

## Research Article

# Mind Genomics, Artificial Intelligence and Today's Realpolitik: The Disparity between the Rich and the Poor as Manifested by Mind-sets and by Slogans for the Upcoming 2024 Presidential Election

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## Abstract

A description of today's financial disparities between the rich and the poor was fed to Idea Coach (AI) in the Mind Genomics platform ([www.bimileap.com](http://www.bimileap.com)). Idea Coach was instructed to generate eight different 'mind-sets' of people based upon the description of the disparities, and to answer a variety of questions about these mind-sets. The eight mind-sets and their AI-generated features were fed to a second run of Idea Coach to generate slogans for a presidential campaign, assuming different factors, such as the year of the campaign, the nature of the person who would be the recipient of the slogan, etc. The exercise revealed the potential for deeper understanding of social issues, as well as the prospect of asking what-if questions in real time, low cost, for any topic that can be explicated simply and directly. The exercise further revealed the ability of AI to synthesize additional insights, returning all of the information in an Excel-formatted, easy-to-read 'Idea Book.' The process takes minutes for each iteration with the Idea Book combining all of the iterations from one run and returned to the user within a half hour.

## Introduction

Economic disparities among people is a fact of life, and indeed often lies at the heart of major changes in society. The origin of this paper came from a life-long interest by the senior author, AK, in the seismic changes of society due to these economic inequalities, especially the inequality emerging today in the United States [1]. The popular term for the ultra-rich is the '1%' [2]. Again and again, as the concentration of wealth increases, we end up seeing the somewhat discouraging charts showing how truly wealthy the 1% or more realistically the simply rich and ultra rich own, compared to everyone else. And, to make things worse, the stories become ever more heartbreaking as the conspicuous consumption of the ultra-rich is flaunted in the face of other people in lower socio-economic strata who have seen their lives damaged by inflation, their hopes for better economic lives buried under the insistent reduction of what they can afford and even what they can realistically attain. With this mournful issue stated, the notion was to understand the potential of artificial intelligence to help understand the mind-sets of people. Previous work by Moskowitz et. al., on the 'fraying of America,' looking at the responses of American a decade ago to different aspects of society suggested that people were not of one mind-set, but rather people differed among themselves in how they felt about the economic disparities. A decade later, with

the foundation laid by the earlier work, two of the authors (AK and HM) decided to apply new tools afforded by AI to the mind of people presented with the story of the United States and its discouraging economic disparities.

The paper presented here is based upon the use of AI in an emerging science known as Mind Genomics [3,4]. Mind Genomics emerged as a way to understand the way people make decisions about the everyday. Rather than looking for general principles of behavior, principles which required artificial situations manipulated by an experimenter, Mind Genomics attempted to understand decision making by presenting people with vignettes, combinations of messages presenting ordinary acts of behavior in a topic area, such as voting (REF), or banking (REF), or even eating meals in a restaurant [5]. The output of these simple experiments was the ability to put numbers of different aspects of behavior to show how these aspects drove decisions, and then divide actual people into new to the world groups, mind-sets, based upon the similarities of the patterns of behavior that they evidenced for this simple, everyday task. These mind-sets often transcended countries, although the distribution of the same mind-set differed from country to country [6]. The discovery of mind-sets became a focus of many Mind Genomics studies. The approach was easy, the respondents had no problem evaluating different combinations of messages, and from

the pattern of their ratings statistics had no problems first identifying the driving powers of the different messages, and then discovering the existence of meaningful mind-sets, groups of people with different ways of responding to the same messages.

### The Introduction of AI to Mind Genomic Using Idea Coach, and Its Expansion to Scenarios

The underlying objective of the Mind Genomics process was that the user would achieve more knowledge by working at the level of the granular, rather than asking high level questions. The world of consumer research was overrun with surveys, most of which wanted top-line opinions of general topics, such as one's opinion of the wait time in a doctor's office, or the ease of purchasing a product, and the demeanor and sales behavior of the staff in a store. These general surveys ended up producing a great deal of score-card information about products and services, emerging indices like the Press Ganey score for medical services, and similar types of numbers [7]. What was not being provided from these scores was a deeper understanding of the experienced reality of the topic. The Mind Genomics effort emerged as a tool to understand the granular experience. All the users had to do was create combinations of messages, so called vignettes which were combinations of elements. The respondent would be exposed the vignettes, evaluate each vignette, and from the evaluation statistics such as regression and clustering would end up showing the strength of the elements (driving force) and mind-sets, as was noted above. There was only one issue which stopped Mind Genomics in its

tracks in many cases. That was the fact that many prospective users 'froze' at the requirement to create questions which tell a story, and from those questions create four answers to each question. Answers were fairly easy to create, but questions were another thing entirely. Many users froze at the prospect of coming up with these questions, not realizing that the entire purpose of the questions was to create a structure by which anyone could develop the necessary messages or elements to be used. By forcing the user to create the questions first, it was assumed that the user would be able to create the story through the questions, and then have little trouble providing the answers. The reality was that the prospect of having to ask questions and then to provide answers to those questions turned out to be more intimidating than one might have thought. The solution was not the extensive 'training' to teach people how to think, an effort which occasionally worked but more often than not ended in dismal failure. Rather, the solution emerged with the popular AI program, ChatGPT [8]. The Mind Genomics program, [www.bimileap.com](http://www.bimileap.com), was outfitted with the Idea Coach. Users could write in the topic, and in 15 seconds or so receive suggestions in the form of 15 questions. The process could be iterated ad infinitum, each time with AI returning its set of 15 questions, many new, some repeats. A further benefit was that the user could simply press a button to iterate to the next effort to create 15 questions, or if desired edit the prompt, called a 'squib' by Mind Genomics, the request, and see what emerged with the modified input [9]. Figure 1 shows the process. Panel A shows the request for four questions, the step which intimidated. Panel B shows the screen shot

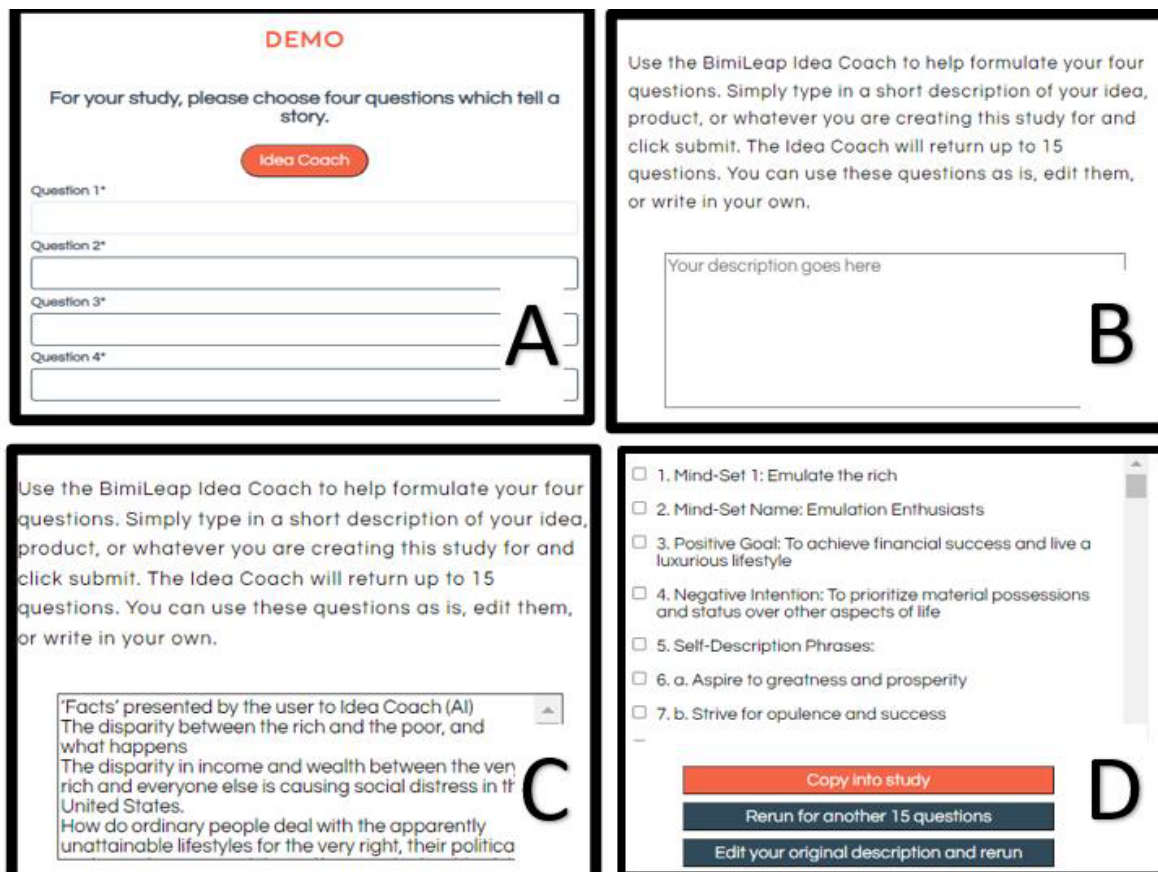


Figure 1: The Mind Genomics set-up screens under control of the user, with the help of Idea Coach, powered by AI.

with Idea Coach read to receive input from the user. Panel C shows the input provided to Idea Coach by the user. Finally, Panel D shows the first part of the output provided by Idea Coach. Scrolling down revealed the full set of 15 suggested questions. The user simply needed to select a question and the question was automatically added to Panel A. the user could edit the question as well The process was rapid, simple, low cost, creating in its wake a simple system to run these Mind Genomics studies. As a benefit, the program kept a record of these iterations, and when the study set up was complete, the program sent the user the results of iterations, along with AI summarization of the results of the iterations. The process thus became a combination of problem solving and education, one available to every researcher.

Figure 1 shows the set-up process powered by AI embedded in Idea Coach. Panel A shows the request for four questions. Panel B shows the Idea Coach screen, with the box ready for input. The input could be far bigger than shown by the box. Panel C shows the same Idea Coach screen, this time with the box filled with input. Panel D shows the part of the output. The bottom of Panel D shows the steps that the user can take. The top bar shows the, the opportunity to select a question and drop it into the set of questions (as well as edit in on the fly). The middle bar show the opportunity to repeat the action without making any changes, which returned the new suggestions in 15-30 seconds. The bottom bar brings the user back to the Idea Coach input, allowing the user to edit the idea Coach input 'on the fly,' and then instantly rerun the request.

### Putting AI in Idea Coach to the Test: Providing Situations and Requesting Considered 'Thinking'

The remainder of this paper focuses on the expansion of AI in the Mind Genomics process, not so much to provide questions and answers for study with people as with the desire to see whether Idea Coach could act more completely, almost as a person. The notion of working with AI to study scenarios is one of the attractions of AI. The

objective of Mind Genomics was and remains to weave a coherent story about how people think by presenting them with combination of ideas, and measure how strong each of the ideas was to the person participating in the Mind Genomics study. The fortuitous event leading to this paper and to its companion effort was the it was possible to move Idea Coach into a higher level of functioning, simply by presenting the Idea Coach with a structured request. For this study, the nature of the information leading to request is shown in the top half of Table 1, the section titled: *What is posited to be the case today (either by specific statements, or by general attitudes)*. The set of statements were developed by Arthur Kover, the senior author, as part of his analysis of the current situation in the United States. The actual request itself made to Idea Coach appears in the lower half of Table 2, the section entitled *What AI is instructed to do based upon assumption of eight mind-sets*. The important thing to keep in mind is the extensive set-up information at the start, and the far more structured request to AI as the follow on.

### Positing the Mind-sets and Discussing the Way They Think

The first outcome from the AI embedded in the Idea Coach is the list of the mind-sets. Table 2 shows the list, along with the answers to the eight questions. AI provided full answers for seven of the eight 'suggested mind-sets.' AI did not provide anything about the eighth mind-set, other than the name 'alternative community.' The important things to understand from Table 2 is the depth of information and presumed insight proffered by the AI, when put on a specific question. To be sure, the orientation in Table 1 suggested the number eight for these mind-sets in the instructions to AI. Yet, one cannot fail to be impressed that the AI 'fleshed out' these simple statements, providing a context that would be accepted by a researcher, a news reporter, and even a novelist. The information provided by AI, or perhaps 'spun up' by AI seems realistic, internally consistent, and quite similar to what a person would say. The implications of this first part of the foray

**Table 1:** Input to Idea Coach. Top panel = statement of current conditions, presented by user to AI as 'facts. Bottom panel = request to AI from user.

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| <p><b>'Facts' presented by the user to Idea Coach (AI)</b></p> <p>The disparity between the rich and the poor, and what happens<br/> The disparity in income and wealth between the very rich and everyone else is causing social distress in the United States.<br/> How do ordinary people deal with the apparently unattainable lifestyles for the very rich, their political and social power, and their effect on the health of the economy.<br/> Some people may want to emulate the lives of the very rich.<br/> Some people are enraged by the very rich.<br/> Some people just ignore them.<br/> Those are inner attitudes but the can lead to behavior as well.<br/> Some people turn to crime to have access to luxuries available only to the very rich.<br/> Others do nothing but turn in the anger.<br/> Others may turn to political activity.<br/> Some others will foment riots and other signs of displeasure.<br/> Others will go further: forming activities to bring down the whole social/economic structure.<br/> Some others may form communities which turn away from those of the very rich. These can be religious communities, or non-Marxist communes, or even authoritarian sects offering meaning.</p> <p>What the user requests AI to do based upon</p> <p>Based upon the situation described above, we know that there are EIGHT MIND-SETS<br/> For each mind-set please answer the following question, starting with Mind-Set1 and answering all the questions, then going to mind-set 2 and answer all the questions, up to mind-set 8.</p> <ol style="list-style-type: none"> <li>1. What is the name of the mind-set</li> <li>2. Describe what is the most important positive thing that this mind-set wants to do</li> <li>3. Describe the most negative thing that this mind-set wants to do</li> <li>4. Give me six phrases that this mind-set would use to describe themselves</li> <li>5. How would the mind-set like to live every day. Give me three sentences about how the mind-set would like to live.</li> <li>6. How would the mind-set like to educate their children. Give me three sentences about how the mind-set would like to educate their children.</li> <li>7. What kind of jobs would the mind-set like to have</li> <li>8. What are the values that the mind-set would like to pass on to their children</li> <li>9. What are the three things that the mind-set fears most</li> </ol> |
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**Table 2:** The eight mind-sets generated by AI in Idea Coach, based upon the information fed to it by the user (see Table 1, Top panel).

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| <b>Mind-Set 1: Emulation</b>  |
| This mind-set wants to acquire wealth and power in order to emulate the lifestyles of the very rich.  |
| The most negative thing that this mind-set wants to do is to overlook or even exploit the struggles and disadvantages of others in their pursuit of material wealth.  |
| Phrases: "Success is measured by material possessions." "Wealth is the ultimate achievement." "Lifestyle is a reflection of status." "Money is power." "Wealth brings happiness." "Luxury is a necessity."                                    |
| This mind-set would like to live in opulence, surrounded by lavish possessions, enjoying extravagant experiences, and being admired for their wealth.   |
| The mind-set would educate their children to prioritize material success, wealth accumulation, and social status. They would provide them with the best education and expose them to the elite circles to encourage networking opportunities. |
| Jobs in finance, entrepreneurship, corporate leadership, luxury industries, and high-profile entertainment would be preferred by this mind-set.   |
| The values they would like to pass on to their children include the importance of financial success, acquiring prestigious possessions, enjoying the best opportunities, and living a life of comfort and luxury.                             |
| The three things that this mind-set fears most are losing their wealth and status, being seen as unsuccessful or inadequate compared to their peers, and missing out on the latest trends and experiences.                                    |
| <b>Mind-Set 2: Enraged</b>  |
| This mind-set wants to express anger and demand justice against the very rich and their disproportionate wealth accumulation.   |
| The most negative thing that this mind-set wants to do is to engage in destructive and violent behavior, often directed towards the wealthy or their property.  |
| Phrases: "The rich are exploiting the system." "We demand economic equality." "Justice for the working class." "End corporate greed." "Redistribute the wealth." "The system is rigged against us."   |
| This mind-set would like to live in a society where wealth is fairly distributed, economic opportunities are accessible to all, and where socioeconomic disparities are minimized.  |
| They would educate their children about the history of wealth inequality, social justice movements, and the importance of collective action. They would encourage critical thinking and activism.   |
| Jobs that promote social justice, advocacy, community organizing, or working within non-profit organizations fighting for economic equality would be preferred by this mind-set.  |
| The values they would like to pass on to their children include fairness, empathy, social equality, and the importance of fighting against systemic oppression.   |
| The three things that this mind-set fears most are perpetuation of income inequality, lack of opportunity for individuals from disadvantaged backgrounds, and the erosion of workers' rights.   |
| <b>Mind-Set 3: Ignorance</b>  |
| This mind-set wants to detach themselves from the disparity between the rich and the poor and lead a content, unaffected life.  |
| The most negative thing that this mind-set wants to do is to ignore the struggles of others and disregard the impact of wealth inequality on society.   |
| Phrases: "Happiness is found within." "Money doesn't buy happiness." "Contentment in simplicity." "Live and let live." "Avoid unnecessary stress." "Stay grounded and grateful."  |
| This mind-set would like to live in simplicity, focusing on personal fulfillment, relationships, and finding joy in everyday experiences without being consumed by material desires.  |
| They would educate their children about the importance of gratitude, contentment, and the value of relationships over material possessions. They would emphasize personal growth, well-being, and the pursuit of passions.                    |
| The mind-set would prefer jobs that align with their personal interests, provide work-life balance, and allow them to contribute positively to their communities without getting caught up in excessive wealth accumulation.                  |
| The values they would like to pass on to their children include appreciation for the simple joys in life, kindness, empathy, and the importance of a well-balanced lifestyle.   |
| The three things that this mind-set fears most are materialistic excess, losing sight of what truly matters in life, and being consumed by external pressures and societal expectations.  |
| <b>Mind-Set 4: Criminal</b>   |
| This mind-set wants to gain access to luxuries available only to the very rich through illegal means.   |
| The most negative thing that this mind-set wants to do is to engage in criminal activities such as theft, fraud, or organized crime to achieve material wealth.   |
| Phrases: "By any means necessary." "The rich won't notice a little loss." "Taking what is rightfully ours." "Bypassing the system's inequality." "Playing the game to our advantage." "Enjoy the luxuries we deserve."                        |
| This mind-set would like to live a life of decadence, surrounded by lavish possessions and enjoying luxury experiences, flaunting their wealth without repercussions.   |
| The mind-set would likely have an unconventional approach to educating their children, emphasizing street smarts, survival skills, and the ability to navigate illegal networks or black markets.   |
| Ideally, this mind-set would prefer jobs that provide access to high-value targets or opportunities for illegal gains, such as white-collar crime, hacking, or illegal trade.   |
| The values they would like to pass on to their children may include cunning, resourcefulness, and manipulation for personal gain – traits that promote success within illegal activities.   |
| The three things that this mind-set fears most are law enforcement, betrayal from within their criminal networks, and losing the wealth attained through their illegal endeavors.   |
| <b>Mind-Set 5: Political Activist</b>   |
| This mind-set wants to address income and wealth disparity through political means and policy reform.   |
| The most negative thing that this mind-set wants to do is to resort to radical tactics or extremist ideologies to bring about change.   |
| Phrases: "Policy change for economic justice." "Fight for the 99%." "Political power for the people." "Build a fairer society." "Hold the rich accountable." "Democratize wealth and opportunity."  |
| This mind-set would like to live in a society where politicians prioritize economic equality, where public policies aim to narrow the wealth gap, and where wealth redistribution is a central issue.   |
| They would educate their children about political systems, civic engagement, grassroots movements, and the importance of voting. They would encourage critical thinking and active participation in political processes.                      |
| Jobs that involve political activism, community organizing, lobbying, or policy advocacy would be preferred by this mind-set.   |
| The values they would like to pass on to their children include social justice, equal rights, democratic values, and the importance of actively participating in political decision-making.   |
| The three things that this mind-set fears most are the continued influence of money in politics, stagnation of policy reform, and the concentration of wealth in the hands of a few.  |
| <b>Mind-Set 6: Rioter</b>   |
| This mind-set wants to express their discontent and frustration through riots and disruptive actions to make their voices heard.  |
| The most negative thing that this mind-set wants to do is to engage in violent and destructive behaviors, often resulting in harm to individuals, property damage, and social unrest.   |
| Phrases: "Fight the system." "No justice, no peace." "Protest for change." "Chaos to be heard." "Revolution starts now." "Break the chains of inequality."  |
| This mind-set would like to live in a society where their grievances are acknowledged, where equality and justice are valued, and where the power imbalance is overturned through radical actions that demand systemic change.                |



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| They would educate their children about social injustices, the history of protest movements, civil disobedience, and the power of collective action. They may emphasize the need for rebellion against oppressive structures. |
| Jobs that involve activism, community organizing, or advocating for social change would be preferred by this mind-set.  |
| The values they would like to pass on to their children include courage, resilience, solidarity, and the importance of standing up against oppression and inequality.   |
| The three things that this mind-set fears most are oppressive systems remaining intact, losing public support for their cause, and failing to bring about meaningful change.  |
| <b>Mind-Set 7: System Challenger</b>  |
| This mind-set wants to dismantle or dramatically change the social and economic structure that perpetuates the disparity between the rich and the poor.   |
| The most negative thing that this mind-set wants to do is to engage in radical actions, potentially targeting individuals, organizations, or institutions that represent the affluent class.                                  |
| Phrases: "Break the chains of capitalism." "Redistribute wealth by any means necessary." "Destroy the power structure." "Challenge the status quo." "Create a new world order." "Equality at all costs."                      |
| This mind-set would like to live in a society that has eliminated class divisions, where resources and opportunities are equitably distributed, and where wealth accumulation is no longer a determining factor of success.   |
| They would likely seek alternative educational systems challenging traditional notions of status quo, focusing on critical thinking, counter-culture ideologies, and revolutionary theories.                                  |
| Jobs that involve activism, radical organizing, political leadership, or rebellion against existing structures and ideologies would be preferred by this mind-set.  |
| The values they would like to pass on to their children include social justice, equality, resilience, and a willingness to challenge and break free from oppressive systems.  |
| The three things that this mind-set fears most are dilution of their cause's goals, co-optation by mainstream ideologies, and losing momentum in their efforts to enact systemic change.                                      |
| <b>Mind-Set 8: Alternative Community</b>  |
| This mind-set wants to form communities that separate themselves from mainstream society  |
| The AI stopped at this mind-set, and did not return any more information  |

into the topic of today's issue, the disparity between rich and poor, is the potential of creating a similar set of mind-sets for the dozens or even hundreds of topics facing society, first doing the work as a general topic, and then perhaps adding additional specifications, such as region of the world, period of history, and so forth. Those advances have to wait a little longer, although the speed of AI to answer these questions make it possible to create this large database of expected mind in a reasonably short period of time. Beyond the eight names of mind-sets is the ability of AI to provide answers which seem reasonable at first glance. Sometimes the AI failed to do exactly what the request to Idea Coach specified, such as giving the precise number of sentences or ideas requested, but for the most part the AI delivered what the user requested. Once again, the language and meaning of what was delivered makes intuitive sense, although successive iterations produced different words for the same questions. The variation from iteration to iteration suggests that the AI was using different sets of materials each time, although most likely materials from the same general set. Were there to be enough time and interest, one could run the same request 10 or more time, to see just how much variation in language and tonality would emerge across the 10 iterations. That is a potential topic for future work, to get a sense of the range of material and meanings delivered by AI across different efforts albeit for identical question.

After the user has completed the study set-up the Mind Genomics platform, [www.bimileap.com](http://www.bimileap.com), returns with summarizations of the idea which had emerged from the initial efforts, viz., questions and answers appearing in Table 1 (background materials), and Table 2 (questions and answers emerging from AI). In a sense Table 3 and successive 'summarization' tables provide new knowledge developed by AI.

Table 3 shows three different summaries:

1. Key ideas from the material provided
2. Themes emerging from the materials generated by AI
3. Perspectives on the themes (viz., commentary or new knowledge emerging from further analysis of the themes)

It becomes increasingly clear from this table that the incorporation of AI analyses into the project moves the statement of current conditions (Top panel of Table 1) into a far more profound 'exegesis' of the topic. Once again, Table 3 provides the input to help critical thinking about the topic.

The next step is technically not a summarization of the material, but rather the question of who would be positive about this material (Interested Audiences) versus who would be negative about this material (Opposing Audiences). Table 4 shows these two audiences.

A key benefit of the AI embedded in Idea Coach comes from the ability to identify new aspects, hitherto either unknown or perhaps not particularly well identified. Table 5 shows the final set of summaries. The first summary shows Alternative Viewpoints, which comprise a set of 15 questions presenting new ways of thinking about the topic. The second summary shows What's Missing, comprising 12 direct questions. The third summary shows suggestions for innovations. This third summary on innovation looks at the topics, recasts the issue in terms new mind-sets for each new idea, and then presents the innovation, and how it will affect each of the newly minted mind-sets. Once again the summarization is new knowledge or at least conjecture, created by AI.

### Creating Relevant Slogans for the Presidential Election Using the Mind-sets Generated by AI in Idea Coach

The final product of this experiment appears in Table 6. The product, in the second panel, comprises one slogan for each of the eight mind-sets. Each column corresponds to one mind-set. Each row corresponds to a hypothetical period of time (e.g., 2024, 1892, 1860) to a hypothesized person (e.g., Total US citizen, registered Democrat, registered Republican, registered Independent), and to a statement of economic condition.

### Discussion and Conclusions

The original thrust of this paper was to explore whether or not artificial intelligence could be used in the world of social policy

**Table 3:** Summarization of key ideas, themes, and perspectives regarding the themes.

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| <p><b>Key Ideas</b></p> <p><b>The key ideas in the topic questions include:</b></p> <ol style="list-style-type: none"> <li>1. Different mind-sets or attitudes towards wealth and inequality</li> <li>2. Desires, goals, and fears associated with each mind-set</li> <li>3. Values and priorities that individuals in each mind-set hold</li> <li>4. Potential educational approaches and job preferences for each mind-set</li> <li>5. Phrases that encapsulate the beliefs and attitudes of each mind-set</li> </ol>   |
| <p><b>Themes</b></p> <p><b>1. Attitudes towards wealth and inequality:</b></p> <ul style="list-style-type: none"> <li>- Different mind-sets or attitudes towards wealth and inequality</li> <li>- Values and priorities that individuals in each mind-set hold</li> </ul> <p><b>2. Desires, goals, and fears:</b></p> <ul style="list-style-type: none"> <li>- Desires, goals, and fears associated with each mind-set</li> </ul> <p><b>3. Education and job preferences:</b></p> <ul style="list-style-type: none"> <li>- Potential educational approaches and job preferences for each mind-set</li> </ul> <p><b>4. Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>- Phrases that encapsulate the beliefs and attitudes of each mind-set</li> </ul>  |
| <p><b>Perspectives</b></p> <p><b>1. Attitudes towards wealth and inequality:</b></p> <ul style="list-style-type: none"> <li>- Plus factors: understanding and acceptance of different perspectives, promoting empathy and compassion, potential for collective action towards reducing inequality.</li> <li>- Minus factors: potential for division and conflict due to differing attitudes and mind-sets, perpetuation of societal inequalities, potential for disillusionment with wealth and materialism.</li> <li>- Interesting factors: potential for societal shifts in values and priorities, exploration of alternative economic systems, role of social and cultural factors in shaping attitudes towards wealth and inequality.</li> </ul> <p><b>2. Desires, goals, and fears:</b></p> <ul style="list-style-type: none"> <li>- Plus factors: motivation and drive towards achieving individual desires and goals, potential for personal growth and self-fulfillment.</li> <li>- Minus factors: potential for dissatisfaction and disillusionment if desires and goals are not met, fear of failure or fear of missing out.</li> <li>- Interesting factors: exploration of different desires and goals across mind-sets, role of societal expectations and influences on shaping desires and fears.</li> </ul> <p><b>3. Education and job preferences:</b></p> <ul style="list-style-type: none"> <li>- Plus factors: identification of educational approaches that align with each mind-set, potential for diverse skill sets and expertise in different fields.</li> <li>- Minus factors: potential for limited or biased educational approaches that favor certain mind-sets, potential for occupational segregation and inequality.</li> <li>- Interesting factors: examination of job preferences and aspirations across mind-sets, potential impact of automation and technological advancements on job preferences and opportunities.</li> </ul> <p><b>4. Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>- Plus factors: diversity of beliefs and attitudes contributing to a rich and pluralistic society, potential for positive change and progress.</li> <li>- Minus factors: potential for conflicting beliefs and attitudes leading to divisions and conflicts, resistance to change and acceptance of different perspectives.</li> <li>- Interesting factors: exploration of commonalities and differences in beliefs and attitudes across mind-sets, role of personal experiences and socialization in shaping beliefs and attitudes.</li> </ul> |

**Table 4:** Relevant aspects of the issue for Interested Audiences versus for Opposing Audiences.

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| <p><b>Interested Audiences</b></p> <p><b>1. Individuals interested in social inequality and wealth disparity:</b> These individuals may be interested in understanding different perspectives and mindsets related to wealth and how it impacts society. They may be interested in exploring the causes and consequences of wealth inequality and how it can be addressed.</p> <p><b>2. Political activists and advocates:</b> This audience may be interested in understanding the different mindsets and approaches to addressing wealth inequality. They may seek insights into how to advocate for policy reform and social change to address income disparities and promote economic justice.</p> <p><b>3. Sociologists and researchers studying wealth distribution:</b> This audience may be interested in examining the various mindsets and their implications on society. They may seek to understand the factors influencing people's attitudes towards wealth and the consequences of different mindsets on social cohesion and inequality.</p> <p><b>4. Economists and policymakers:</b> This audience may be interested in understanding the different mindsets related to wealth and economic disparities. They may seek to identify policy solutions to address income inequality and promote inclusive economic growth.</p> <p><b>5. Students and academics studying wealth and social justice:</b> This audience may be interested in exploring different perspectives on wealth and its impact on societal well-being. They may be interested in examining the values, fears, and aspirations associated with different mindsets and how they shape individuals' interactions with wealth and poverty.</p> <p><b>6. Social entrepreneurs and non-profit organizations:</b> This audience may be interested in understanding the mindsets related to wealth and poverty to inform their strategies for social impact. They may seek insights into how to engage different mindsets, challenge prevailing narratives, and promote more equitable and sustainable economic systems.</p> <p><b>7. The general public interested in societal issues:</b> This audience may have a general curiosity about wealth disparity and its impact on society. They may be interested in gaining a deeper understanding of the different mindsets and exploring potential solutions for addressing income inequality in their communities or on a broader scale.</p> <p><b>8. Community organizers and activists:</b> This audience may be interested in exploring the various mindsets to better understand the diversity of perspectives within communities. They may seek insights into how to engage individuals with different mindsets and build coalitions for collective action against wealth disparity.</p> |
| <p><b>Opposing Audiences</b></p> <p>Audiences that might oppose the topic of these mind-sets include:</p> <p><b>1. Conservative individuals:</b> Those with conservative beliefs and values may oppose the mind-sets that advocate for wealth redistribution, criticize the wealthy, or promote radical actions. They may prioritize individualism, free market capitalism, and personal responsibility over efforts to address income and wealth inequality.</p> <p><b>2. Wealthy individuals:</b> The very wealthy may oppose mind-sets that challenge or criticize their lifestyle, privileges, or wealth accumulation. They may view these mind-sets as threats to their economic status or view them as advocating for policies that would negatively impact their financial interests.</p> <p><b>3. Law enforcement authorities:</b> Authorities responsible for maintaining law and order may oppose mind-sets that involve criminal activities, riots, or harmful actions. They would likely view these mind-sets as posing a risk to public safety and stability.</p> <p><b>4. Business leaders and proponents of capitalism:</b> Those who strongly support the principles of capitalism and free markets may oppose mind-sets that criticize or challenge the existing economic system. They may argue that wealth accumulation drives economic growth, innovation, and prosperity for society as a whole.</p> <p><b>5. Advocates for personal responsibility:</b> Individuals who emphasize personal responsibility and self-reliance might oppose mind-sets that focus on wealth redistribution or blame the wealthy for income disparities. They may argue that individuals should take responsibility for their own circumstances and that hard work and effort lead to success.</p>  |

Table 5: New perspectives and suggestions emerging from AI.

| Alternative Viewpoints   |
|--|
| <ol style="list-style-type: none"> <li>1. How does the mind-set of emulation affect social and economic inequality?</li> <li>2. Is the pursuit of material wealth and power compatible with fostering a sense of empathy and compassion towards others?</li> <li>3. How can the education system be reformed to prioritize values beyond material success and social status?</li> <li>4. What are the potential consequences of ignoring or disregarding wealth inequality in society?</li> <li>5. How can individuals with an ignorance mind-set be encouraged to engage with the struggles of others and contribute to creating a more equitable society?</li> <li>6. What role does society play in promoting or discouraging criminal behavior as a means to achieve material wealth?</li> <li>7. Can policy and political reform effectively address income and wealth disparity or are more radical tactics necessary?</li> <li>8. How can political activism effectively advocate for economic justice without resorting to extremism?</li> <li>9. What are the long-term consequences of engaging in destructive and violent behavior to protest wealth inequality?</li> <li>10. How can individuals with a rioter mind-set find alternative and non-destructive ways to voice their discontent and work towards systemic change?</li> <li>11. Are there viable alternatives to the current social and economic structure that can address wealth disparity without resorting to radical actions?</li> <li>12. Is it possible to create a society where personal fulfillment and simplicity are prioritized over material desires without completely detaching from mainstream society?</li> <li>13. How can alternative communities coexist with mainstream society while still working towards reducing wealth inequality?</li> <li>14. What are the potential drawbacks and challenges of challenging the existing social and economic structure to address wealth disparity?</li> <li>15. How can alternative viewpoints on wealth and material possessions contribute to a more nuanced understanding of wealth disparity and potential solutions?</li> </ol>   |
| What is missing  |
| <ol style="list-style-type: none"> <li>1. What are the motivations behind each mind-set?</li> <li>2. How do these mind-sets view the role of wealth and power in society?</li> <li>3. What are the potential consequences of each mind-set's actions or beliefs?</li> <li>4. What are the underlying beliefs or values that drive each mind-set?</li> <li>5. How do these mind-sets perceive the relationship between wealth and happiness?</li> <li>6. How do these mind-sets view social inequality and its impact on society?</li> <li>7. What strategies or tactics do these mind-sets employ to achieve their goals?</li> <li>8. How do these mind-sets view the role of education in shaping their beliefs and actions?</li> <li>9. How do these mind-sets interact with each other and the broader society?</li> <li>10. How do these mind-sets impact social and economic systems?</li> <li>11. What are the potential benefits or drawbacks of each mind-set's approach to wealth and power?</li> <li>12. How do these mind-sets view the concept of success?</li> </ol>  |
| Innovations  |
| <p><b>1. Attitudes towards wealth and inequality:</b></p> <ul style="list-style-type: none"> <li>- Mind-set 1: Emphasis on wealth accumulation and success through individual effort. Values include competition, self-reliance, and personal responsibility.</li> <li>- Mind-set 2: Emphasis on social equality and equal distribution of wealth. Values include cooperation, community, and collective responsibility.</li> </ul> <p>New or innovative products, services, experiences, or policies:</p> <ul style="list-style-type: none"> <li>- Wealth management app or platform that promotes responsible investment and philanthropy, catering to Mind-set 1.</li> <li>- Social impact investing platform that allows individuals to invest in socially responsible businesses and initiatives, catering to Mind-set 2.</li> </ul> <p><b>2. Desires, goals, and fears:</b></p> <ul style="list-style-type: none"> <li>- Mind-set 1: Desire for financial independence, achievement of personal goals, and fear of failure or being left behind.</li> <li>- Mind-set 2: Desire for social justice, fairness, and fear of societal and economic inequality.</li> </ul> <p>New or innovative products, services, experiences, or policies:</p> <ul style="list-style-type: none"> <li>- Personal development and goal-setting app or service that helps individuals track their progress and achieve their desired outcomes, catering to Mind-set 1.</li> <li>- Social justice educational programs or initiatives that promote awareness and action towards addressing inequality, catering to Mind-set 2.</li> </ul> <p><b>3. Education and job preferences:</b></p> <ul style="list-style-type: none"> <li>- Mind-set 1: Preference for traditional education systems and job opportunities that offer high income potential and upward mobility.</li> <li>- Mind-set 2: Preference for alternative education models that promote social justice values and job opportunities focused on community development.</li> </ul> <p>New or innovative products, services, experiences, or policies:</p> <ul style="list-style-type: none"> <li>- Skills-based online learning platforms that offer courses for in-demand industries, catering to Mind-set 1.</li> <li>- Social entrepreneurship programs or incubators that provide resources and mentorship for individuals interested in creating impact-driven businesses, catering to Mind-set 2.</li> </ul> <p><b>4. Beliefs and attitudes:</b></p> <ul style="list-style-type: none"> <li>- Mind-set 1: "Success is determined by personal effort and hard work."</li> <li>- Mind-set 2: "A just society is one where everyone's needs are met and resources are equitably distributed."</li> </ul> <p>New or innovative products, services, experiences, or policies:</p> <ul style="list-style-type: none"> <li>- Micro-financing platforms or initiatives that provide access to capital for individuals in underprivileged communities, reflecting the beliefs of Mind-set 2.</li> <li>- Personal development or work-life balance apps that encourage a holistic approach to success, reflecting the attitudes of Mind-set 1.</li> </ul> |

[10,11], especially to enhance creativity in an area where opinions and power dominate [12]. The topic of AI and social policy has become exceptionally complex, often with the explorations shown in this paper overshadowed by the ethical issues [13,14]. The sheer fact of incorporating machines into society in a way which has the flavor of 'control' brings up the shades of George Orwell's 1984 [15], and predecessor writings of this ilk [16]. The discussions of AI and 'social research' focuses primarily on ethics rather than on advances [17,18]. The range and depth of the discussions on AI do not so much focus on specifics but rather on discomfort, fears, which end up showing themselves as seemingly never-end discussions of ethical implications at the level of generality, rather than of specific issues. It may well be that the real contribution of AI to society and to governance have yet to be made, in contrast to the contribution of AI to applications, such

as medicine [19], library work in the law [20], etc. It also may be the case that there is justification for the application of AI in situations of power of people over people, with AI giving an advantage in the 'battle of all against all,' the perfect description of the Hobbesian nightmare. Such nightmares would not be the case for the benign and often useful application of AI to solve humanity's problems, rather than the fear of AI which, instead, could create these problems [21,22]. The paper just presented is one in a series of papers exploring the potential of artificial intelligence to promote critical thinking. The issue of critical thinking in the academic world is well covered in numerous publications [23]. There are methods for teaching critical thinking at a young age. The emphasis on critical thinking is to get the student to delve more deeply into a topic, develop hypotheses, test these hypotheses by one or another fashion [24,25]. One of the continuing issues in

**Table 6:** Slogans developed by AI, based upon instructions to Idea Coach.

| <b>Part 1 – The extensive description of the eight mind-sets<br/>(See Table 2 for the material copied into the Idea Coach 'squib')</b>   |  |   |   |   |
|--|--|---|---|---|
| <b>Part 2 – The eight slogans (one for each mind-set) shown across the top, and the different populations of voters for which the AI in Idea Coach must develop an election slogan</b> |  |   |   |   |
|  | <b>MS1<br/>Emulation</b>                                       | <b>MS2<br/>Enraged</b>                                | <b>MS3<br/>Ignorance</b>  | <b>MS4<br/>Criminal!</b>  |
| <b>Total</b>   | Vote for prosperity and ultimate achievement!                  | Vote for economic justice and end to corporate greed! | Vote for simplicity and finding happiness within!               | Vote for enjoying the luxuries you deserve!                       |
| <b>Registered Democrat</b>   | Elevate your lifestyle, vote for prosperity.                   | Vote for fairness, justice, and shared wealth.        | Choose happiness, vote for a balanced society.                  | Unlock prosperity, vote for daring opportunities.                 |
| <b>Registered Republican</b>   | Vote for a future of opulence and luxury!                      | Demand fairness and equality with your vote!          | Vote for a simpler, happier life!                               | Choose a candidate who understands your desires!                  |
| <b>Registered Independent</b>  | Vote for a future of opulence and success!                     | Demand economic justice, vote for change!             | Find contentment, vote for simplicity and gratitude!            | Break the rules, vote for a life of luxury!                       |
|  | <b>MS5<br/>Political Activist</b>                              | <b>MS6<br/>Rioter</b>                                 | <b>MS7<br/>System Challenger</b>                                | <b>MS8<br/>Alternative Community</b>                              |
| <b>Total US</b>  | Vote for economic equality and political power for the people! | Vote for breaking the chains of inequality!           | Vote for dismantling the power structure and creating equality! | Vote for forming alternative communities and shaping a new world! |
| <b>Registered Democrat</b>   | Empower the people, vote for economic equity.                  | Break the chains, vote for revolutionized equality.   | Challenge the system, vote for a new era.                       | Embrace community freedom, vote for a new path.                   |
| <b>Registered Republican</b>   | Vote for change and economic justice!                          | Make a statement with your vote!                      | Break free from the chains of inequality!                       | Vote for a candidate who supports alternative communities!        |
| <b>Registered Independent</b>  | Fight for economic equality, vote for real change!             | Revolution for a fairer society, vote now!            | Dismantle the power structure, vote for an equal world!         | Build a community outside the system, vote for freedom!           |

today's world is how to make students focus on topics, especially in a world where their attention wanders from the topic or teacher to the little screen, their phone or tablet, where they can be entertained. Is it possible to teach critical thinking within that environment? The study or simulation study reported here may be one way to teach critical thinking about a topic. The issue here is positing and understanding mind-sets, and then creating slogans. The topic is serious, but at another level it is fun, not particularly challenging, returns with interesting results, and most important, returns with results which are real, and which themselves make a major contribution. It would be premature as well as difficult to enumerate the applications of the approach presented here. Within just a few minutes one could take a topic, provide one's information of any type, instruct the AI to assumed mind-sets without saying what these mind-sets are, and then instruct the mind-sets to answer specific questions. At the surface level the answers make intuitive sense, perhaps because they are not presents facts but trends. It may be at this level, trends, generalities which make intuitive sense, that the approach presented here may enjoy its earliest success. Be that as it may, there may also be a way of presenting the AI with the right question so that the process takes place sometime in the well-defined past, or even sometime in the future. In those cases, one would assume that the AI uses the available information to extrapolate to the new condition. That extension remains for future work, but the effort, cost, speed, and simplicity all argue for an interest 'next step' along those lines. The ingoing vision of this study was to understand AI and politics, especially elections. The exiting vision is of a tool in the hands of billions of students, all of whom have fun playing with a system which educates them, makes them prospective experts in a topic with very little difficulty, almost overnight, and for very low cost. To close this paper, it is use to think of the thrust of which this paper is simply the latest. The paper is one of a series of papers exploring the potential of artificial intelligence to promote critical thinking. The issue of critical thinking in the academic world is well covered

in numerous publications. The emphasis on critical thinking is to get the student to delve more deeply into a topic, develop hypotheses, test these hypotheses by one or another fashion [26,27]. In the end, it will be critical thinking, hand in hand with the increasing power of AI, which will see the proper use of technology to make a better world, not a world of machines and power-hungry individuals in control.

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