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#### Link 1: The power of the image is the image of power. The semiotic battle ground in which violence is constituted gives images of ethical deviation power by affirming their reality, something debate is entirely invested in. The Affirmative critique is assimilated to justify the moral superstructure they criticize by humanizing the system

Johnson 17 - Jamie M. Johnson University of Sheffield, European Journal of International Relations 2017 “Beyond a politics of recrimination: Scandal, ethics and the rehabilitation of violence” [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5732620/pdf/10.1177\_1354066116669569.pdf] Accessed 8/10/18 SAO \*brackets in original

The meaning and logic of a scandal exceeds these strictly ethical and juridical frameworks. Instead, transgressions are interpreted through and implicated in the reproduction of wider frameworks of intelligibility within war. Consider, for example, the revelation of ‘prisoner abuse’ within the Abu Ghraib detention facility. While this scandal clearly invoked the idea that these violences were a departure from the rule of law and widely accepted norms regarding the humane treatment of prisoners, this is not the only way in which these events were rendered intelligible. This moment was not simply read as an instance of violence that overstepped the line in a strictly juridical sense. As Melanie Richter-Montpetit (2007: 38) has argued, these violences were also interpreted through a ‘pre-constructed, heterosexed, racialised and gendered script’. The transgressive dimensions of ‘prisoner abuse’ in Abu Ghraib were not therefore solely, or perhaps even primarily, understood in relation to a set of codified ethical principles that were violated. The signification of these violences as scandalous also drew upon and reproduced a wider set of representational logics. As such, the dominant narrative of the violences at Abu Ghraib became an individuated story of ‘womanhood or sexuality gone awry’ (Sjoberg and Gentry, 2007: 70). This fetishisation and denouncement of a ‘few bad apples’ serves to obscure a more systematic insight into the widespread use of extrajuridical and extra-territorial rendition, torture and killing that has defined the ‘war on terror’.3 Unpacking the first line-drawing manoeuvre in this way allows us to understand that scandals are not detached and dispassionate arbiters of ethical conduct. As opposed to approaches that focus upon adjudicating wartime conduct in terms of its adherence or deviation from standards and thresholds defined by pre-given ethical frameworks, this approach to the ethics of war draws attention to an everyday ethical vernacular (see Bubandt, 2005; Vaughan-Williams and Stevens, 2016): a diffuse, decentred and circulating discursive economy through which particular acts of violence are rendered intelligible. It is a way of thinking about ethical arguments about war that focuses less on how particular acts of violence are problematised in relation to defined and fixed norms. The process is less clearly determined. To understand the scripting of ethical failure, of scandalous transgressions, we must therefore come to understand the complex intersections and resonances between ethical imaginaries and other representational logics. It is therefore important to understand scandals as primarily political rather than epistemological events. The exposure of a scandal is not simply a process of correctly naming an event as such. Rather, scandals are constructed sites of hyper-visibility that exceed the ethical frameworks that they invoke.4 Such an understanding of scandals leads us away from the idea that they are, by exposing and disclosing hidden transgressions, a means of speaking truth to power. Instead, understanding this first line-drawing manoeuvre begins to demonstrate to us how scandals are a manifestation of the power of truth. Such an approach to scandals draws us away from an idea that they are determined by the intrinsic qualities of the act itself and instead urges us to reflect on the socio-political function of this process of signification. Second manoeuvre: Redrawing lines The denunciation of scandal always pays homage to the law. (Baudrillard, 1983: 27) The first line-drawing manoeuvre of a scandal allows us to note that a line has been crossed. As has been shown, the observation of transgression therefore offers us privileged insights into the existence, prevalence and location of these lines. By tracing these crossed lines, we gain an understanding of the everyday ethical vernaculars that reflect popular understandings of the relationship between war and ethics. The danger of understanding this first manoeuvre alone is that it largely leaves intact the heroic notion of scandals as a means of revealing ethical transgressions. The observation that the signification of scandals exceeds the ethical norms that they invoke could simply be read as a suggestion that to understand the scripting of ethical failure, we must understand how these events are embedded within broader representational regimes. Understood as such, scandals simply reflect the complex and contingent resonances between ethical imaginaries and other dominant discourses and stories. In this sense, the first manoeuvre is not really involved in line-drawing at all; it is simply observing that lines have been drawn. Taken on its own, what this manoeuvre gestures towards but fails to account for is the performative force of scandal: how the invoking of particular lines ‘produces the effect that it names’ (Butler, 2011: xii). We must therefore supplement this first manoeuvre with a second in which scandals are not simply read as the crossing of a line that exists independently of this apparent observation. Instead, scandals must be understood as a process of redrawing the line that has been transgressed. In this sense, the first and second manoeuvres are not really separate manoeuvres at all. Scandals do more than simply reference norms and principles; they are productive of them. The second manoeuvre points to how norms come to be revitalised and pursued with renewed vigour; it allows us to understand the constitutive function of the first manoeuvre. To be clear, the performative force of scandal is to regenerate the very principles that are distressed by their apparent transgression. Ultimately, this is the success of ethical failure. Scandals, and ethical engagements with war more generally, must be understood in terms of their ‘socio-political effects [which] impact on our collective understanding of war itself’ (Dauphinée, 2008: 50). The second manoeuvre draws our attention to a particular dimension of this effect. Specifically, it demonstrates the way in which scandals function as what Baudrillard (1994: 18) refers to as an example of ‘operational negativity’: a **secur**ing of **a positive reality through** the **denouncement of its inversion, subversion or semblance.** To help elaborate on this function, Baudrillard considers the doctrine of iconoclasm. The iconoclastic argument forbids the worshipping of images of the divine on the basis that ‘the divinity that breathes life into nature cannot be represented’ (Baudrillard, 1983: 7). What underpins iconoclasm is the assumption that there is a divine presence against which particular representations can be judged; there has to be a presence that allows for the identification of its absence. For Baudrillard (1983: 11), the denouncement of various signs as false representations of the real ‘masks the absence of a basic reality’. In this sense, God is not simply dead; rather, God never existed, and there has only ever been the simulation of a divine presence. The notion of operational negativity therefore offers Baudrillard a means to develop his wider thinking about simulation and the hyper-reality of the symbolic order through which social reality is constituted. While this potentially opens up interesting avenues regarding the ontological status of the ethical architecture of war, understanding the second manoeuvre requires us to explore a different dimension of the socio-political function of this logic. As has been shown, iconoclasm performs an important pedagogic role. If God cannot be represented, then God surely exists: this is the underlying message of the iconoclasts. Operational negativity highlights an absence in order to affirm the veracity of an invoked presence. However, **this denouncement** does more than reaffirm an underlying reality principle. It also **performs a crucial regulatory function.** The force of this denunciatory logic is to police conduct in accordance with the transgressed law: you shall not make for yourself a carved image, or any likeness of anything that is in heaven above. Denunciation therefore attempts to resolve transgression **by demanding conformity to a cherished principle** or commandment. **The effect of identifying deviation is to ensure a return to the** norm. The tendency of denunciation is towards a re-solution, usually understood as a securing and reproduction of the **status quo.** Denunciation therefore performs a conjoined pedagogic-regulatory function in attempting to secure both the power of truth and the truth of power (Dillon, 2015). It is in both of these senses that we must understand Baudrillard’s (1983: 27) claim that: ‘The denunciation of scandal always pays homage to the law.’ Scandals, as an example of operational negativity, are therefore not necessarily moments through which particular principles come to be scrutinised or disputed. Instead, the function of operational negativity is often to: regenerate a moribund principle through simulated scandal, phantasm, and murder — a sort of hormonal treatment through negativity and crisis. It is always a question of proving the real through the imaginary, proving truth through scandal, proving the law through transgression … Everything is metamorphosed into its opposite to perpetuate itself in its expurgated form. … Power can stage its own murder to rediscover a glimmer of existence and legitimacy. (Baudrillard, 1994: 18–19) From this reading, scandals do not emerge as a space for contesting or rethinking the legitimacy of a particular social order. Instead**, what appears to be a moment of disruptive failure is actually crucial to the rehabilitation** and regeneration **of the very social order** that appears to have failed. What is troubling from the perspective of this second manoeuvre is how critical arguments about the ethics of war become implicated in the very practices that they appear to challenge. Understanding this complicity in the conditions of possibility of military violence requires us to understand the ways in which scandals shape the possibilities and limits of critical responses to perceived ethical failures in wartime conduct. Baudrillard’s concern with thinking within the logics of the scandal is that it reduces critical thought to a logic of recrimination. Scandals present a simple decision in the face of an event: ‘to receive it as rational or to combat it in the name of rationality, to receive it as moral or to combat it in the name of morality’ (Baudrillard, 1994: 15, emphasis in original). It is these grammatical terms of the scandal that are particularly problematic as, through them, critical thought becomes confined to performing a regulatory function in support of the logics of a particular morality or rationality. To denounce a particular act ‘for not following the rules of the game’ accepts and affirms that if only these rules were followed, then a particular form of behaviour would be unproblematic. This account of critique as recrimination blunts the possibilities of critical thought, largely confining it to a logic of problem-solving whereby the ethical problem of war is reduced to the identification — through transgression — and re-solution of a series of problems through a return to the norm. Problematically, this not only leaves unquestioned and untroubled the norm that it invokes, but actively serves it as, understood in this way, the possibility of transgression implies that if transgression were eliminated, war would be a wholly moral exercise. Far from undermining the possibilities for war by exposing its apparent failures, scandals are involved in the production and reproduction of the very principles upon which contemporary warfare is made possible. This is the success of ethical failure. In short, the durability of the understanding of war as a legitimate enterprise comes to rely, in part, upon the managed exposure of its fragility. Ethical failure in warfare is therefore crucial to upholding the very principles that make violence possible. Perversely, no matter how well intentioned, scandals are complicit in a virtuous cycle that reproduces the legitimacy of virtuous war. In this sense, ethical failure comes to affirm and necessitate more successful forms of violence. Recriminations against the perceived breakdown of the relationship between the martial and the ethical are in danger of confining critiques of wartime violence to the process of policing conduct in war against a series of fixed standards and thresholds. It is in this sense that we should understand scandals as a watchdog on government; not as speakers of truth to power, but rather as speakers of the power of truth. Far from challenging the construction of war as an instrument of ethical foreign policy, the terms of critical engagement are such that opposition to particular forms of wartime conduct becomes implicated in the reproduction of the very thing that it may set out to challenge or dismantle. Of course, not all responses to scandals are motivated by this desire. For example, many responses must be situated within wider pedagogic efforts designed to learn from and improve the efficacy and ethicality of wartime conduct. Viewed from the perspective of this ‘fail again, fail better’ approach, scandals are a window of opportunity to refine rather than refute the terms of ongoing violence. The danger and tragedy of scandal is that it is hard to conceive of ways of critiquing war that escape this logic. Rather than creating spaces for imagining less violent futures, scandal overwhelmingly tends towards a politics of recrimination and the resolution of largely individuated moments of ethical failure through technical fixes. The problem of scandal is therefore that it threatens to make iconoclasts of us all: urging us to denounce and combat false or aberrant forms of violence in the name of a purer and truer form of violence that we are urged to pursue with a renewed zeal and vigour.

Johnson Continues - Jamie M. Johnson University of Sheffield, European Journal of International Relations 2017 “Beyond a politics of recrimination: Scandal, ethics and the rehabilitation of violence” [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5732620/pdf/10.1177\_1354066116669569.pdf] Accessed 8/10/18 SAO This article has focused on the interpretation and socio-political function of wartime scandals. It has presented both an opportunity and a warning: an opportunity in terms of exploring what scandals can tell us; and a warning in terms of understanding the performative force of what scandals are already telling us. Understood as a series of linedrawing manoeuvres, this article has outlined how scandals offer us a privileged insight into the character and reproduction of the normative architecture through which contemporary war is governed. This method for critically reading wartime scandals offers a number of important insights and opportunities for engaging with the ways in which contemporary wartime violences are enabled, excused and obscured. It is important to understand that the argument presented in this article does not entail a rejection of the possibility or desirability of ethical arguments about war. This may appear to be the direction in which Baudrillard gestures. Baudrillard’s provocation that there is no scandal may seem to be a vague, inadequate and potentially conservative response to acts of violence that many feel motivated to respond to. Just as it has been argued that denunciation is in danger of being intimately involved in the reproduction of the very violences that it seeks to problematise, it could be argued that refusing to accept that particular acts are scandalous runs the risk of forming a silent complicity with them. **A commitment to normative politics does not**, however, **entail a choice between speaking out against violence or remaining silent.** Put simply, **to speak or not to speak is not the problem** we find ourselves confronted with. Such a formulation proceeds from the assumption that scandals and recrimination are the only possible ways to articulate concern with particular acts. Understood as such, this article would appear to challenge this mode of critique, thereby eradicating or seriously limiting the possibility of expressing outrage at wartime violence. Only if we accept this premise are we confronted by the decision to speak or to remain silent. This article does not aim to restrict our ability to articulate outrage about particular acts of wartime violence. Scandals are not the only ways of narrating instances of death and injury in war. **Other ways of speaking are possible and other stories can be told** (Shepherd, 2006: 401). Realising this can only serve to expand, rather than limit, the vocabulary and possibilities of critical thought beyond a restrictive politics of recrimination. The point of this article is that it is because, not in spite, of the ‘truth’ of these violences that we must interrogate the socio-political function of this way of speaking, of bearing witness, of speaking truth to power. This article does not therefore dismiss the importance of ethical arguments; instead, it attempts to demonstrate just how important they are. Taking ethical arguments seriously requires us to recognise that they are not detached from the violences that they reflect upon. **Bearing witness is not without consequences.** Troublingly, this article has demonstrated that the denunciation of moments of ethical failure may, in fact, reproduce the very practices that appear to be disturbed. **Scandals** may therefore **secure the legitimacy and necessity of more not less violence**. This spiralling and bewildering causality highlights the complexity and ambiguity of critiquing war. The challenge for critical inquiries into war is therefore how we can formulate ethical arguments about war that do not reproduce the conditions of possibility for the very practices that they seek to contest. The challenge is to imagine what outrage might look like when it is not expressed through the logic of scandal. Put simply, this article has explored and unpacked the logics and performative force of wartime scandals; the challenge now is to think about how we might speak beyond them

#### Link 2: Images of suffering fuel violence

Alford 20 - Aaron J. Alford, Medium, January 13th, 2020 “Disaster Pornography and the American Media”[<https://medium.com/@aaronjalford1/disaster-pornography-and-the-american-media-f01ee1cb4512>] Accessed 1/30/20 SAO

Most of us are familiar with the concept of pornography, at least sexual pornography: Images or media meant to titillate your arousal. Similarly, the images of catastrophe and destruction presented by the news media are like a drug, used by first world nations to feed off the suffering of the rest of the world. Images of death and violence from non-western countries are extracted and reprocessed for consumption by you, the consumer. The production of disaster porn is, as Baudrillard proclaimed, charity cannibalism and incentives the perpetuation of oppressive conditions in order to sustain and prolong our enjoyment. “We are the consumers of the ever delightful spectacle of poverty and catastrophe, and the moving spectacle of our own efforts to alleviate it. We see to it that extreme poverty is reproduced as a symbolic deposit, as a fuel essential to the moral and sentimental equilibrium of the West.” — Baudrillard In short, disaster pornography shows us images of suffering and our efforts to stop suffering, which gives us a little dopamine hit. **Our news media is trying to get you addicted to violence, so they can sell you more ads**. Disaster pornography is the new drug. Or should I say, old drug. Producing and reproducing suffering Somehow, what Baudrillard warned of the year I was born is still going full force, unchecked, unchallenged, and no one is calling it out. Baudrillard said “Our whole culture lives off this catastrophic cannibalism, relayed in cynical mode by the news media.” Now I can already hear you scoffing at my ridiculous claims, but consider these examples. The New York Times Sells the Iran missiles as “an Action Movie” The Iran war effort is being pushed, as I write, by American media. Take for example the New York Times coverage of a missile strike compared to Al Jazeera’s coverage of the same missile strike. One is factual, the other wants you to imagine your favorite Iron Man movie. The **New York Times wants to feed your wildest fantasies** about the glory of war, and how beautiful it is. Al Jazeera, the non-western source, simply reported the facts. The big difference is the framing. NBC Worships Trump’s Missile Attacks on Syria Consider another example, NBC’s Brian Williams coverage of a missile attacks on Syrian air bases in which he described the wanton destruction as “beautiful missiles.” He said he was “tempted to quote the great Leonard Cohen” in that he is “guided by the beauty of our weapons.” https://www.youtube.com/watch?v=lJz9q7pfXkY The U.S’s Cycle of support and betrayal of the Kurds To better understand this cycle, look no further than the U.S’s support and then sudden betrayal of the Kurds. During the gulf war, there was a huge push for “humanitarian protections” for the Kurds, even after Saddam Hussein had already crushed them while the west stood by drinking our tea. In 2003, we start a war against Saddam Hussein, which perpetuates the instability that feeds our love for disaster even more. Then ISIS comes out of that chaos, and we are even more fed. Then the Kurds defeat ISIS, popular opinion of the Kurds goes up in the wake of the Syrian civil war and destruction of ISIS, only to have our president abandon them to be genocided on the Syrian border by fucking Turkey. You see, we never cared about the Kurds, only the images they gave us. Only their suffering, only their death, was enough to sate the American appetite for war, violence, and suffering. The election of Donald Trump Baudrillard argued that when the disaster market from around the world slows down, the west will turn inward and **produce its own spectacles of disaster**. Brexit and the election of white nationalists in America are great examples of what Baudrillard warned of. Another example of this cycle of catastrophe is president Donald Trump’s election. Donald Trump received 2 billion dollars of free television coverage in 2016 leading up to his election. The media could not get enough of this crazy television host billionaire who thought he would be a good president. The truth is that the media always wanted him to be the president, the source of constant disasters both here and abroad. Donald Trump is a president who: Impulse killed an Iranian General without a declaration of war Cut taxes for the rich and raised taxes on the poor Put children, including babies, in cages at the border Bullied a 15 year old climate activist on Twitter Has been accused of sexual misconduct by at least 17 women Betrayed our ally the Kurds and genocidal Turkey Has actively supported a Saudi Arabian genocide in Yemen Started a trade war with China for no apparent reason Attempted to bribe Ukrainian officials into meddling with our election, and got impeached for it Nominated a rapist to the Supreme Court Supported known child molester Roy Moore for congress Paid of a porn star to stay quiet about how he cheated on his wife with her Is best friends with Steve Bannon, a outspoken fascist and white nationalist Said that there were good people on both sides of a dispute between white supremacists and people protesting white supremacy Pardoned a sheriff in Arizona who advocates for concentration camps Consistently uses anti-Semitic tropes and promotes division I mean, the list goes on from here, but you get my point. Donald Trump is **a walking disaster maker, and the media worships him for it**. Hell, Republicans worship him for it. Even when the media and right wing establishment claim to disagree with him, they put him and his hateful rhetoric on the pedestal. The truth is, no matter what they tell you, the owners of American media want his reelection. It is just too good for their bottom line. A president who creates disaster’s like these is exactly what the American media needs to keep American addicted and the profits rolling in. How then shall we live? Disaster pornography relies on a cycle of production and consumption. The West is complicit in the creation of numerous disasters all around the world. When Donald Trump fucked with Iran, it provoked a response from Iran which is now played back by our media as a justification for further western intervention. This cycle didn’t just start, it’s been going on since before I was born. The west does not respond to disasters, we fucking create them. It’s a process, by which we sell our souls to the devil. Although I fear this description is unfair — to the devil. So how do we stop it? How we prevent the cycle of disaster, images, disaster? It’s simple; **stop watching** disaster porn. I don’t mean stop watching the news, but I do mean to stop listening to the neo-liberal pundits, the discourse of fear, and the spectacles of violence displayed for your pleasure. Listen to news sources who have some god damned respect for humanity. (This means not Fox News OR CNN, if that wasn’t clear). “We have long denounced the capitalistic, economic exploitation of poverty of the ‘other half of the world’. We must today denounce the moral and sentimental exploitation of that poverty — charity cannibalism being worse than oppressive violence.” — Baudrillard So I ask you today, to denounce with me the exploitation of disaster for our own selfish needs. **Say no to the staged spectacle and eventually the market for these simulated disasters will dry up**. When the market of staged disasters is no longer where we look, we will again be able to recognize real human suffering when we encounter it, and act to resolve it. Rather than ignoring the suffering of the underpaid, overworked, and exploited around us, we will finally be able to recognize their suffering as legitimate, rather than looking to the news for our moral compass.

#### Link 3: The affirmative embraces fiction that debate should be a site for continuously bolstering the reserve labor force of corporate society through a celebration of mediated action

Hoofd 07 - Ingrid M. Hoofd, National University of Singapore, December 2007 “The Neoliberal Consolidation of Play and Speed: Ethical Issues in Serious Gaming” in “CRITICAL LITERACY: Theories and Practices Volume 1: 2” p. 6-14, 2007 [http://www.criticalliteracyjournal.org/cljournalissue2volume1.pdf] KZaidi Recut 9/27/21 SAO

Serious games are a fascinating next stage in the continuous exploitation of digital media technologies over the last decades for training, learning, and education. As formal education and training always involves the transmission and repetition of certain culturally and socially specific sets of skills and moral values, it would be of paramount importance to ensure that developments within the serious gaming industry are in step with the effects of the good intentions of nurturing people within a social framework that emphasises a fair, culturally diverse, and blooming society. In this light, it is interesting that from the very advent of the information society, digital technologies have been depicted as central to the development of a more just and equal society by harbouring the promise of bridging gaps between classes, races, and genders locally as well as globally. Driven by the vision of this utopian potential of new technologies, the education industry and larger policy organisations have been exploring the pedagogical possibilities of these technologies both in- and outside the traditional classroom for the last twenty-five years. Indeed, the implementation of increasingly more sophisticated and technologically mediated methods and tools for learning and education, takes as its starting point the techno-utopian assumption that (new) interactive technologies themselves are the primary harbingers of a fair and blooming society through facilitating (student) empowerment. This paper takes issue with this widespread techno-utopian perspective by seeking to shed light on the larger ethical implications of serious gaming. It will do so through foregrounding the relationship between global injustices, and the aesthetic properties and discourses of serious gaming. So while reframing serious games themselves in a new ethical perspective constitutes the main objective of this paper, it is equally important to situate serious games within a larger political discourse on the teaching of new skills. Firstly then, policy papers and academic studies on serious games all display an assumption of the inherent neutrality of gaming technologies, as if these technologies were mere tools equally suitable for all. What also becomes apparent in the language used in these studies and proposals, is how this instrumentalist vision of gaming technologies for learning goes hand in hand with a particular neo-liberal assumption of what constitutes a fit individual, and by extension of what the hallmarks of a ‘healthy’ society may be. For instance, in the European Union study “Serious Gaming – a fundamental building block to drive the knowledge work society” by Manuel Oliveira on the merits of serious games for education, justification runs along the lines of gaming ‘encouraging risk-taking and a winning attitude’ and creating a ‘performance-oriented individual.’ Similarly, Michael Guerena from the US Orange County Department of Education proposes in one of the Department’s web-casts that serious games instil “twenty-first century skills” like risk-taking, adaptability, self-direction, interactive communication, and ‘planning and managing for results’ in the students through the “channelling of fun.” Likewise, the UK-based Entertainment and Leisure Software Publishers Association last year published their white paper Unlimited learning - Computer and video games in the learning landscape, in which they argue that serious games will “create an engaged, knowledgeable, critical and enthusiastic citizenry” whose “work practices will be geared towards networked communication and distributed collaboration” (49). Concerns around the ethical implications of serious games regarding their entanglements with larger social (gendered, classed, and raced) inequalities have until now largely been coined in terms of game content or representation. In a recent case in Singapore, the government’s proposition of using the RPG Granado Espada in secondary school history classes was followed by an outcry from various local academics condemning the stereotypical characters and simplistic representation of medieval Europe in the game. Likewise, various authors have critiqued current serious games not only because of simplistic representation of characters and surroundings, but especially because simulations generally tend to oversimplify complex social problems and situations. Gibson, Aldrich, and Prensky’s Games and Simulations in Online Learning (vi - xiv) for instance discuss these demerits of serious games. While such a critical analysis of how game content contributes to the reproduction of dominant discourses is definitely helpful, I would argue that the aesthetics of serious games involve much more than mere content. Instead, this paper will argue that the formal quest for instantaneity that research around digital media has displayed through the development of interactive technologies for education is already itself by no means a neutral affair. This is because the discourses that inform this quest and that accompany this search for instantaneity arguably enforce the hegemony of a militaristic, masculinist, humanist, and of what I will call a ‘speed-elitist’ individual. Moreover, I suggest that the propensity of current games to have sexist or racist content, is merely symptomatic of gaming technology’s larger problematic in terms of the aesthetic of instantaneity. In short, (serious) computer games have become archives of the discursive and actual violence carried out in the name of the utopia of technological progress and instantaneity under neo-liberal globalisation. This archival function is possible exactly because cybernetic technologies promise the containment and control of such supposedly accidental violence, while in fact exacerbating these forms of violence. This leads me to conclude that such violence is in fact structural to new serious gaming technologies, rather than accidental. I will elaborate this hypothesis by looking at various theorists who seek to understand this structural imperative of new technologies, and their relationship to the neo-liberalisation of learning and education. In turn, I will look at how this problematic structural logic informs the two popular serious games Real Lives and Global Warming Interactive. Secondly, the advent of serious gaming interestingly runs parallel with the contemporary dissemination and virtualisation of traditional learning institutions into cyberspace. While the existence of learning tools in other areas of society besides actual learning institutions has been a fact since the advent of schools, the shift of methods of learning into online and digital tools is symptomatic of the decentralisation of power from ‘old’ educational institutions and its usurpation into instantaneous neo-liberal modes of production. I am summarising the work of Bill Readings on the university here, because it sheds light on the shift in education tout court towards virtualisation, and its relationship to the ‘new hegemony of instantaneity.’ In The University in Ruins, Readings argues that the shift from the state-run university of reason and culture to the present-day global knowledge enterprise must mean that the centre of power in effect has shifted elsewhere. More important, says Readings, is that the function of the new ‘university of excellence,’ one that successfully transforms it into yet another trans-national corporation, relies on the fantasy that the university is still that transcendental university of culture in service of the state and its citizens. So the invocation of the fantasy of an ‘originary’ university of reason and progress, that produces unbiased knowledge for the good of all, facilitates the doubling of the production of information into other spaces outside the university walls proper. While Readings surely discusses only higher education institutions in The University in Ruins, I would argue that the logic of a shifting centre of power from the state into the technocratic networks and nodes of speed operates quite similarly in the case of primary, secondary, and other types of formal education. Indeed, the current virtualisation of learning and the emphasis on lifelong learning marks a dispersal of traditional learning institutions into online spaces. This dispersal works increasingly in service of the ‘speed-elite’ rather than simply in service of the nation-state. The heralding of serious games for education can therefore be read as a symptom of the intensified reach of the imperatives of neo-liberal globalisation, in which consumption enters the lives of locally bound as well as more mobile cosmopolitan citizens of all ages through harping on the technological possibility of the confusion of production and play. Through the imperative of play then, production increasingly and diffusely colonises all niche times and -spaces of neo-liberal society. In other words, (the emphasis on) play allows not only a potential increase in production and consumption through the citizen-consumer after her or his formal education of ‘skills’, but starkly intensifies flows of production and consumption already at the very moment of learning. While such an integration of play and production is generally understood within the framework of the neo-liberal demand for the circulation of pleasure, it is useful here to widen the scope from understanding the learner as a mere consumer of pleasure into the larger set of problematic interpellations that marks subjugation in contemporary society. Intriguingly, a host of research has emerged over the past years pointing towards the intricate relationship between subjugation, military research objectives, and videogame development. Such research suggests an intimate connection between the C3I logic and humanist militaristic utopias of transcendence, which incriminates interactive technologies as inherently favouring culturally particular notions of personhood. In the case of computer- and video-games for entertainment, researchers have argued that the aesthetic properties of gaming technologies give rise to so-called ‘militarised masculinity.’ In “Designing Militarized Masculinity,” Stephen Kline, Nick DyerWitheford, and Greig de Peuter argue for instance that interactive games open up very specific subject positions that “mobilize fantasies of instrumental domination” (255). This specific mobilisation that video-games invoke, is not only due to the remediation of violent television- and film- content, but also due to the intimate connection between gaming- and military industries which grant these technologies their particular cybernetic aesthetic properties (see also Herz 1997). This element of militarisation partly informs my concept of ‘speed-elitism.’ I extrapolate the idea of ‘speed-elitism’ largely from the works of John Armitage on the discursive and technocratic machinery underlying current neo-liberal capitalism. In “Dromoeconomics: Towards a Political Economy of Speed,” Armitage and Phil Graham suggest that due to the capitalist need for the production of excess, there is a strong relationship between the forces of exchange and production, and the logic of speed. In line with Virilio’s argument in Speed and Politics, they argue that various formerly the less connected social areas of war, communication, entertainment, and trade, are now intimately though obliquely connected. This is because all these forces mutually enforce one another through the technological usurpation and control of space (and territory), and through the compression and regulation of time. Eventually, Armitage and Graham suggest that “circulation has become an essential process of capitalism, an end in itself” (118) and therefore any form of cultural production increasingly finds itself tied-up in this logic. So neo-liberal capitalism is a system within which the most intimate and fundamental aspects of human social life – in particular, forms of communication and play – get to be formally subsumed under capital. In “Resisting the Neoliberal Discourse of Technology,” Armitage elaborates on this theme of circulation by pointing out that the current mode of late-capitalism relies on the continuous extension and validation of the infrastructure and the neutral or optimistic discourses of the new information technologies. Discourses that typically get repeated – like in the policy papers – in favour of the emerging speed-elite are those of connection, empowerment and progress, which often go hand in hand with the celebration of highly mediated spaces for action and communication. Such discourses however suppress the violent colonial and patriarchal history of those technological spaces and the subsequent unevenness brought about by and occurring within these spaces. I would claim that Armitage’s assessment of accelerated circulation, and the way new technologies make play complicit in the techno-utopian endeavour of speed, is crucial for understanding the larger ethical issues surrounding serious games. It is helpful at this point to look at Paul Virilio’s and Jacques Derrida’s work because this helps us understand the complicity of the aesthetics of interactive and visually oriented gaming technologies in speed-elitism. In “Cyberwar, God, and Television,” Paul Virilio talks about the simulation industry’s function of “exposing [one] to the accident in order not to be exposed to it” (322). What is according to him ‘accidented’ through the virtualisation of accidents and violence, for instance in video-games, is reality itself. This ‘accident of reality’ that virtuality brings about, argues Virilio, is due to the fact that simulation technologies fragment space through their property of instantaneous connection with previously far-away places. The hallmark of this fragmentation is therefore that it brings about an intensification of forms of in- and exclusion through actual disconnection. Eventually, there will be “two realities: the actual and the virtual” (323), and I would claim that consequently the privileged speed-elite will be able to live in the illusion of engaging with social reality that the virtual grants, at the cost of the (s)lower classes who will suffer the social and ecological effects of the accidents of virtualisation. The illusion of mastery for Virilio consists in the sense of the “incorporation of the world within oneself” that “real time technologies permit” (328) due to their militaristic compulsion that seeks to “reduce the world to the point where one could possess it” (329). I maintain that these statements spell out exactly the function and logic of serious gaming.

#### The alternative is to reject the imperative for productivity in the academy and instead take a detour through the strategy of the worst scenario. The upsetting force of such a fatal attitude reveals the university as the marvelously absurd outgrowth of the enlightenment that it is. The content of our strategy will never change the equation, only complete apathy towards the forms of the system can accelerate them to the point of their vacuity and collapse. Signing the ballot NEG will be the completion of this act.

Hoofd 17 - Ingrid Hoofd, Utrecht University, 2017 “Higher Education and Technological Acceleration” [https://link.springer.com/book/10.1057/978-1-137-51409-7] Accessed 8/24/19 SAO

The fundamental instability of the university via its ‘self-deconstruction’ therefore also opens up new forms of thought and imaginative opportunities, if only for now appearing as disastrous yet perhaps fortuitous ‘accidents.’ Derrida in fact hints at this, but also at the university’s elusiveness, in “Mochlos, or: the Confl ict of the Faculties,” when he claims that he “would almost call [the university] the child of an inseparable couple, metaphysics and technology” (1993, 5; emphasis mine). Almost, but never quite—here then emerges the possibility of truly subversive change—in the paradoxical gap prised open between the machinery of transparency and its exceedingly stealthy theoretical, administrative, and methodological operations. This **change** however **will** then **not be brought about by the** mere **content of the critique, but by the way it disastrously pushes acceleration to the point of systemic disintegration or implosion**. In Fatal Strategies, Baudrillard calls this the “fatal strategy” that contemporary theory must adopt: a sort of conceptual suicide attack which aims at pulling the rug out under the speed-elitist mobilisation of a host of problematic semiotic oppositions, which also will illustrate the fundamental paradox behind any attempt at structural predictions. In another one of his ‘fatal’ book-chapters titled “The Final Solution,” Baudrillard relates this intensification of the humanist obsession with dialectics, mastery, and transparency—the quest for immortality that is at the basis of technoscientific research—to destruction and the death drive through the metaphor of and actual research around cloning, which strangely resonates well with Derrida’s investigation of the tele-technological archive in Archive Fever. I read Baudrillard’s “Final Solution” at this stage also as a metaphor for the duplication (cloning) of thought into virtual spaces outside the university walls proper, without such a cloning ever succeeding to force its compulsory optimism on everyone and everything. If contemporary research seeks to make possible human cloning, argues Baudrillard, then this endeavour is equivalent to cancer: after all, cancer is simply automatic cloning, a deadly form of multiplication. It is of interest here to note that the possibility of creating an army of clones has likewise garnered much military interest, just as academia today more and more serves military ends. As the logic of cloning as automatic multiplication is typical of all current technological and humanist advancements, the exacerbation of this logic can only mean more promise and death, or perhaps even promise through death. Techno-scientific progress entails a regress into immortality, epitomised by a nostalgia typical of the current sociotechnical situation, for when we were “undivided” (2000, 6). At this point such an argument in fact problematically mirrors the apocalyptic tone of, for instance, the activist-research projects as well as of Heidegger’s arguments. But I contend that Baudrillard refers not only to the lifeless stage before humans became sexed life forms, but also makes an allusion to psychoanalytic readings of the ‘subject divided in language’ and its nostalgia for wholeness and transparent communication. The desire for immortality, like archive fever, is therefore the same as the Freudian death drive, and we ourselves ultimately become the object of our technologies of scrutiny and nostalgia. The humanist quest for total transparency of oneself and of the world to oneself that grounds the idea of the modern techno-scientific university is therefore ultimately an attempt at (self-)destruction, or in any case an attempted destruction of (one’s) radical difference that needs to run its course. The urgent political question which Bernard Stiegler, for instance, as I showed in a previous chapter, problematically avoided in Disorientation, then becomes: which selves are and will become caught up in the delusion of total self-transparency and self-justification, and which selves will be destroyed? And how may we conceive of an “ethic of intellectual inquiry or aesthetic contemplation” that “resists the imperatives of speed,” as Jon Cook likewise wonders in “The Techno-University and the Future of Knowledge” (1999, 323)? It is of particular importance to note here that the very inception of this question and its possible analysis, like the conception of the speed-elite mounted by this book, is itself again a performative repetition of the grounding myth of the university of independent truth, justice, and reason. Therefore, in carrying forward the humanist promise, this analysis is itself bound up in the intensification of the logic of acceleration and destruction, but is then also equally tenuous. This complicity of thought in the violence of acceleration itself in turn quickens the machine of the humanist promise, and can only manifest itself in the prediction of a coming apocalypse—whether it concerns a narrative of the death of thought and the university, or of a technological acceleration engendering the Freudian death drive. We academics are then simply the next target in the technological realisation of complete γνωθι σαυτον (‘know thyself’)—or so it seems. Because after all, a clone is never an exact copy, as Baudrillard very well knows; and therefore, the extent to which all the teaching and research projects discussed in this book hopefully invite alterity can thankfully not yet be thought. The work of Virilio is therefore helpful because it abandons the ‘compulsory optimism’ of standard academic rhetoric for a more fragile optimism that seeks to affirm the fundamental unknowability or sacredness that makes knowledge possible in the first place. In this sense, Virilio and Baudrillard urge us, as Derrida described it, to ‘take a more originary responsibility’ in light of the current negative fallout of the aporetic ideals of the academic institution. And as I hinted at in Chap. 1 , every form of idealism indeed eventually will be or needs to be subjected to its own critique, and perhaps eventually even needs to succumb to it. As much as the practices of these theories, centres, organisations, and left-wing academics are the outflow of a logic of increased visibility and transparency, they also render into visible form the perverse logic of ‘incorporating’ and ‘connecting’ everything and everyone, which, for instance, some of the theorists that argue for ‘bottom-up learning’ outlined as a virtue, in an exceedingly staged visual profusion of relative otherness. Since academic productivity and activism fi nd themselves wholly aligned with the perverse ideals of the university, raising its stakes would therefore not lie in the familiar recanting of ‘freedom,’ ‘empowerment,’ or ‘democracy,’ but in the reinsertion of the (inter-)subjective and ‘noisy’ element in all its teaching and research practices. This would entail an emphasis on the necessary respect for that ‘unknown quantity’ that is inherent in all meaningful learning and interaction, a newfound acknowledgement of the magical aspects of the universe as foundational for all appreciation of it. As Virilio stresses in his second chapter of The Vision Machine, “the presupposition of not-knowing and especially not-seeing … restores to every research project its fundamental context of prime ignorance” so that we “need to admit that for the human eye the essential is invisible” (1994, 23). Baudrillard echoes Virilio’s insight in “The Theorem of the Accursed Share” by emphasising that indeed “Anything that purges the accursed share signs its own death warrant” (1990, 121). Perhaps the biggest mistake in the modern founding of the university then was the denial and attempted erasure of the religious or spiritual aspect of the university, so that, instead of being a vision machine, a ‘more originary responsibility’ would consist of letting it become a ‘humility machine’ in the spirit of its pre-Enlightenment ethics? In any case, the acknowledgement of the profound tension at the basis of the university and the ways it has intensified itself to such an extent today that more and more academics are starting to become disillusioned or confused about their calling, perhaps provides us usefully with the return of that “fatalism” and “magic worldview” that especially Freire so eagerly sought to eradicate. We may therefore want to **welcome the upsetting force of such a fatal attitude** towards the ideal of ‘communication as community’ **as the true antidote**, or perhaps even **the quintessential shadow**, which has always secretly accompanied the university’s quest for total communication and transparency. The possibility of radicality via communication and its functionalist theories may then finally and surprisingly lie in its unexpected outcomes, both positive and negative. I will be ‘keeping the faith’ together with all these projects and academics then, since also owing to all these theories and projects, the future may be more radically open than ever before, as long as we seriously entertain the possibility that in moving beyond the attempted erasure of fatality and unknowability by the compulsorily optimistic academic performance lies the potential of that ‘more originary’ responsibility. One of the consequences of bringing back fatality and fatalism means to acknowledge that the representational ideal of scientific and philosophical theory—the fantasy that it not only must ‘describe’ reality as closely as possible, but also that such a description is possible or desirable at all— must be abandoned in favour of a speculative poetics. Likewise critical theory, which tradition this book has productively mobilised, after all falls, according to Baudrillard, in The Perfect Crime victim to the thwarted ideals of omniscience and transparent communication. As I noted in Chap. 3 , it is for this reason that Genosko in “The Drama of Theory” rightly parallels the problem of theory with the problem of political theatre, suggesting that what Baudrillard proposes is not replicating the impotent attempts of a theatre seeking to convince by way of documentary realism, but of a ‘reversed’ theatre in which “the object will have its revenge on Western metaphysics” (1994, 295). Genosko in turn helpfully refers to Baudrillard’s usage of the metaphor of the ‘crystal,’ which I concur can be read as an idealisation of the perfectly transparent object and the ideal crystalline universe seemingly represented in scientific description, but just as much as a ‘crystal ball’ into which one “gazes in order to arouse a myriad of sensations”—not the least that sensation of uncertainty as well as an ambivalence concerning the fact that one is being seduced by that object (1994, 296). William Bogard usefully points out in “Baudrillard, Time, and the End,” that seduction indeed precisely consists of “the overcoming of defences (of ‘immunity’)” (1994, 333). Baudrillard also follows this logic of a ‘revenge of the crystal’ when he stresses in an interview with Nicholas Zurbrugg in Baudrillard Live on the possibilities of a renewed theoretical radicalism, that Perhaps the only thing one can do is to destabilize and provoke the world around us**.** We shouldn’t presume to produce positive solutions … one needs to make a kind of detour through the strategy of the worst scenario. It’s not a question of ideas—there are already too many ideas! (1993, 170–171; italics in original) To conclude then, to let the auto-immune disease run its course therefore would entail firstly seeing the university, from its very inception, for the ridiculous scam that it is: a marvellously absurd outgrowth of the delusional ideals of Enlightenment humanism. However, this also means that any representational theoretical critique like this one is just as much a scam of the authority of theoretical analysis, in which possibly, as Lyotard suggested, truth and technique have collapsed into one another. So this book, by partaking in the same ideals of visibility while exposing the problem of the contemporary university to scrutiny and visibility, suggests that we **follow a strategy of ‘fatal’ consciousness-raising in order to hopefully plant the seeds of future radical events regarding academia**. An example here might be a staff and student exodus from the university’s current imperative, which would signify a notable collapse of its prime beliefs towards a more mystical thinking in the hard sciences and in the humanities. Perhaps we should simply let the university bleed to death for now. Only such an apparent ‘solution’ that seeks not solve anything at all or make any predictions, while seemingly absurd, may mean the hopedfor death of the contemporary university and its revival as a radically different entity. This book must therefore finally remain speculative and opaque, and mount this final chapter as a polemical provocation that does not seek to pre-programme what the next stage of the university should look like or which ideals need to be chanted, as doing so would itself fall prey to the problematic and ultimately managerialist claim of transparent (fore)knowledge and true emancipation. This book, in all its philosophical and analytical exposition, after all cannot even with certainty claim that it has represented the reality of the contemporary university in any kind of self-assured manner, or that it does not sneakily mix up the ‘observed pattern’ and the ‘pattern of observation.’ So is this book itself not simply just as much partaking in the delusion that the university always has been? To paraphrase Derrida once again: the university, truly, what an idea! Time perhaps to lay that cursed institution to rest for now and put down that alluring crystal ball, so that we all may rest too.

**The ROB is to vote for the debater with the best strategy to interrogate and rupture the academy.**

**Prefer –**

**[a] Bindingness – Every subject exists within the code – any action a subject takes is infected by its operations which means an understanding of it is a priori question to any action.**

**[b] Motivation – All thought and action including the flow has been influenced by the semiotic attachments enforced by the hyperreal which means any genuine motivation stemming from an agent must come from a rupture, since capitalism has otherwise influenced all our desires so the aff is a side constraint. Means the aff is a side constraint on the flow.**

**[c] Sociological Subjectivity – hijacks their fwk- if a subject is socially excluded, only rectifying the mechanisms of the code which produced those conditions allows for any solvency.**

## Shell

**A. Interpretation: If the aff differs from the conventional truth testing model, they must explicitly specify a comprehensive role of the ballot and clarify how the round will play out under that role of the ballot in the form of a text in the 1AC. To clarify, the aff must:**

**1. Clarify how offense links back to the role of the ballot, such as whether post-fiat offense or pre-fiat offense matters and which comes first.**

**2. Clarify what theoretical objections do and do not link to the aff, such as whether or not the aff comes before theory.**

**3. Clarify how to weigh and compare between competing advocacies i.e. whether the role of the ballot is solely determined by the flow or another method of engagement.**

**B. Violation:**

**Multiple ways the AC violates:**

**1. You never explicitly specify what counts as offense on the ROB.**

**2. You never clarify any interactions with theory.**

**3. You never specify how we weigh in the AC.**

**C. Standards:**

**1. Engagement – If I don’t know how the role of the ballot functions, its impossible for me to engage the aff, since knowing what counts as offense for me is a prerequisite to being able to make meaningful arguments that clash with yours. Knowing what a legitimate advocacy is ensures that I read something that is relevant to your method, and knowing how to weigh gives us an explicit standard for what is relevant, preventing superficial clash where we each make vacuous preclusion claims. This is uniquely true of role of the ballots since there is no communal norm on what “preformative engagement” is in the same way there is for what counts as util offense. Few impacts:**

**a) Education – when two ships pass in the night we don’t learn anything, education is derived from analyzing and comparing each other’s arguments, so this theory argument is specifically legitimate.**

**b) Resolvability – if there is no engagement determining which arguments come first is impossible so the judge can’t resolve the round. This comes first- judge needs to be able to resolve who is winning under your role of the ballot, so even if that precludes theory in general, resolving the round is a gateway issue.**

**c) Link turns your role of the ballot – your impacts are premised on actually having a debate and engaging with issues of oppression. A one-way street doesn’t give us any benefits you didn’t get form writing your case at home. Further, difficult to engage roles of the ballot are uniquely bad since no one will take seriously a position that can’t be clashed with, so you harm any progress your position can create.**

**Framing: You can’t use your ROB to exclude my shell. My shell allows you to read your role of the ballot, it just functionally constrains how you can do that. Additionally, as long as I win comparative offense to my interp it precludes on a methodological level -my method is your ROTB with specification, your is just the ROTB, so if the former is better it’s a reason to vote for me even if method debates in general preclude theory. Also, if they go for K first that proves the abuse of my shell since they should have specified in the AC.**

**D. Voter: Fairness is a voter because debate is a competitive activity and people are less inclined to compete in unfair activities, which means that without fairness many debaters would quit. Education is a voter because it is the largest out of round impact gained from debate. Drop the debater to solve for in round abuse, deter future abusive practices, and because substance is skewed as I have been forced to spend time on theory. Use competing interps because it is the only method that allows us to quantify and weigh the abuse and because reasonability requires intervention by asking the judge to determine the threshold for abuse. No rvis – logic – u shouldn’t win for proving your fair + baiting – allows debaters to bait theory and always win on a prepped out ci**

## Case

#### 1. Good Samaritan – in order to say I want to fix x problem, you must say that you want x problem to exist, since it requires the problem exist to solve, which makes an moral attempt inherently immoral

#### 2. Induction – either it’s the case we can predict the outcome of a situation, or we cannot. We cannot, insofar as no situation is ever replicated exactly, and even if it can, there’s no guarantee the outcome will be the same. If we can predict situations, that means everyone can, which means we will always predict each other, making a paradox of action insofar as we always attempt to predict the outcomes of each other’s actions, and will cancel out the obligations.

#### 3. presumption – u have read this aff before and it hasn’t done anything otherwise u just wouldn’t be reading this aff again.

**4. disabled violence is semiotic –the notion of disabled people as dead was something incoherent before anti-disabled violence, proves it is sustained through signifiers – their resignification of social death is what causes their impact.**

**5. Sociological analysis outweighs – They discuss how the subject transformed but that doesn’t engage in the same real-world analysis of how the world works with interactions**

**6. Form over content – even if disabled violence isn’t semiotic, we articulate it via capitalist information exchange which justifies perm do both – add our form to their content.**

**7. We control the IL – The construction of anti-disabled violence was driven by material and cultural capital expansion**

**8. Transparency DA – We solve their impact – our disavowal of the will to transparency solves the reason as to why people start anti-disabled violence in the first place.**

**9. Cooption DA – all resistance is pre-coded by the form of communicative rationality – their kritik is repackaged and sold while corporations rake in cash – turns the alt – allows the system they critique to thrive of the violence they represent.**