



The Economic Other Teaching and Discussion Guide¹

This guide provides chapter-by-chapter discussion questions, companion activities, and summative essay topics for [*The Economic Other: Inequality in the American Political Imagination*](#) by Meghan Condon and Amber Wichowsky (University of Chicago Press, 2020). The companion activities ask students to engage with supplemental resources (data, academic research, and media). These activities can be used as the basis for additional course discussions in online forums or in person, or as writing assignments.

The teaching materials are designed primarily for an undergraduate social science course, but they can be modified for other populations. The book is appropriate for undergraduate, graduate, and nonacademic groups. It works well as the core text for a course on Inequality and American Politics, or as part of a reading list in a course on Public Opinion, Political Psychology, Political Behavior, Research Methods and Design, The Media and Politics, Social Psychology, US Segregation, or US Poverty. At the end of the guide, a selection of discussion questions is provided for nonacademic book clubs.

¹ This guide was developed and piloted by Meghan Condon in a course with Loyola University Chicago undergraduate students. The guide was improved substantially by the students' curiosity, hard work, willingness to engage in challenging conversations, and excellent feedback.

Chapter Discussion Guide and Activities

Chapter 1

Discussion Questions

1. What does it mean (page 1) that “the human imagination is an engine of comparison?” What evidence and examples do the authors give to support that statement – what stuck out to you? Do you feel like your own imagination is an engine of comparison?
2. How did you respond to the opening of the book, when you were asked to think about the comparisons you made in a day? How do you feel when you look “up” and “down”?
3. What does it mean that “class is welded to other social categories in the American imagination” (page 7)? Do you think that’s true or not?
4. The authors note that in 15 states, only people in the top one percent recovered from the Great Recession. The economic news over the 2010s was often focused on the economy doing well and recovering. Should we have been looking at it differently?
5. There are several examples, metaphors, and allegories used in this chapter to illustrate theories about social comparison: marching bands, Olympic podiums, etc. Did any make a particular impression on you or ring true to you?

Chapter 2

Discussion Questions

1. Is economic inequality problematic in a democracy? What has previous empirical research found? (See literature reviews on pages 23 and 27 and associated end notes at the back of the book).
2. What is the core puzzle about inequality and American public opinion? (Sometimes this puzzle is called the Robin Hood Paradox.) What are the existing ideas about why it exists? What new theory does this book add?
3. What is “subjective status” and how is it different from measures of status like income or education?
4. One of the premises of the book is that people learn about economic inequality through social experience and through data. When you think about your own social experiences with economic difference and any data you have encountered in this chapter and elsewhere, how do the two ways of learning compare and contrast? Is one more meaningful, memorable, or superior in another way? Do you learn something different from the two ways of investigating the world? On page 16, in the book the authors talk about “papering the internet in pie charts” trying to “change perspectives [about inequality] with a little after-class tutoring in numeracy.” Do you think statistics change perspectives? Do you think most people see and remember these statistics?

Chapter 2 Companion Activity Expand the discussion of social and statistical information by asking students to investigate additional data on inequality in the US. They might read academic papers or timely news articles that focus on statistical results or investigate sources such as “[The Current State of Economic Inequality](#)” at [Inequality.org](#) or the World Inequality Lab “[World Inequality Report](#).” Then present all or part of question 4 as the prompt.

Chapter 3

Discussion Questions

1. Why do the authors employ experiments to investigate inequality, social comparison, and political attitudes? Why not just ask people about their social comparisons on surveys or in interviews? How is an experiment different?
2. When people participate in the book’s experiments, what do they see and do?
3. The empirical investigation in this book draws on experiments, interpretation of qualitative data, and largescale survey and administrative data. What are the strengths and weaknesses of each methodology, and how can combining them (sometimes called triangulation, or a mixed-method approach) lead to more valid inferences about the social world?
4. How did the authors go about drawing inferences from the qualitative data? What are the strengths and weaknesses of this approach?

Chapter 3 Companion Activity Select an academic article or book chapter focused on economic or social inequality that interests you. The article can employ any methodological approach, but the arguments must be grounded in data (systematically collected information about the world). The data can be qualitative or quantitative, observational or experimental. What is the research question of the piece, and what is the research design? (What were the expectations; what data were collected and how; how were those data analyzed?) What did the author conclude? Relying on chapter 3 of *The Economic Other*, evaluate the pros and cons of the research method. What are the benefits of investigating the research question in the way the author did, and what are weaknesses? Can you think of another way to investigate the same question with a different research design? (Instructor note: you may ask students to find their own article, but to focus their selections, it may be helpful to ask them to select from the works cited in the first three chapters of *The Economic Other* or from a short list you provide that includes different methodological approaches. This activity can also be the jumping off point for a larger research design assignment in an upper division or graduate seminar.)

Chapter 4

Discussion Questions

1. Who do you imagine when you think of the poor? Where do you think this image of poverty comes from? If your images differ from others in the class/group, why do you think that is?
2. What does it mean for politics that Americans commonly summon a single image of poverty when in fact the experience of poverty is quite varied? Why is it significant that the poor are racialized and gendered in the public imagination?
3. What struck you most in this chapter? Was there a comment from a respondent that you found particularly memorable? Why do you think it stuck out to you?
4. What does it mean that Americans have qualified sympathy for the poor, constrained by conditions? That they “make their care contingent” (page 57)?
5. On page 48, the authors describe a “Catch-22 like logic” that characterizes American attitudes about poverty. What is this logic? Do you recognize it from your own experiences, thoughts, or conversations?
6. On page 55, the authors note that before they saw the data, they expected more empathy, and, in particular, expected to see ethics of care for the poor connected to religious and political belief systems. They were surprised to find very little. What do you think of this? What do religions and other ethical systems say about care for the poor, and why don’t you think these ethical commitments drive Americans’ responses?
7. There are two experiments at the end of this chapter. What is the purpose of these studies, how do the authors design them to serve that purpose, and what do they show?
8. Did your personal social exposure to poverty change at any point in your life, like moving to a new city, changing schools or jobs, or experiencing a change in economic circumstances? What happened? How did your views of poverty change in the process? What does this say more broadly about the social exposure to class difference?
9. Many public policies that disproportionately affect people experiencing poverty are designed to try to control behavior with punishment harsh consequences, and many rules about how a person must live to receive benefits. Both the criminal justice system and programs that provide aid (e.g. housing, food assistance) have these characteristics. Other public policies that affect a broader group of people often don’t have these behavioral control features built in. Why might this be, and what do you think about it? How does this connect to the ideas about poverty in this chapter?

Chapter 4 Companion Activity Use the data sources below to investigate poverty in the contemporary US. What do the data tell you about who is poor and why? How is that consistent or inconsistent with the public image of poverty (what Americans think about the poor) presented in *The Economic Other*? How do your own images of the poor (those that first came to mind) differ from the data and from what other Americans think? What is the significance of any contrasts or inconsistencies you notice? (Instructor note: to expand this activity

in a graduate or upper division methods course, you could provide poverty data to students and have them compare their own analyses to the public image of poverty.)

1. **Confronting Poverty: “Poverty Facts and Myths”**
2. **Wisconsin Center For Research on Poverty: “Who is poor? Fact Sheet”**
3. **Columbia Center on Poverty and Social Policy Report: “The CARES Act, Coronavirus, and Poverty”**

Chapter 5

Discussion Questions

1. Who do you imagine when you think of the rich? Where does this image of wealth come from? If your images differ from others in the class/group, why do you think that is?
2. Of the response categories in the chapter (resentment, inferiority, admiration, and resistance), which do you personally experience the most? How about people you know? Which feeling about the wealthy is dominant?
3. The chapter theorizes the images of the rich and responses to them are more varied and ambivalent than reactions to the poor. Do you agree? Is it a good thing or a bad thing?
4. What struck you most in this chapter? Was there a comment from a respondent that you found particularly memorable? Why do you think it stuck out to you?
5. On page 82 the authors say that many people imagine conversations where “the lower status person is there to listen” What does this mean, and what are the consequences for politics?
6. There are two experiments at the end of this chapter. What is the purpose of these studies, how do the authors design them to serve that purpose, and what do they show?
7. Do you think the balance of data here suggests negative or positive feelings about the rich? Is it socially easier to publicly express negative feelings about the rich or the poor?
8. On page 70, the authors cite Kluegel and Smith (1986): gaining more education changes a person’s views of the causes of poverty but not wealth. Does that ring true to you? Do you think it is still true today, especially for your generation?
9. Did your personal social exposure to wealth change at any point in your life, like moving to a new city, changing schools or jobs, or experiencing a change in economic circumstances? What happened? How did your views of wealth change in the process? What does this say more broadly about the social exposure to class difference?
10. The wealthiest street in America is on an island in Florida. Many of the nation’s largest campaign donors live there, and likely know one another. But the rest of the people in the US don’t often see them. This island neighborhood was also recently featured in some news stories about the wealthy getting access to COVID tests before others early in the Pandemic. Do you think COVID has highlighted the dark side of wealth, or are most of us ignoring it?

Chapter 5 Companion Activity A Use the data sources below to investigate wealth in the contemporary US. What do the data tell you about who is wealthy and why? How is that consistent or inconsistent with the public image of wealth (what Americans think about the rich) presented in *The Economic Other*? How do your own images of the rich (those that first came to mind) differ from the data and from what other Americans think? What is the significance of any contrasts or inconsistencies you notice? (Instructor note: to expand this activity in a graduate or upper division methods course, you could provide wealth data to students and have them compare their own analyses to the public image of wealth.)

1. St. Louis Federal Reserve, "[What Wealth Inequality Looks Like In America: Key Facts and Figures](#)"
2. Brookings Institution, "[Six Facts About Wealth in the US](#)"
3. The Washington Post "[The Black-White Wealth Gap Remains as Large as it Was in 1968](#)"
4. Center for Responsive Politics, "[Campaign Donor Demographics](#)"

Chapter 5 Companion Activity B In our highly segregated society, how do most people learn about the super-rich? Please view one episode of any reality television program that focuses on wealthy people (e.g. *Undercover Boss*, *Super Sweet Sixteen*, *Shark Tank*, *The Real Housewives*). Watch it like a *researcher*. Take careful notes as you watch: what images of the rich are portrayed? What messages about the wealth are communicated? Do you see connections to or contrasts with the images of wealth discussed in *The Economic Other*? What are the implications for our politics and the health of our democracy? (Heads up: reality television is analyzed and discussed later on in the book. You'll have the chance to think about how your observations compare to the authors' in chapter 8.)

Chapter 6

Discussion Questions

(Instructor note: while not essential, a short conceptual overview of standard deviation, confidence intervals, and statistical significance can be helpful to undergraduates prior to reading this chapter.)

1. When you think about your own place on "the ladder", what things pop into your head as you try to assess it? (money, neighborhood, consumer goods, specific other people like family, friends, or celebrities?) Do you think you have a good sense of your relative status? Why or why not?
2. Do you think your perception of status changed when you got to college? Will it change when you graduate? If not, why not? Were there other times in your life when your subjective perception of status changed?
3. Explain the experiment with Jose and Jake, Consuela and Catherine (page 104). Why was it conducted, what was done, and what do the results suggest? Do you see examples of the phenomenon it uncovered play *out* or played *on* in American society and politics?

4. Political candidates often lean into messages about the middle class. Does chapter 6 help you understand why these messages might be so effective?
5. How do you think the COVID-19 pandemic might change social comparison patterns, status perception, and attitudes about inequality in the US: views of the rich and poor, status perceptions, views about whether inequality is a problem, whether government should do anything to address it, or about public policies to address inequality?

Chapter 6 Companion Activity First, consider the “ten-rung ladder” in *The Economic Other*. Decide where you think you would place yourself. If you like you can do this twice, thinking about yourself as a member of your family of origin and as an independent adult. Then, obtain your actual household or personal income. (As an aside, as you conduct this inquiry, you might think about whether you think of your status in terms of your family of origin or not, whether you already know your income, or whether you have to ask or calculate it, and what that might indicate about class, wealth, and inequality in the US.) Now, use the resources below to assess your objective economic status. Without getting into personal details, when you looked at objective measures of economic status, were your own status perceptions too high, low, or about right? Why do you think this is? What are the implications for your politics, or politics more broadly?

1. **The New York Times** "[What percent are you?](#)"
2. **The Wall Street Journal** "[What Percentile are you?](#)"
3. **Pew Research Center** "[Are you in the middle class?](#)"

Chapter 7

Discussion Questions

1. This chapter examines people’s opinions about major social welfare programs in the US: food stamps, social security, unemployment, and educational aid. Did the descriptions of how these programs actually operate (page 112) surprise you?
2. What does it mean that Americans are programmatically liberal but ideologically conservative? Is there evidence for that contrast in this chapter?
3. Have any of the cross-class contact or comparison experiences you’ve had in your life affected your own opinions about what government should do to address economic inequality? When you think of others you know who have opinions very different from your own, do you think cross-class comparison contributes to the difference of opinion?
4. In most of the results presented in this book, people in different social groups respond to cross-class social comparison in much the same way, but one interesting gender difference does show up in this chapter when it comes to increasing opportunity. How do women and men respond differently to cross-class comparison when it comes to increasing opportunity? Which men or women appear to drive this difference, and why do you think there is a gender divide?

Chapter 7 Companion Activity Select another policy or political attitude that is related to economic inequality and interests you but is not addressed in this chapter (e.g. support for a specific healthcare, tax, or immigration reform, universal basic income, bail reform, infrastructure spending). Investigate current public opinion about that issue using the reports at [Pew Research](#), [The Polling Report](#), or a resource your library or instructor suggests. Based on your reading of chapter 7, develop a hypothesis about how cross-class social comparison might affect opinion on that issue. Explain your hypothesis and how you might investigate it with original research.

Chapter 8

Discussion Questions

1. On page 129, the authors state, “indeed it is the rich—not the poor—who are now the most socially isolated from other Americans.” What evidence is provided for this claim in the book? Why do the authors think it matters that the rich are increasingly separated from the rest of Americans?
2. What is the “empathy of the elite” argument and why do the authors question that it is the full story when it comes to the significance of the segregation of the rich?
3. Do you feel that your own social exposure to the wealthy is limited? If so, how do you think your views of the world or yourself would be different if exposure increased? If you don’t think more exposure to the rich would affect you much, do you disagree with the book’s argument about cross-class contact?
4. Has your exposure to people from different class backgrounds ever changed, through a move, starting a new school or job, or some other life experience? How did the change in cross-class exposure affect your attitudes, or the way you see the world? Did it affect you politically?
5. How did you react to the section on parasocial, mediated contact with the rich? How does the analysis of the “Fool, Friend, and Fairy Godparent” match up with your own media experiences?

Chapter 8 Companion Activity A In chapter 8, the authors focus on exposure to the rich through reality television and celebrity culture. Can you think of other specific examples of media through which people encounter cross-class exposure (movies, fictional TV, books, other forms of social media, viral videos)? Select a media genre and examine parasocial cross-class contact. What messages about class, inequality, wealth, and poverty are sent?

Chapter 8 Companion Activity B Investigate the “[Income Segregation Maps](#)” at the Stanford Center on Poverty and inequality. Select a US city and present a portrait of income segregation: What percentage of families live in low, middle and high-income neighborhoods? How are those neighborhoods arranged geographically? How have these patterns changed over time? How does this city compare to others? What might you expect the political consequences of the patterns you observe to be? Now examine the same city on [The Opportunity Atlas](#) selecting different outcomes (e.g. incarceration rate, household income, college graduation rate.) What do you notice? What might explain the patterns you observe?

Chapter 9

Discussion Questions

1. Nine out of 10 Americans in a 2015 Pew study cited in this chapter say they would prefer economic security to moving up the income ladder. Does this surprise you? What evidence does the book give to argue that Americans are increasingly economically anxious and insecure?
2. There is a great deal of attention in the news to economic insecurity and people's political preferences and voting behavior. What are the general arguments you hear about this relationship, and what does *The Economic Other* add? How does economic anxiety insulate politics from economic inequality?
3. Do you think your own social comparison preferences change when you feel anxious? Can you think of an example of a time you used social comparison to make yourself feel better, even if it didn't have anything to do with economic status? Have you ever thought of this tendency as politically important?
4. Explain the experiment in chapter 9. What do the authors manipulate and what do they find? (Instructor note: undergraduates often find the experiment in this chapter challenging and benefit from going through the design and results with guidance.)

Chapter 9 Companion Activity Listen to (or read the transcript of) the Marketplace Morning Report "There's been a dramatic spike in Americans' Economic Anxiety" Given what you have learned about the relationship between economic anxiety, social comparison, and public opinion, develop and explain a hypothesis (or set of hypotheses) about the political consequences of the spike in anxiety.

Chapter 10

Discussion Questions

1. What is political efficacy and why is it important? What do you think has influenced your own political efficacy?
2. Why does it matter that cross-class comparison affects *efficacy* (not only status perceptions and opinion)?
3. If you think back to times when your own cross-class exposure has changed from a move or other experience, do you think it made you feel differently about your political power or capacity?
4. In most of the book, people in different social groups respond to cross-class social comparison in much the same way, but with efficacy, there are some group differences. What are these differences, and why do you think they exist?
5. Do you think that political actors should focus on influencing opinion, efficacy, or both equally? If you were designing a political campaign right now, which would be your first priority? How would you use social comparison in campaign messages, if at all?

Chapter 10 Companion Activity Efficacy is an important predictor of political participation. Examine patterns in voter turnout using the sources below. What patterns do you notice? What inequalities do you notice, and how do they map onto (or diverge from) patterns in US economic inequality? If you were running a political campaign, and you were going to use social comparison-based messages (ads, speeches, Get Out The Vote calls or mailings) to try to increase political efficacy in one demographic group, which group would you focus on and what kind of message would you craft?

1. United States Election Project "[National Election VEP \[Voter Eligible Population\] Turnout Rates 1789-Present](#)"
2. United States Election Project "[Voter Turnout Demographics](#)"

Chapter 11

Discussion Questions

1. Do you think more cross-class social comparison and contact would be good for American politics? Why or why not?
2. Does this book help us understand why the rich are so powerful in American government? Does it help us understand why economic inequality is large and growing?
3. Where do you hear cross-class social comparison in political rhetoric today? Who is using it most effectively?
4. What questions are you left with at the end of the book? What new questions does it raise about US politics and inequality? What did the book leave out, miss, or get wrong?
5. If you could snap your fingers and make one change to policy, politics, or society to affect the patterns you have learned about in this book, what would it be and why? Would you focus on the rich, poor, the middle class, everyone, a particular demographic group? Would you change policy, leadership, participation, institutions, or opinion, or would you do something broader to change the economy, social landscape, or political order?

Summative Essay Topics

Option A: Personal Narrative Essay

Reflect on your own experiences with economic inequality and how those experiences have influenced your political attitudes. You might discuss your experiences with media, community, family, school, and/or work. Present a central overarching thesis and then support that thesis by quoting and citing *The Economic Other* and outside sources (news articles, academic articles or books, research reports from government or think tanks). Think carefully about how to integrate your personal reflections with other citations and references. Be sure to focus the essay; perhaps center your discussion a specific element of your social experience (like your media exposure as a child), aspect of your identity, and/or a specific political attitude (like your political efficacy or your opinions about the upcoming election or a policy area). Your thesis could focus on how your social experience gives you a unique perspective, how it has limited your understanding of inequality in a specific way, or even how it has changed over time.

Option B: Original Research Essay

Investigate attitudes about inequality with original qualitative research. Generate a specific question about inequality attitudes and then interview people in your social network (friends, family, co-workers). Use the interviews, quotes and references from *The Economic Other*, and outside sources (news articles, academic articles or books, research reports from government or think tanks) together to develop a specific thesis (argument) that answers your research question. You might decide to focus on one or more of the attitudes featured in *The Economic Other* (e.g. status perceptions, attitudes about the poor or rich, viewing inequality as a problem government should address or not, support for social welfare spending, political efficacy), or you might decide to focus on attitudes about another related topic (e.g. support for campaign finance reform, views about the racial wealth gap). (Instructor Note: Undergraduates will likely need support with research design and execution. The assignment might be delivered in stages over several weeks with feedback at each stage: developing a specific research question, gathering relevant literature, articulating expectations, crafting the interview guide, conducting the interviews, and analyzing the data. As with any student inquiry involving human subjects, students who may wish to present or publish their work outside of class should obtain IRB approval.)

***The Economic Other* Book Club Discussion Guide**

The guide below includes questions to guide a single-sitting discussion of *The Economic Other* in a non-classroom setting. Depending on time available, groups can select a few of the questions below or supplement them with the chapter-by-chapter discussion questions from the teaching guide.

1. What does it mean (page 1) that “the human imagination is an engine of comparison?” What evidence and examples do the authors give to support that statement – what stuck out to you? Do you feel like your own imagination is an engine of comparison?
2. How did you respond to the opening of the book, when you were asked to think about the comparisons you made in a day? How do you feel when you look “up” and “down”?
3. What does it mean that “class is welded to other social categories in the American imagination” (page 7)? Do you think that’s true or not? What does this book tell us about the politics of race and gender in the US? Is class welded to race and gender in your own imagination?
4. There are several examples, metaphors, and allegories used in this book to illustrate theories about social comparison: marching bands, Olympic podiums, airplanes, kindergarten learning. Did any make a particular impression on you or ring true to you?
5. Is economic inequality problematic in a democracy? What has previous empirical research found? (See literature reviews and end notes on pages 23 and 27).
6. What is the core puzzle about inequality and American public opinion? Sometimes this puzzle is called the Robin Hood Paradox. What are the existing ideas about why it exists? What is this book’s answer?
7. Who do you imagine when you think of the poor? Where do you think this image of poverty come from? If your images differ from others in the group, why do you think that is? How about the rich? Where does this image of wealth come from? If your images differ from others in the group, why do you think that is?
8. What struck you most in the two chapters on Americans’ impressions of the poor and the rich (chapters 4 and 5)? Was there a comment from a respondent that you found particularly memorable? Why do you think it stuck out to you?
9. On page 55, the authors note that before they saw the data, they expected more empathy, and in particular expected to see ethics of care for the poor connected to religious and political belief systems. They were surprised to find very little. What do you think of this? What do religions and other ethical systems say about care for the poor, and why don’t you think these ethical commitments drive Americans’ responses?
10. Did your personal social exposure to poverty or wealth change at any point in your life, like moving to a new city, changing schools or jobs, or experiencing a change in economic circumstances? What happened? How did your views of poverty change in the process? What does this say more broadly about the social exposure to class difference? How did the change in cross-class exposure affect your

attitudes, opinions, or the way you see the world? Do you think it made you feel differently about your political power or capacity?

11. Many public policies that primarily affect people experiencing poverty are designed to try to control behavior with punishment harsh consequences, and many rules about how a person must live to receive benefits. Both the criminal justice system and programs that provide aid (e.g. housing, food assistance) have these characteristics. Other public policies that affect a broader group of people often don't have these behavioral control features built in. Why might this be, and what do you think about it? How does this connect to the ideas about poverty in this book?
12. On page 82 the authors say that many people imagine conversations where "the lower status person is there to listen" What does this mean, and what are the consequences for politics?
13. The wealthiest street in America is on an island in Florida. Many of the nation's largest campaign donors live there, and likely know one another. But the rest of the people in the US don't often see them. This island neighborhood was also recently featured in some news stories about the wealthy getting access to COVID tests before others early in the Pandemic. Do you think COVID has highlighted the dark side of wealth, or are most of us ignoring it? How do you think the COVID-19 pandemic might change social comparison patterns, status perception, and attitudes about inequality in the US: views of the rich and poor, status perceptions, views about whether inequality is a problem, whether government should do anything to address it, or about public policies to address inequality?
14. When you think about your own place on "the ladder", what things pop into your head as you try to assess it? (money, neighborhood, consumer goods, specific other people like family, friends, or celebrities?) Do you think you have a good sense of your relative status? Why or why not? Were there other times in your life when your subjective perception of status changed?
15. How did you react to the section on parasocial, mediated contact with the rich? How does the analysis of the "Fool, Friend, and Fairy Godparent" match up with your own media experiences?
16. Nine out of 10 Americans in a 2015 Pew study cited in this chapter say they would prefer economic security to moving up the income ladder. Does this surprise you? What evidence does the book give to argue that Americans are increasingly economically anxious and insecure? Do you think your own social comparison preferences change when you feel anxious? Can you think of an example of a time you used social comparison to make yourself feel better? Have you ever thought of this tendency as politically important?
17. Do you think that political actors should focus on affecting opinion, efficacy, or both equally? If you were designing a political campaign right now, which would be your first priority? How would you use social comparison in that campaign, if at all?
18. Do you think more cross-class social comparison and contact would be good for American politics? Why or why not?
19. Where do you hear cross-class social comparison in political rhetoric today? Who is using it most effectively?
20. What questions are you left with at the end of the book?

21. If you could snap your fingers and make one change to policy, politics, or society to affect the patterns you have learned about in this book, what would it be and why? Would you focus on the rich, poor, the middle class, everyone, a particular demographic group? Would you change policy, leadership, participation, institutions, or opinion, or would you do something broader to change the economy, social landscape, or political order?