

4.5) MOVIE: *SOYLENT GREEN*

Here is a link to the video: https://archive.org/details/soylentgreen_201907

Questions:

1. What year does this story take place?
2. List two environmental problems depicted in movie:
3. How many people live in the city depicted in the movie?
4. How do most people in the city get their food?
5. What does Sol mean when he talks about “Going home”?
6. What did Sol need to do in order to keep the lights on? Why is this necessary?
7. Who is the governor?
8. What is Thorn’s profession?
9. What is Shirl’s profession?
10. What “special treat” did Shirl purchase for Simonson on the night he was murdered?
11. Why was Thorn suspicious of how Simonson was murdered?
12. What is the official narrative on how the police disposed of Simonson’s body?
13. When Shirl told Thorn she saw Simonson crying on several occasions before he was killed, Thorn said “Old people do that.” Why do you think old people cry so much?
14. Why does the government make it so easy for people to kill themselves?

15. What is the real reason that Thorn sent on riot control?
16. What started the riot?
17. What are the “scoops”? What is their purpose?
18. Why was the priest murdered?
19. What is the official government narrative on the source of Soy lent Green?
20. How does Thorn learn the truth about Soy lent Green?
21. Why is it impossible for Thorn and Shirl to “escape” into the countryside?
22. What did you learn about the trophic pyramid that makes this source of food impractical?

For online discussion read the following article on Agenda 2030:

Ida Auken. Welcome to 2030: I own nothing, have no privacy, and life has never been better. World Economic Forum, November 12, 2016 (look up the article by title and author name if the link is broken). <https://medium.com/world-economic-forum/welcome-to-2030-i-own-nothing-have-no-privacy-and-life-has-never-been-better-ee2eed62f710>

1. First Post (answer one of these two questions):

a. Even though life now is nowhere near as dark as what is depicted in Soy lent Green, can you think of any real-life trends (or ideas from the Forbes article) that could lead us closer to this dystopic vision of the future? Explain:

b. The article about life in 2030 depicts a rosy scenario where people own nothing and have no privacy. Critics denounce this social framework as a pathway to mass enslavement. Do you agree or disagree? Explain:

2. Second post: Respond to a post from another student. Generic responses like “Nice post!” get no credit. You need to specify what you think about the post for full credit. Disagreement is encouraged but you must keep it civil!

4.6) MOVIE: *CONTAGION*

Questions:

1. Was the pandemic caused by parasite, bacteria, or virus?
2. Where did the pathogen originate?
3. What was the main role of the WHO?
4. What was the main role of the CDC?
5. What did the US government first do to stop it from spreading after the pandemic was first identified?
6. Why did the government delay announcing the pandemic to the general public?
7. Who is/are the protagonist(s) in the movie?
8. Who is/are the antagonist(s) in the movie?
9. What agency played the biggest role in tracing how the disease infected other people in Hong Kong after it infected “patient zero”?
10. What agency played the biggest role in getting the disease under control?
11. What policy or treatment finally succeeded in controlling the disease?
12. How did the disease in the movie differ from COVID-19 in terms of overall lethality?
13. How did the disease in the movie differ from COVID-19 in terms of people at risk?
14. List one similarity between COVID-19 mitigation policies and the mitigation policies depicted in the movie.

15. List one difference between COVID-19 mitigation policies and the mitigation policies depicted in the movie.
16. What two animals (other than humans) were involved in origin of the virus?
17. The origin of the virus is depicted in the closing scenes of the movie. Was the virus designed in a lab? Explain:
18. How did the disease jump from animals to humans?
19. What human activity depicted in the closing scenes of the movie caused the virus to pass from a wild animal to a domestic animal?
20. How was the vaccine applied?
21. What institutions or special interests benefit from this movie? Hint: who are the “heroes” in *Contagion*?
22. What institutions or special interests are adversely affected by this movie? Hint: Who are the “villains” and/or “quacks” in *Contagion*?

For online discussion read the following article from Vigilant Citizen on *Contagion*:

Contagion: How Disaster Movies 'Educate' the Masses by Vigilant Citizen March 8, 2012.
<https://vigilantcitizen.com/moviesandtv/contagion-or-how-disaster-movies-educate-the-masses/>

1. First post: Some praise *Contagion* as “prophetic” for how it predicted many aspects of the COVID-19 pandemic back in 2011, but someone under the pseudonym “Vigilant Citizen” speculated that the filmmakers had ulterior motives. Do you agree or disagree with Vigilant Citizen? To answer this, you need to quote or paraphrase one item from the article that surprised, interested, and/or upset you and explain why it made you feel this way.
2. Second post: Respond to a post from another student. Generic responses like “Nice post!” get no credit. You need to specify what you think about the post for full credit. Disagreement is encouraged but you must keep it civil!

4.7) DOCUMENTARY: *THE RIVER*

Here is a link to the video: <https://www.youtube.com/watch?v=gRTpThZrDAY>

Worksheet Questions on the documentary “The River”

1. Who first isolated HIV?
2. What known virus is believed to be the closest relative to HIV? What animal is affected by this virus?
3. In what general region of Africa did the earliest known samples of HIV occur?
4. What is the “hunter theory” for the origin of HIV?
5. What is a shortcoming of the “Hunter theory”?
6. Who invented the polio vaccine that was used in the US during the 1950’s?
7. What kinds of monkeys were used for making these polio vaccines?
8. Where did these monkeys come from?
9. What monkey organ is used for preparing the vaccine cell cultures?
10. What virus (not related to HIV) was isolated from these monkey cells?
11. Why is this a concern for vaccine makers?
12. What controversial research did Koprowski carry out in New York?
13. Why was the Salk vaccine discontinued?
14. Where did Albert Sabin carry out his vaccine trials?

15. Why was it necessary to do vaccine trials outside the US after the Salk vaccine was discontinued?
16. Where did Hilary Koprowski carry out his vaccine trials?
17. How were Sabin and Koprowski's vaccines applied?
18. How was Salk's vaccine applied?
19. What hypothesis was Edward Hooper investigating about the origin of AIDS?
20. What animal was Koprowski accused of having used in order to prepare his vaccine?
21. Koprowski claimed to have used Asian monkeys to make his vaccine. What evidence contradicts his testimony?
22. How did the scientific community respond to the hypothesis presented by Hooper?
23. What evidence did the scientists use to discredit this hypothesis?
24. What was the problem with the evidence used to discredit the hypothesis?
25. Name one of the African witnesses who worked in the camp that made the vaccines.
26. What information did he provide? (Just summarize in one sentence)

For online discussion:

1. First Post (answer one of these two questions):
 - a. Do you think the hypothesis presented by Edward Hopper got a fair hearing? If yes, explain why you think the scientists were correct in dismissing the hypothesis theory that AIDS came from contaminated polio vaccines. If not, explain why you think the Hopper was treated unfairly.
 - b. Suppose for the sake of argument that the scientists knowingly used questionable data in order to discredit the contaminated vaccine hypothesis. What would have been their motive for doing this? What institution(s) would be adversely affected if the alternative hypothesis were to become widely accepted?
2. Second post: Respond to a post from another student. Generic responses like “Nice post!” get no credit. You need to specify what you think about the post for full credit. Disagreement is encouraged but you must keep it civil!

Disclaimer: This activity was designed for the *sole purpose* of better understanding how the investigative process is influenced by special interests. It should not be misconstrued as an endorsement of the contaminated vaccine hypothesis.