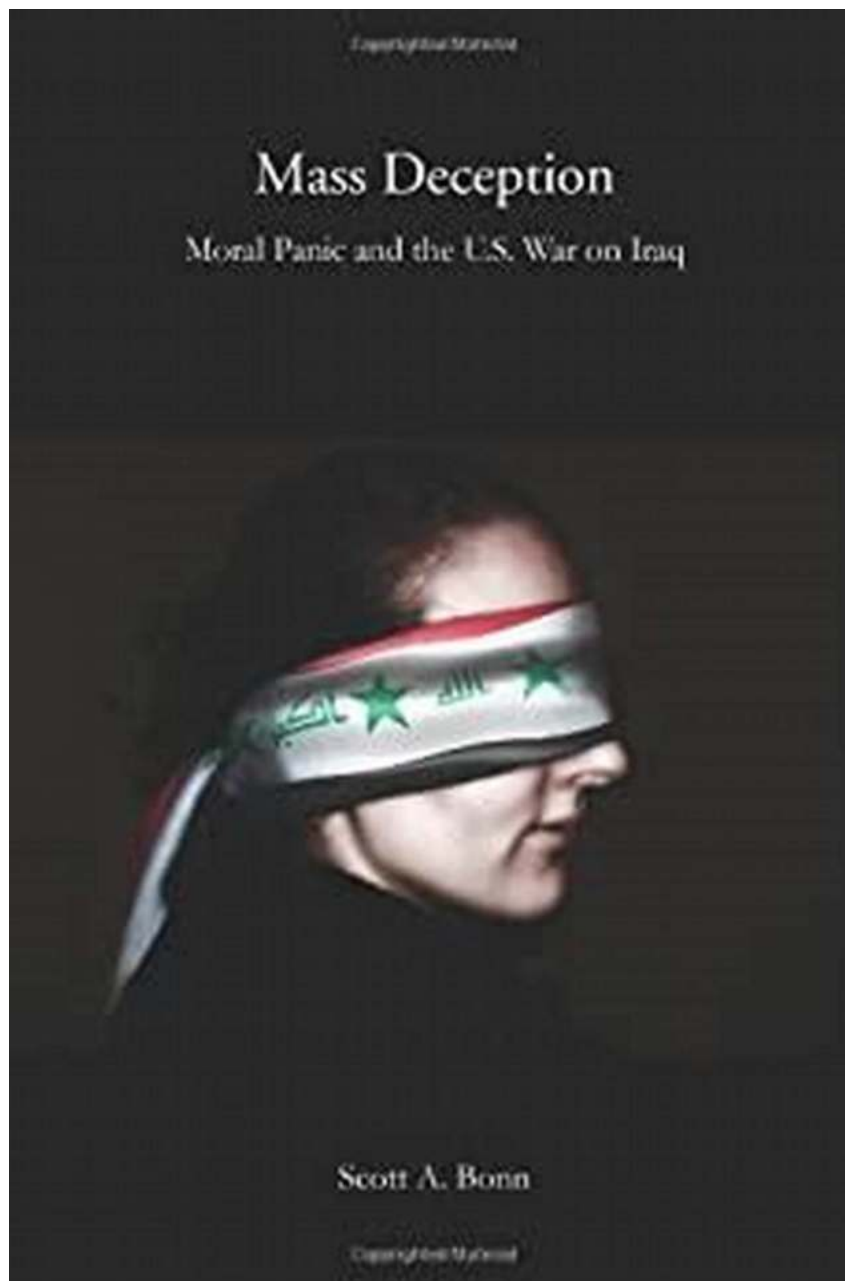
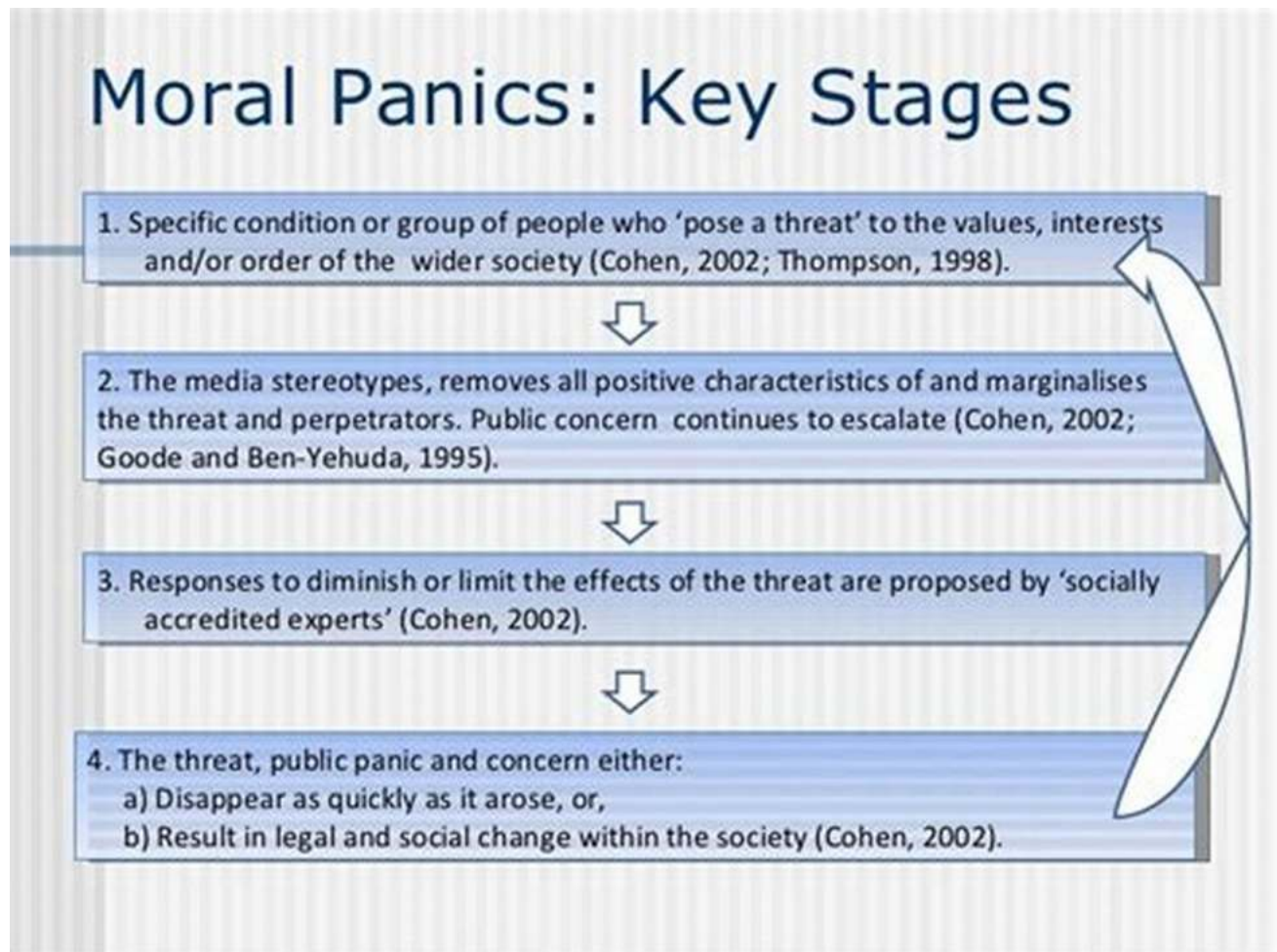


# 10 Shocking Truths about the Moral Panic And The War On Iraq Critical Issues In Crime And Society!

Discover the Untold Stories Surrounding the Controversial Conflict



## The Origins and Impact of Moral Panic



Moral panic is a concept that describes a widespread collective fear or concern over a perceived threat to societal values and norms. In the context of the war on Iraq, this phenomenon played a crucial role in shaping public opinion and shaping governmental decisions. We delve deep into the origins and impact of moral panic during this critical period.

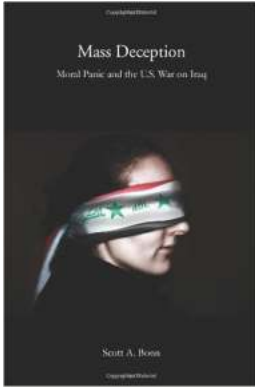
### **Mass Deception: Moral Panic and the U.S. War on Iraq (Critical Issues in Crime and Society)**

by Scott A. Bonn (Kindle Edition)

★★★★★ 5 out of 5

Language : English

File size : 2000 KB



Text-to-Speech : Enabled  
Word Wise : Enabled  
Print length : 210 pages



## The Role of Media in Shaping Public Perception



The media played a significant role in disseminating information and influencing public perception during the war on Iraq. We explore how the media fueled moral panic and examine the consequences of this manipulation on public opinion and support for the conflict.

## Misleading Justifications for War

### Ethical Justifications for War and Means Utilized

***Utilitarianism:*** when the benefits outweigh the negatives; e.g., when there is a grave threat and civilian deaths are minimized

***Ethical formalism:*** use of aggression can be justified with

*principle of forfeiture*  
*principle of double effect*



The moral panic surrounding the war on Iraq was amplified by misleading justifications presented by political leaders. We highlight some of the dubious claims made during this period and discuss their impact on the overall perception of the conflict.

## Collateral Damage and the Human Cost





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# What is a CDE?

Final CDE Assessment					
CDE Level	Low / High	Weapon Class (PGM/ASUGM/SSBM)	Weaponing Restriction	Heading Restriction	Casualty Estimate
CDE ____				____ " ____	D: ____ N: ____ E: ____

- A product of the process of the “Joint Methodology for Estimating Collateral Damage and Casualties for Conventional Weapons: Precision, Unguided, and Cluster”
- The process is found in CJCSM 3160.01B, 31 August 2007



CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

31  
 COMBATED & U.S.O. 3160.01B-01  
 10/10/07

JOINT METHODOLOGY FOR ESTIMATING COLLATERAL DAMAGE AND CASUALTIES FOR CONVENTIONAL WEAPONS: PRECISION, UNGUIDED, AND CLUSTER

References:

- CJCSM 3160.01 series, "Joint Methodology for Estimating Collateral Damage and Casualties for Conventional Weapons: Precision, Unguided, and Cluster"
- CJCSM 3160.01B series, "Chairman of the Joint Chiefs of Staff Manual"
- CJCSM 3160.01C series, "Chairman of the Joint Chiefs of Staff Manual"

1. Purpose

- The purpose of this methodology is to provide a common process to estimate collateral damage and casualties for conventional weapons: precision, unguided, and cluster. The methodology is designed to be used by all units that are involved in the planning and execution of operations that require the use of conventional weapons. The methodology is designed to be used by all units that are involved in the planning and execution of operations that require the use of conventional weapons. The methodology is designed to be used by all units that are involved in the planning and execution of operations that require the use of conventional weapons.

2. Scope

- This methodology applies to all units that are involved in the planning and execution of operations that require the use of conventional weapons. The methodology is designed to be used by all units that are involved in the planning and execution of operations that require the use of conventional weapons. The methodology is designed to be used by all units that are involved in the planning and execution of operations that require the use of conventional weapons.

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War has profound human costs, and the war on Iraq was no exception. We shed light on the devastating collateral damage caused by the conflict and the lasting effects it had on innocent civilian lives.

## Consequences of the War: Rise in Terrorism



The war on Iraq had far-reaching consequences, and one of the most significant was the rise in terrorism. We analyze the link between the conflict and the subsequent increase in terrorist activities in the region.

## **Geopolitical Fallout and Global Power Dynamics**



The war on Iraq had a profound impact on global power dynamics and shaped geopolitical relations in the region. We delve into the geopolitical fallout of the conflict and its implications for international relations.

## **Debunking Popular Misconceptions about the Conflict**



Over time, numerous misconceptions and myths have emerged surrounding the war on Iraq. We debunk some of the most persistent and damaging misconceptions, providing a clearer understanding of the complex nature of the conflict.

## Reflections and Lessons Learned



## Lesson Plan Reflection

To start out, I must say that that was a fun unit that gave the students a little bit of a "brain-break" before we have to dive into the stress of reviewing for our final exam. However, the fact that the content was less intense than some of the concepts that we've studied in the past may have caused the students not to take the material as seriously as they have for other tests/projects.

Day One: I started out the day with a discovery channel video which I was very pleased with. In mathematics we do not get a lot of opportunities to show movies or videos that tie into our curriculum. This particular video was a great way to start out the unit and show them how transformations can be applicable in day-to-day life. I had the students record a couple of vocabulary words as they were watching the videos, but I think next year I'd like them to paraphrase what they think each of the words mean; have them describe each transformation in their own words instead of copying the definition verbatim. After the video I gave them a printout of the PowerPoint lesson I created for this unit so that they could follow along with the lesson with a little bit more ease, especially since I had decided to teach three sections of the book in one lesson. With as many transformations that we had to represent on graphs in this lesson, the printout allowed my lesson to flow at a much quicker pace than if the students had to draw out each graph for each transformation.

Day Two: Originally I wanted to do this Geometer's Sketchpad lesson before I taught them about the different types of transformations; to have them explore what the transformations looked like before we defined them. I couldn't get a computer lab and had to do this lesson after, but I found it to be a really good supplementary lesson to the one before it. They had seen the definitions and the rules and this lesson gave them a more concrete, visual representation to apply to their previous learned definitions. However, the next time I give this lesson I would like to change the order of the transformations that they are performing to the figure. Most of the students didn't get through all of the problems and the

As time passes, it becomes essential to reflect on the war on Iraq and the critical issues it raised in crime and society. We examine the lessons learned from this controversial conflict and their relevance in the present day.

## Alternative Approaches to Conflict Resolution



Lastly, we explore alternative approaches to conflict resolution that could have been pursued instead of war. By considering these alternatives, we gain valuable insights into alternative paths that could have been taken and potential avenues for future conflicts.

In , the war on Iraq triggered a moral panic that influenced public opinion, governmental decisions, and global power dynamics. By examining the critical

issues surrounding this conflict, we gain a deeper understanding of the consequences of moral panic and the importance of critical thinking in times of crisis. It is crucial to continue discussing and learning from past conflicts to shape a better future.



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The attacks of 9/11 led to a war on Iraq, although there was neither tangible evidence that the nation's leader, Saddam Hussein, was linked to Osama bin Laden nor proof of weapons of mass destruction. Why, then, did the Iraq war garner so much acceptance in the United States during its primary stages?

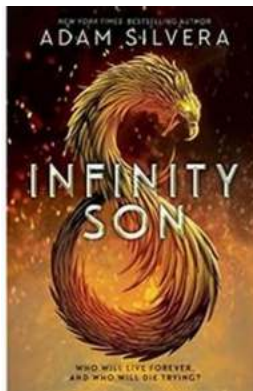
Mass Deception argues that the George W. Bush administration manufactured public support for the war on Iraq. Scott A. Bonn introduces a unique, integrated, and interdisciplinary theory called "critical communication" to explain how and why political elites and the news media periodically create public panics that benefit both parties. Using quantitative analysis of public opinion polls and presidential rhetoric pre- and post-9/11 in the news media, Bonn applies the moral panic concept to the Iraq war. He critiques the war and occupation of Iraq as violations of domestic and international law. Finally, Mass Deception connects

propaganda and distortion efforts by the Bush administration to more general theories of elite deviance and state crime.



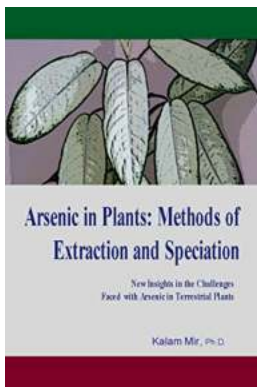
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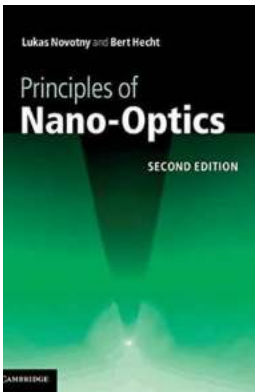
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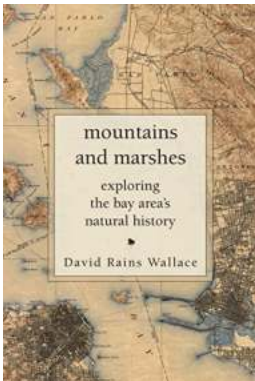
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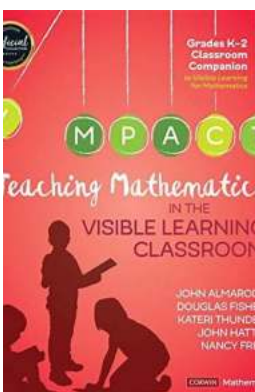
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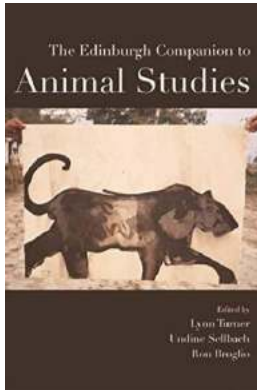
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