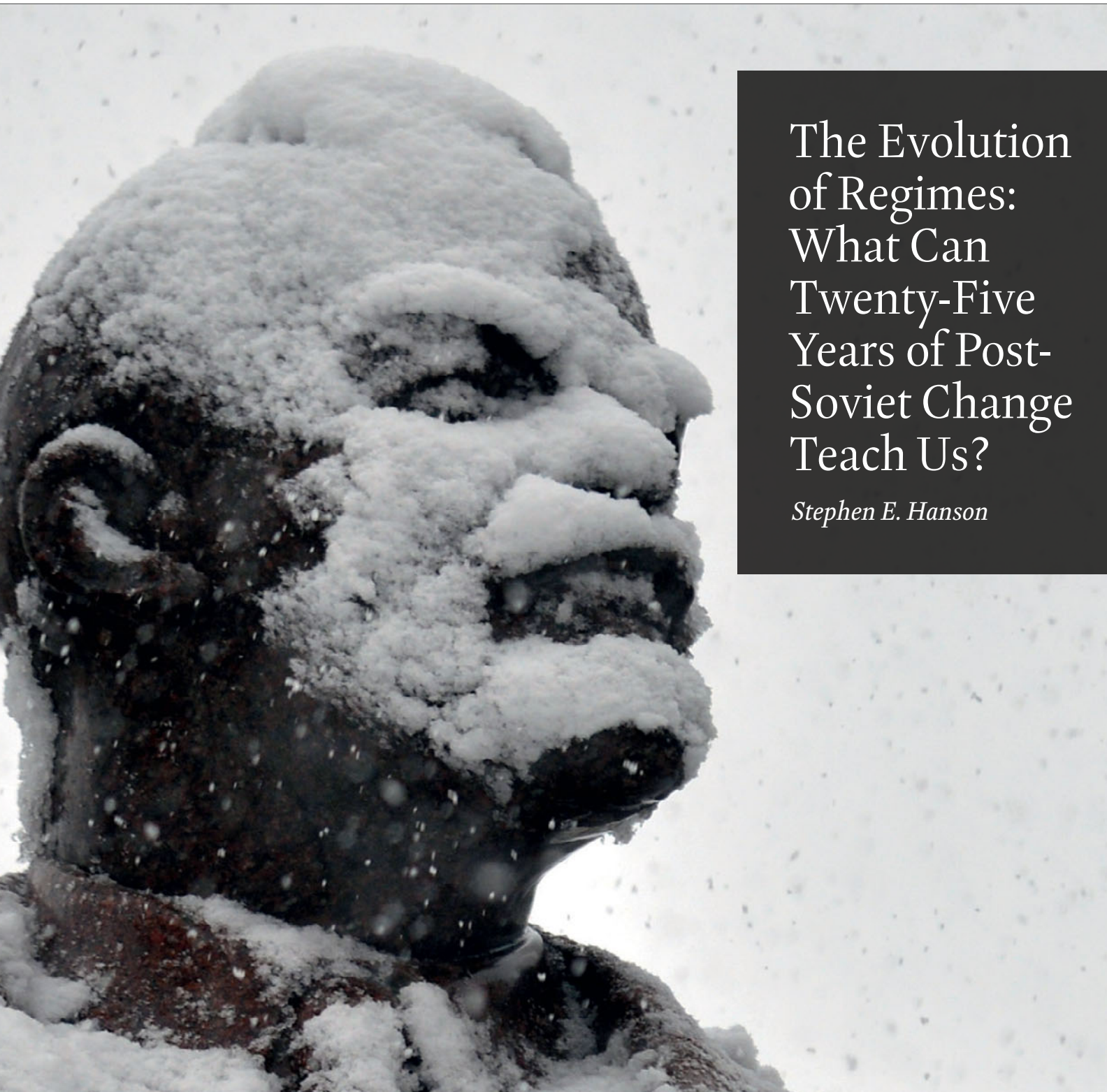


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The Evolution
of Regimes:
What Can
Twenty-Five
Years of Post-
Soviet Change
Teach Us?

Stephen E. Hanson



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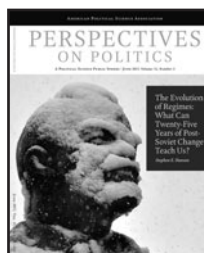
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Cover Art: KIEV, December 11, 2012. Lenin's statue is covered with snow during heavy snowfall over Kiev. (SERGEI SUPINSKY/AFP/Getty Images)

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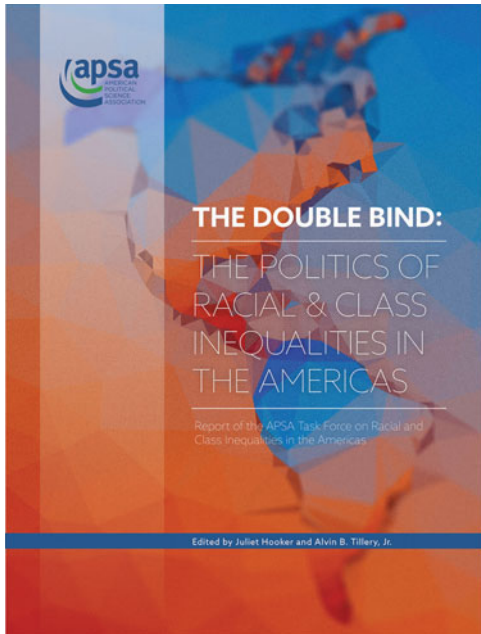
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Timely APSA Report Explores Inequalities in the Americas

The Double Bind: The Politics of Racial and Class Inequalities in the Americas



The 2016 task force report “The Double Bind” investigates

how race and class interact to produce political, social, and material inequalities in the nations of the Americas. Political science has begun to pay greater attention to the causes and consequences of inequality, but the recent literature on inequality in political science has focused on how rising income inequality affects political representation. The task force delves further.

The authors grapple with both the problem of rising socioeconomic inequality as well as the multifaceted racial gaps that exist throughout the Americas. They examine how race and class inequalities are epiphenomena of politics. They organized their inquiries around the role of institutions, social movements, party politics, and the mobilizing power of group memberships. They found that low socioeconomic status and the incentives of the party system hinder ethnoracial minorities from translating their demographic potential and civic participation into meaningful socioeconomic gains. This disparity persists even in countries where minorities represent a large percentage of the population and participate actively in elections.

Read “The Double Bind” at <http://www.apsanet.org/inequalities>. This timely report is a free digital publication written to expand public knowledge and inform policy. Feel free to download share it with colleagues.

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A new wave of civic instruction is moving through American education. As numerous national groups and institutions are joining this effort, political science is uniquely equipped to advance teaching civic engagement. The discipline should lead the movement for high quality civic education across the curriculum and across the disciplines.

To focus on this wave of civic engagement education, APSA is publishing the ebook *Teaching Civic Engagement Across the Disciplines*, edited by Elizabeth C. Matto, Rutgers University; Alison Rios Millett McCartney, Towson University; Elizabeth A. Bennion, Indiana University; and Dick Simpson, University of Illinois at Chicago.

The book redirects the focus from teaching better political science courses to teaching civic engagement across the disciplines. This movement involves university-wide coordinated civic engagement programs and action plans as well as a new nation-wide action plan across high schools, community colleges, four-year colleges, and research universities to consolidate the gains that have been made and provide the resources for the next leap forward. Building on the 2013 book *Teaching Civic Engagement: From Student to Active Citizen*, this book advances the conversation on civic engagement and provides critical scholarly insight into where to go next.

Learn more at <http://web.apsanet.org/teachingcivicengagement>.

