Welcome to Elysium! Debating IR Concepts and Scenarios through Sci-Fi

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The purpose of this paper is to link Neill Blomkamp’s Elysium to International Relations as a way to produce new debates and points of view. The movie depicts a post-apocalyptic world in which the wealthiest has fled to live in Elysium, leaving the poorest on Earth to deal with all its problems. In Blomkamp’s fiction it is possible to perceive concepts such as colonialism, power struggle, scarce resources, migration, logic of state creation and power concentration. Although it isn’t the main perspective on the movie, it is possible to debate issues of sustainability, self destruction, elite’s power, as well as technological access.

Perhaps, the most intriguing exercise in thinking IR through Elysium is the scenario analysis after the end of the story, making it possible to develop several scenarios, from an utopian reality similar to Kant’s perpetual peace, to a darkest nightmare of an all scale war and a collapse of life in Earth (and in Elysium)
Introduction

Movies are a very interesting teaching tool in classroom once it enables greater interactivity between teacher and students. Numerous movies have been used to instigate and promote students debates and understanding of several subjects. Documentary, political thrillers and historical movies are among the most common genre used in classrooms. However, the useful movies aren’t limited to these genres alone. The use of lighter themed movies can sometimes trigger an easier understanding, once the student’s acceptance is normally increased with blockbusters with an accessible language and easily accessed through cinemas and online streaming.

Science Fiction’s movies come into this category. They normally don’t have a complex political background, sometimes they don’t even mention countries and nationalities. Nevertheless, they can be powerful tools to exemplify some behaviors and concepts analyzed in political science and International Relations without the need to apply these in real situations and at the same time casting some light onto applied theories.

Gigi Gokcek\(^1\) illustrates the use of unconventional movies in classrooms as a way to teach the “digital natives”\(^2\), creating a fast-paced environment that can be easier accepted by students. Henceforth, up to date movies becomes an excellent tool, since it deals with a language similar to their own. Movies tend to be constructed based on scenarios close to reality, making possible to draw direct comparisons with real world politics. Sci-Fi Movies such as Inception, or Star Trek, can be used to debate several theories and even Star Wars is a good example of how to identify IR theories in each character. This paper does not tend to debate one theory or another, instead, our proposition here is to highlight how Neill Blomkamp’s Elysium\(^3\) can be used in a classroom an effective way.

In this sense, we tend to explore Neill Blomkamp’s Elysium, a science fiction that shows a post-apocalyptic world, due to the environmental destruction of Earth, and the

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\(^2\) Those who were born under the heavy influence of the technological world, being exposed to it since an early age

creation of a space satellite – Elysium – as a way to separate the rich and powerful from the average population. While people on Earth live in a chaotic political and economical environment in a zero tolerance policy enforced by the police officers, Elysium residents enjoy access to technology, welfare and security, including the certainty of non invasion of Elysium territory by Earth residents.

The Elysium plot works as a background for debating moral and political issues as well as International Relations and Political Science theories, models and concepts. However, probably the most striking feature of Sci-fi movies, in this specific case Elysium, is the possibility of generating scenarios of a near and far future giving the chance to bring forth the analysis based on the movie to more tangible scenarios based on our political context.

This paper is divided into four sections apart from introduction. The first one, “Welcome to Elysium”, exposes the movie’s plot highlighting its most important aspects not only to the story construction but also to the didactical feature we explore along the paper. The second section, “Classroom Dynamics”, illustrates how Elysium can be linked to concepts and theories of International Relations, also pointing out some debating themes in order to generate more than just technical discussion in classroom. The third section “Elysian Peace or Underworld? Scenario Planning through Elysium” is dedicated to present the scenarios planning capability presented by the movie and with that, functioning as an exercise of scenario creation and application. Lastly, the conclusion presents some of our finding regarding the specific use of Elysium sci-fi in a humanities classroom.

Welcome to Elysium! (Warning! It contains movie spoilers)

The year is 2154 and the Earth is over populated and decimated by pollution and disease. The chaotic scenery on Earth is pictured in a post-apocalyptic Los Angeles turned into a giant slum, with a messed up environment, lack of jobs, scarce basic resources, poor medical attention, almost any technology access and zero tolerance robot

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4 This theme has been explored by the Pixar’s movie Wall-E. The link between Wall-E and International Relations, especially the environmental order, has been explored by Porf. Guilherme Dias at La Salle-RJ.
police force. But the catastrophic situation on Earth not even remotely reminds the life on Elysium, a high-tech space station, just beyond Earth's atmosphere. If Earth shelters the commons citizens, mainly workers and their poor families, Elysium is inhabited by entrepreneurs, millionaires, investors, governors and their families. Elysium has better air quality, all the Elysian are above the law, beautiful mansions, controlled population, access to technology, a large security scheme protecting the entire ‘satellite’, and a machinery, present in every Elysium home, capable of curing all existent diseases called ‘Med-Bays’. While people on Earth struggle to survive, the citizens’ welfare is the most important issue in Elysium, which also appears to be the current political core, where all the decision-making takes place.

Once life in Elysium is so much better than on Earth, the poor families from Earth all want to go live there in order to improve life quality, or sometimes in a desperate attempt to use ‘Med-Bays’, since medical care on Earth is outdated and overloaded. However, the access to Elysium is restrict only to those how can afford it, and anyone how tries to enter into Elysium without authorization is apprehended and sent back to Earth, or in worst cases, shot down in airspace. Illegality doesn’t impede outlaws from Earth with access to some amount of technology, to send spaceships to Elysium full of people that can pay for it and is desperate to leave Earth.

The story revolves around Max, a poor boy raised on an orphanage on Earth that dreams to live in Elysium, and later, in his young adult years, becomes a thief in order to survive. After arrested and serving his sentence, he tries to reestablish himself, even in parole, and starts to work as a peon in one of the Armadyne Co. factories, the technology company that built Elysium and is also responsible for government armament, including the police robot force that patrols Earth. Max works in the production line of those robots and after a radiation accident at work, due to the employer’s negligence with its workers, Max discovers he only has five days to live.

Facing the certain death, Max decides to get an illegal transport to Elysium in order to use a “Med-Bay” to save his life. As Max doesn’t have enough money to pay for a ticket to Elysium, he asks Spider, a mix of coyote and hacker who rules this kind of parallel business, for help. In exchange for the ticket, he offers his work force and Spider accepts, but the task Max will have to face to guarantee his travel to Elysium is not easy: he has to obtain the brain data from an Elysian citizen that by any chance is on Earth.
Spider wants it all: from bank passwords to classify information. To do so, Max has to use a plug to steal the brain information from the target and transfer all the data to his own brain.

As a way of vengeance, Max chooses the Armadyne CEO, the same one how owns the negligent company responsible for his accident, as his target. What he didn’t know was that the Armadyne CEO was involved together with the pragmatic Secretary of Defense Delacourt in a scheme to execute a coup d’état against President Patel. In exchange for a lifetime contract with the government, the Armadyne CEO, also responsible for the creation and development of Elysium’s automated system, had to rewrite the code that rules Elysium in order to depose the President empowering the Defense Secretary. When the Defense Secretary discovers that the CEO is dead and that Max has the rewrite code in his head she triggers a group of mercenaries to capture Max and take him to Elysium so she can have the code to put her plan in practice.

But before being capture, Max gives the code to Spider, who realizes that the information he has in hands can change the future of people living on Earth, he also travels to Elysium seeking to use the code on his own will, benefiting citizens from Earth. Despite the mishaps Spider and Max face during their short journey to Elysium, they manage to reconfigure Elysium’s automated system, which embraces its laws and rights now extended to all human being, not mattering if inhabiting Earth or Elysium.

After brief introduction of the movie’s plot, on the next section we will highlight some interesting points it brings forth and can be useful pedagogical tools to debates, explanations and comparisons in classroom.

**Classroom Dynamics**

The use of Sci-fi movies as a pedagogical tool inside classroom can provide a very positive outcome, by switching the conventional way of exposing certain subjects to a more enjoyable approach motivating students to seek new ways to understand previously known content. Through an easier language it is possible to captivate the student in order to form connections between the movies, theories and even real world, as well as,
promoting deeper debates, changing the debate focus from the real world to a fictional world. Besides the language easiness, another advantage of working with recent blockbusters is that in many cases the students has already had a previous knowledge of it, its plot and characters, focusing their attention on the connections between the movie and the proposed class.

However, movies cannot replace the knowledge gained through books and lectures, instead of replacing, they should be used as an addition to traditional resources used in a classroom. In this section we will link some of the elements displayed on Neill Blomkamp’s Elysium, to ideas, concepts and theories of International Relations and Political Science areas and even debating moral and philosophical issues as a way to improve in-class experience.

One of the first issues the movie presents is the environmental problem responsible the apocalyptic situation that Earth is depicted. In Earth’s footage, the prevailing image shown is a desert wasteland with polluted water and air, lack vegetation and sick people due to this environment. Although the movie doesn’t give a clear explanation for what happened on Earth, it is possible to debate the causes of an environmental breakdown. It is possible to form a link between the Kyoto Protocol and US refusal in signing it with the movies first minutes, when it is stated that the elites fled to Elysium in order to maintain their lifestyle. The intrinsic debate of development x environmental protection is also present on the first movie scenes as well as the question about economy when applied to environment: Is it economic worthy to keep developing without taking measures to protect the environment on Earth? What are the costs of doing so? More than just present the Environmental Politics of the International Community, Elysium’s stage of a devastated near future opens the debate for questions about lifestyle maintenance, preventions expenditures on environment, sustainable development among others.

Another detail that calls attention during the movie, with a greater focus in the first scenes is the languages spoken on Earth and Elysium. What can be described as a detail is possibly one of the most important information in the story because it characterizes very distinctly the two existing classes in the movie. Those who live on Earth basically speak Spanish, even though it is also possible to listen to some Portuguese during Spider lair scenes, and English with a very Latin accent. In the other hand, the
languages spoken on Elysium are a textbook English and French that can be perceived also as a symbol of status. This simple information can lead us to a range of interesting themes like colonialism, center x periphery thesis; international division of labor; North-South gap and others in this same sense.

The relationship between Earth and Elysium is permeated by social, economic and political gap, in what can be perceived as asymmetric interdependence. Despite being very different, Elysium and Earth are intrinsically linked once Elysium assumes the control over Earth. In this colonial relationship, it is not wrong to think that great part of what is produced on Earth is sent to Elysium and that Elysian government has the control over Earth’s security force. Besides interdependency and colonialism, another concept that can be addressed following this thought is the thesis of center-periphery where the center tends to gather most of the political and economic power imposing it views and ideas over the periphery, in a reference to North-South division of power. These three concepts can be easily linked during a classroom debate once asymmetric and predatory interdependency reminds very closely the colonialism and the center periphery thesis when analyzing the relationship Earth and Elysium maintain.

The international labor division as well as the North-South gap of development are also two other concepts that can be used to analyze and describe the relation between Earth and Elysium: while those who have the resources to develop technology and armament should do so, the others who are underdeveloped should keep providing labor force, raw materials and industrialized products with low technology. In this way, the North (metropolis - Elysium) will stay developed while the South (colony-Earth) will continue to be underdeveloped in the benefit of the metropolis who rules this asymmetric relationship.

Elysium can provide a fruitful debate over the idea of countries, international community and world government. During the movie, there are only few mentions to cities or other countries on Earth. Los Angeles is the single city showed and besides the United States, the only references to other countries in the movie are restricted to a South African flag in the mercenary’s aircraft and other languages that represent countries like Spain, Mexico, Brazil, France and others. Even so, the mention is very indirect and leads us to questioning how Earth geopolitics are structured in Elysium’s future. Also, the way Elysium stage is built in the movie opens the possibility of questioning how does
government/sovereignty and international community exist in the Elysium constructed scenario.

As Elysium has the political intervention over Earth because it controls police force action, the airspace, the communication and other aspects of life on Earth, it is possible to think that the government body in Elysium is kind of a world government, once there is no mention of government or sovereign countries on Earth capable of enforcing their laws and policies. This peculiarities provides us the opportunity to debate in classroom issues like the existence of the Westphalian State itself; the functioning of a World Government, its economy, new organisms and policy; the importance of International Organizations like UN, IMF, WTO, and others as we know them; the International Community in a world of a single government. Among others exercises, this specific point can lead us to a more philosophical exercise of thinking about other political organization than the State as we know.

Due to the chaotic situation on Earth, the shortage of basic resources is a reality pointed out during the movie. Besides the ruined economy, it is not easy to have access to food, water, fuel even if having money to pay for it. As the movie shows, part of drinkable water is polluted, the great part of cars stayed parked the whole day and people use only public and scarce public transportation for displacement and the food is not abundant as it is possible to see in a very modest street fair depicted in the movie. With this line of thought, it is possible to draw a parallel debate about shortage of basic resources on Earth portrayed in the movie and the ‘real’ world, where water, food, oil and other raw materials are also limited resources.

Entering in this debate enable us to question not only the distribution of this kind of resources around the world but also the political, economic and social consequences of their total shortage in the fictional and non fictional Earth. The topic of limited resources also sheds some light on the Elysian life style and the probable use of limited resources disproportionately what bring us back to the debates of environmental protection and north-south issue.

While Elysium can point out to some clear topics for debate and comparison with International Relations and Political Science – new wars is an example – there are also other topics that aren´t directed approached by the movie, as the media role in Elysium, but can be elaborated using Elysium stage as a rich source of information and ideas.
The use of technology is very latent in the movie and one of the first differences between Earth and Elysium is that in Elysium, every citizen has access to high technology and the government core is based on a very technological building that controls almost the entire satellite where Elysium is located. At the same time, Earth is immersed in a totally overcome reality if compared to Elysium. This technological gap between the two ‘worlds’ makes Elysium superior to Earth, that is completely controlled and dependent of Elysium.

In this sense, the movie shows the emergence of the new wars in a technological world in a couple of distinct forms: the automated war, picture in the figure of robot police force, and the cybernetic war, portrayed in the Spider attacks to Elysium, its attempt to steal brain information of a Elyssian and also the Defense Minister action to take out function the Earth communication network. The debate in classroom about new wars can be centered in the main movie event: the change of Elysian law and rights through Spider online maneuver. The act that changed the status quo didn’t come from a revolution of the rebelled Earth citizens but from the act of two guys that had access to technological resources, which in theory are controlled by the Government.

Although there is no mention of the media role in Elysium, it is still an intriguing question that can be brought to classroom. Even without reference to the media in the scene where the aircrafts that are going illegally from Earth to Elysium are shot down by missiles send by a mercenary triggered by the Defense Secretary, the first reaction of President Patel is to question the Secretary of Defense about the image this incident will pass to Elysium citizens once the aircrafts felt in their backyards. This declaration makes clear to the audience that the worries the President has is mainly with the opinion of their citizens and not with the lives of Earth citizens. Besides this statement, it also makes us question about the public opinion in Elysium and the media role of it all. How do the media approach the situation on Earth? Is the media controlled by the State? Does Earth have its own media or is it also controlled by Elysium? Those questions can guide a very important debate about media freedom in a parallel with the ‘real’ world.

In the movie, the Human Rights issue can be perceived in several distinct moments, and although not a direct subject in Elysium, it is possible to debate a wide range of matters linked to it. The collapse of life conditions on Earth is responsible for a various cases and examples of disrespects of human rights in accordance with the UN
Charter of Human Rights. Besides having the right to displacement compromised by the lack of enough transportation, which is controlled by the government, citizens on Earth are permanently under surveillance from the violent robot police force. In addition, the lack of jobs creates a situation closer to slave labor and the indifference from the State can be felt not only in the deficiency and over dated health system but in the lack of public education and basic sanitation.

What can be noticed in several movie scenes is that labor is not regulated and the workers don’t have their rights respected. In Max’s work, the factory safety conditions are not even nearly close to the ideal, he was threatened all that time and puts his life into danger restrained by his supervisor. The robot police is also a source of disrespect of Human Rights once they are programmed to respond with disproportionate violence even to situations it is not needed. This topic can open space for a debate about the use of violence by the State toward civilians and the impact it makes in international policy.

The Earth’s healthcare system is probably where the disrespect with Earth citizens is most noticeable: once in Elysium every home has a “Med-Bay”, on Earth people struggle for an outdated medical care. What is most impressive is that after Spider changes the laws and rules of Elysium and every human is transformed into an Elysian, the computer program that controls the satellite identifies the healthcare needs of people in Earth and medical spaceships are immediately sent to Earth. This situation can proportionate a parallel with the ‘real’ world apartheid and generate a very interesting debate, not only, about the apartheid system in South Africa and its consequences until today but also prejudice and the situation of marginalized societies around the world.

Probably, the clearest parallel between the ‘real’ world and Elysium is immigration, since it is a subject that is present as part of the movie’s plot. Both in Elysium and in ‘real’ world immigrants, specially the illegal ones, seeks the same thing: improving their life conditions. These improvements includes, access to better medical service, better jobs or escaping from life threatening situations. The illegal immigrants are so desperate to leave their homeland that they seek to contract coyotes, characterized by Spider, as a way to cross the frontier. Elysium can also be seen as a parable recreating the US/Mexican border, and the attempts of crossing it. A very interesting point of treating the immigration issue through Elysium is the absence of nationalities. By portraying the immigrant only as a human being seek to reach a paradise, in order to cure
a disease or some other reason; we tend to humanize the immigrant looking at them with better empathy. In a classroom, this relation can be boarded by an debate perceiving the immigrant’s point of view and the countries they try to flee to.

In Elysium, it is possible to identify a power struggle between the Defense Secretary Delacourt and President Patel. The President is described, almost as an iconic figure in the Elysian politics, attending to fund raising and focusing on the government’s image and politics. The Secretary, on the other hand, is portrayed as a pragmatic person focusing on achieving results by any available means, not caring if it will injure or even kill anyone in her way. Her image resembles the realist theory, especially due to her function as a Defense Secretary. In a specific part of the movie, when the President confronts her we can clearly relate to IR’s first debate where the President has a closer link the Liberal theory and the Secretary closer to Realist theory. By personifying two characters as IR theories one possible in-class exercise is to identify each character’s action with the specifics of each theory.

Throughout the movie, the relationship between Earth and Elysium is depicted as an exploratory one, where Elysium controls and drains resources from Earth. Spider’s decision to include Earth’s population to Elysium’s, end up affecting this delicate balance between the two worlds. Although the movie does not show, how Spider’s decision affects the political balance, Elysium provides us an interesting reflection exercise about what changes the Status Quo between two countries and how that affect their relationship.

In this section, we presented several concepts and exercises that can be realized in a classroom in order to promote debate or analysis of complex theories in a casual way. These aren’t the only concepts and theories presented at the movie, since it is a very complex world, only a selected few we picked up to illustrate our point. In this sense, we instigate teachers to promoted debates allowing the students to identify themselves concepts throughout the movie. This practice sometimes can be very fruitful, revealing concepts and themes that could have been forgotten or left out. On the next session, we will present a more detailed exercise of scenario planning using Elysium.

Elysian Peace or Underworld? Scenario Planning Through Elysium
The capacity to elaborate scenario is a very important part of the formation of an International Relations student. Peter Schwartz in his book *The Art of Long View* discusses the abilities and tools necessary to form scenarios and the importance of forming them. In his book, Schwartz lists five factors, which he calls driving forces. They are Society, Technology, Economy, Politics and Environment. He also establishes that an ideal scenario elaboration would include three scenarios: more of the same, where the situations stay the same – without any great change of the current situation; blue skies – an optimistic scenario where some good things happened and the current condition is improved; and the worst nightmare, depicting a future with huge negative impacts.

Many Sci-fi movies try to develop a world based on possible scenarios, sometimes a blue skies scenario, such as Star Trek – where the world unites into a single political entity with a peaceful world government – and at other times, the worst nightmare scenario is developed, as showed in Wall-E, Elysium, Tank Girl and the Book of Eli. As said before, Elysium most striking feature is its capability for generating scenarios after the movie’s conclusion and Spider achieving to change the status quo between Earth and Elysium, making them two parts of a single political entity.

Spider’s choice of uniting Elysium and the Earth brings forth the question of what will happen with the balance of power between the elite and the commoners. There is a short glimpse that gives the idea that Elysium citizens are above the law and must be protected at all costs, this can be perceived when President Patel gives the order to execute Spider and the robot army refuses to comply, stating that they must protect all Elysium citizens. Immediately after, this event, a series of medical ships are deployed to treat the injured people on Earth.

The end of the movie gives a great starting point to a scenario forming exercise. Questions such as, what will happen after; who will become the new elite; what about the access to technology, how it will affect society; can be ask in a classroom in order to instigate the students to think about the possibilities that the end of the movie showed. Here we will depict two scenarios based on the end of Elysium, a blue skies and a worst nightmare.

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On a blue skies scenario, called Elysian Peace, the adding of Earth’s population to Elysium generates a state of welfare in which both communities begin to live in a world with little difference between the social classes, close to a Marxist ideal of uniting social classes would be one of several ways to a more legit society. In this sense, this scenario predicts a future where all classes have access to technology and high end medical resources.

Since there are only Elysian citizens, the laws would become irrelevant, because the citizens are above them, making no need for an army or even police. Emmanuel Kant’s perpetual peace becomes a reality. In this scenario, it is possible to imagine a world without diseases or even death, a world mainly dominated by economics relations, where there is a free mobility of people between Earth and Elysium. However, three driving forces would suffer minimal effects with this change. Politics would continue to be controlled by Elysian elite, continuing to oblige their politics on Earth’s population, forcing them to maintain their lifestyles. Nevertheless it could be possible to imagine that Earth’s elite could gradually manage to have some influence over politics, managing even to have regular representatives in the government.

Economics would suffer minimum changes since the wealth of Elysium was not shared after Spider’s decision to change Earth’s population status. In this sense, the companies would continue with their Elysian owners and poor people in Earth would still work for them. The fact that everyone on Earth became a citizen of Elysium does not mean that the Marxist ideal of no social classes would be adopted. Even so, it is possible to imagine that, because of law changes in Elysium, people from Earth, that now would also be Elysian, would be able to demand more from their employers in labor legislation basis guaranteeing better salaries increasing acquisition power on Earth. It is also possible to imagine the creation of social programs to help the income of poor families living on Earth.

Environment would not be affected at all. From the movie’s beginning, it is stated that Earth’s environment was destroyed and that was the cause for the elite fleeing to Elysium, so Earth’s new status, as a part of Elysium, simply will not affect environmental issues. Although it would be nearly impossible to change Earth’s environment, it could be imagined that people from Earth would make pressure over the Elysium government to launch environmental programs that could try to improve life conditions on Earth. The
blue skies scenario shows a more equalitarian world were people, both, from Elysium and Earth share the same access to health, education (even not at the same level), basic sanitation and several technologies.

In the worst nightmare scenario, here called of Underworld⁶, Earth’s change of its status quo causes an outbreak of conflicts around Elysium and Earth. The Elysian elite would do anything to keep their lifestyle, while Earth’s population would fight in order to achieve similar rights. This war would be fought all over Elysium and Earth, seeking control over the wealth and technology, which previously was only available to Elysium citizens.

An interesting feature of this scenario is that since Elysian citizens are above law, and every one on Earth became an Elysian citizen, this would mean that every human is above the law. The robot army would be useless and therefore, there would be anyone to enforce the laws and securing peace. Without enforcement, men would start to live in their state of nature, preying on the weaker in order to become stronger. Thomas Hobbes’ prediction that man is wolf to man would become true, thus destroying society as it was known.

Policy would become a secondary preoccupation, since humankind main preoccupation is an individual effort to survive. The political sphere would lose its importance in a first moment as the conflict escalates into an all-out war. The conflict summed with the absence of law enforcing by the robots and the spontaneous growth of Elysium’s population would cause severe changes in the government decision-making body elections, therefore weakening the government even more. The result would be an empty and fabled government.

In the economic sphere, major changes would happen as it occurs in all great conflicts. Several industries would change their production in order to attend the military demands of war. Since the factories are placed all over Earth, they would be one of the greatest conflict areas. The elite would feel the changes in economy first, since the Earth’s citizens are already accustomed with famine and resources scarcity.

⁶ Recalling the Greek mythology, where Elysium is Haven and Underworld is the Greek equivalent of Hell.
In technological terms, since most industries would turn to weapons production, it is expected great advances in arms industry, especially in light weapons. The robot army would become useless and therefore its production would be halted. The “Med bays” would continue to be a highly valued asset, since it can represent the difference between life and death in the war.

The environment would suffer heavy damages on both Earth and Elysium. The conflict on Earth would affect the environment due to an extensive use of arms and fuel, worsening the already damaged environment. It can also be considered that Elysian elite could use this worsening in order to end the conflict and life on Earth. On the other hand, Elysium’s perfect environment would be put to test and it is expected to suffer attacks from Earth citizens as a way to disrupt the space station’s delicate balance.

This section showed how it is possible to use Elysium as a scenario planning exercise in classrooms. The two scenarios presented above are just examples of how to create a scenario using Sci-fi novels. It is important to point out that there is no right or wrong in scenarios, all possibilities can become true, and that is one of the most difficult concepts for a student to grasp, all depends on how you construct the storyline behind a scenario.

Final Remarks

The fast-paced life by which the digital natives are exposed demand a more dynamic teaching method. As an in-class tool, movies can be invaluable, providing deeper debates and new ways of perceiving theories and concepts and ideas, enabling the students to have an easier understanding of complex theme. As we presented throughout the text, blockbusters generates an environment where students tends to feel at ease.

Neill Blomkamp’s Elysium is a very good example of how it is possible to use blockbuster in order to persuade students into debates and scenario planning exercises. The movie plot deals with several topics from power struggles in the highest power sphere to resource shortage, passing through environmental and humanitarian issues. The huge array of themes that can be perceived in this movie helps us to understand movies usefulness, as a jack-of-all-trades, that can be applied in nearly every situation.
However, sci-fi movies has a huge differential. By depicting a far-flung reality, often based in our own world, or some part of it, sci-fi novels permits us to extrapolate the conditions and situations presented at the movie. These extrapolations are key points for the movie usage in order to form scenarios and analyzing the five driving forces in a relaxed classroom environment, making students willing to interact and participate on a debate or a scenario planning exercise.

As it is shown above, relations between movies and reality isn’t something new, but what we argue is that blockbusters are a good way of reaching out students, through a series of present elements. As Gigi Gokcek debates, the use of unconventional movies to depict real life representations of conflicts and organizations, we advocate on the use of sci-fi movies as teaching tool that can reach where conventional methods – and movies – aren’t able to. Although we made an effort of relating Neill Blomkamp’s Elysium with IR and the scenario planning exercises, we believe that this same effort can be extended to other sci-fi movies and other even more unconventional genres.