دراسة تحليل الخطاب النقدي لأساليب التلاعب بالمعلومات في خطاب بوش الصغير حول حرب العراق

الأستاذ قاسم عباس ضايف (دكتوراه)	زهراء سالم عبيد
مكان عمل المشرف: جامعة بابل – كلية التربية للعلوم الإنسانية – قسم اللغة الانكليزية	مكان دراسة الباحث: جامعة بابل – كلية التربية للعلوم الإنسانية – قسم اللغة الانكليزية
qasimabbas@uobabylon.edu.iq	zahaasalem999@gmail.com

كيفية اقتباس البحث

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79

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

A Critical Discourse Analysis Study of Information Manipulation in Little Bush's Speech on The Iraq War

Zahraa Salim Obaid
Researcher's place of study: University of Babylon - College of Education for Humanities - Department of English Language

Prof. Qasim Abbas Dhayef Altufayl (Ph.D.)
Supervisor's workplace: University of Babylon - College of Education for Humanities - Department of English Language

ملخص

بشكل عام، تشير المناورة إلى السلوكيات أو الاستراتيجيات الخفية، سواء باستخدام اللغة أو وسائل أخرى، التي يستخدمها المناورون في مواقف تواصلية معينة لتحقيق أهدافهم ورغباتهم ومصالحهم دون اعتبار لإدراكات وأفكار ومشاعر نظرائهم. وفي القيام بذلك، يستخدمون تكتيكات متنوعة، وخاصة الخادعة منها، مثل المكر والكذب والخداع. يجب أن يمتلك المناورون فهمًا معرفيًا يمكّنهم من تعزيز مصالحهم الخاصة من خلال الاستفادة من جوانب معينة من الإدراك البشري، مثل التفكير، وتقييم الاحتمالات، والعواطف. وبالتالي، يستغل المناورون نقاط ضعف أهدافهم للتأثير على دوافعهم وقناعاتهم ومشاعرهم واستجاباتهم. يرى بعض الخبراء أن المناورة مسألة نفسية لأنها يمكن أن تُعتبر شكلًا من أشكال السلوك أو الإدراك البشري، بينما يضعها آخرون ضمن نطاق الإدراك لأنها تعتمد أساسًا على استخدام الإدراك في سياق معين.

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
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80

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ABSTRACT

Broadly speaking, manipulation refers to covert behaviors or strategies, whether using language or other means, employed by manipulators in specific communicative situations to fulfill their objectives, desires, and interests without regard for the perceptions, thoughts, and emotions of their counterparts. In doing so, they employ various tactics, particularly deceitful ones, such as cunning, lying, trickery, and deception. Manipulators must possess a cognitive understanding that allows them to advance their own interests by leveraging certain aspects of human cognition, such as reasoning, assessment of probabilities, and emotions. Consequently, manipulators exploit their targets' vulnerabilities to sway their drive, convictions, sentiments, and responses. Some experts view manipulation as a psychological matter because it can be seen as a form of human behavior or cognition, while others place it within the realm of cognitive as it primarily hinges on the use of cognition within a given context.

1.Introduction

1.1Problem of the Study

"It is quite acceptable to say, "I persuade you to..." but it is very odd to say, "I manipulate you to...". Information Manipulation was inspiring for many scholars to illustrate the concept of manipulation within a language framework. Manipulation is a goal-directed method of social influence. According to Webster's Dictionary, to manipulate is to control or play upon something by artful, unfair, or insidious means, especially to one's advantage. This process can be identified through concepts like goals and intentions. Manipulation is more than just using metaphors, a specific syntactic structure, or a specific semantic feature; it is also about making these features play a specific role at the communication level. This also includes Manipulation of political speech, which plays an important role in using language as a political tool.

1.2Aim of the study

The study aims to achieve the following aspects:

1. Define the concept of Critical Discourse Analysis.

2. Identifying the Information manipulation in political speech.

3.Analyzing the information manipulation in Little Bush's Speech on The Iraq War.

1.3Procedure

To achieve the aims of the work, the following steps are followed:

1. References are consulted to define the Critical Discourse Analysis.

2. Data is collected from American Rhetoric. com for analyzing the manipulation in Bush's Text of the declaration of war.

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

81

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

3. The results of the analysis are discussed.

1.4 Limits of the Study

This study is restricted to investigating the functions of information manipulation in Bush's Text of the declaration of the 2003 Iraq war.

1.5 Value

Studying information manipulation pragmatically is important for understanding language use: by studying manipulation in the political discourse, we can gain a deeper understanding of how people use language to get what they want, sometimes by not telling the truth. The victims do not even recognise or realise that they are being manipulated because the manipulative discourse does not use direct conviction but rather camouflages its real intention.

2. Literature Review

2.1 Discourse

The term discourse, cited in Siddik (2007), originates from the Latin word 'discursus', which has broad meanings first introduced according to Givon by Longacre as communication between the addressers and the addressees (Gee, 1999). Discourse, in our day-to-day interactions, is familiar to anyone who listens or engages in a conversation. Discourse as a term is not only used in the field of linguistics but also can be found in sociology, psychology, medical science, politics and even excreta. According to Oetomo and Kartomihardjo in Rahardjo, in linguistics, discourse is described as a verbal language sequence and is broader than a sentence (Rahardjo, 2007). Despite the fact that the term has several meanings, just like language in linguistics it has the specific meanings in which it is always more than a sentence because most of the discourses have an ideology and a purpose.

Discourse is one of the most complicated parts in linguistics. Sumarlam has defined discourse as a holistic make up of language that is stated through speech such speeches and dialogues, in writing, through short stories, novels, books, written documents and any other written or oral format (Sumarlam, 1993). The word "discourse" is derived from Latin's word "discursus" which has broad meanings firstly introduced according to Givon by Longacre as communication that occurs between addressers and addressees (Gee, 1999).

In our daily lives, it is familiar to hear people talk about discourse. Discourse is a term that is used not only in linguistics but also it is used in several disciplines like sociology, psychology, medical science, politics, and excreta. In linguistics, Oetomo and Kartomihardjo in Rahardjo define discourse as a verbal language sequence that is broader than a sentence (Rahardjo, 2007).

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

82

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

Although discourse has a number of meanings, just like language in linguistics, it has the specific meanings in which it is always more than a sentence because most of discourse have an ideology and a purpose. Discourse is a very complex part in linguistics. According to Sumarlam discourse is a complete unit of language that is stated orally such speeches and dialogues or in written texts such as short story, novels, books, and written documents (Sumarlam, 1993).

Discourse is not only a complete unit but also it is the unity of meanings. As revealed by Yuwono, discourse is the unity of semantic meanings in language construction (Yuwono, 2005). Studying discourse, therefore, becomes valuable among linguists and language philosophers. In Linguistics, Widdowson defines Discourse as an area of the language study is concerned with how people make meaning and make out of meaning in texts and as social practice. All texts, whether simple or complex, are the uses of language which are produced with the interest to refer to something for some purpose (Widdowson, 2007).

2.2 Discourse Analysis

As cited in Siddik (2007), discourse has a wide range of disciplines that are related to other disciplines, such as political, philosophical, and sociological disciplines. Discourse itself has number meanings that are more complicated in termination of the existence of discourse in a number of areas of study. Because people use it not only for communication but also to influence other people to support their interest through ideological purpose, discourse constrains the emergence of specific studies to typically concern with.
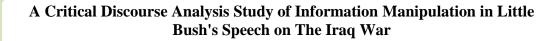
The emergence of discourse in social practice has led to the creation of interdisciplinary studies that focus on the relationship between discourse and social practice.

Language is social practice and not a phenomenon external to society to be adventitiously correlated with it, and that language seen as discourse rather than as accomplished text compels us to take account not only of the artefacts of language, the products that we hear and see, but also the conditions of production and interpretation of texts, in sum the process of communicating of which the text is only a part. This emphasis is of central importance of linguistics (A.van Dijk, 2004).

In linguistics, the interdisciplinary study, therefore, which is concerned with this phenomenon is recognized as Discourse Analysis.

The term discourse analysis was first used in a paper with that title that was written by Zellig Harris in 1952 although that paper did not present a more detailed examination of structures 'beyond the sentence level'. Discourse Analysis is a relatively young interdisciplinary science that

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

83

began to emerge in the late 1960s and 1970 and, in most of the humanities and social sciences, developed simultaneously with other new branches of macro linguistics such as psycholinguistics, sociolinguistics, and pragmatics. Whereas the analysis of discourse in earlier periods of the development of the field, texts in text linguistics for example, oriented on abstracted types of (written) texts, many of the approaches that orient on the social sciences give preference to a more process-oriented view of (spoken, oral) talk in interaction.

Brown and Yule assert that Discourse Analysis is the study of language in use, Analisys in the classical meaning belongs to Discourse Analysis. {Heinz Piening Discourse Analysis has its own area in linguistics as interdisciplinary studies that attach to other disciplines.} For this reason, thus, on to it study, discourse can not only be done through linguistic, but it also can be done from other current disciplines. Discourse Analyst is interested in the co-relationships of form and function. This question was answered by Renkema who noted that Discourse Studies is the branch of study that looks at the connection between forms and functions in talk. There cannot be much confusion as to yes, the field of Discourse Analysis concerns itself with language as practice.

Discourse analysis involves both the utterance, the things that the speakers and writers produced, and the things that the hearers and readers think of or interpret. In written discourse two important areas which cannot be overlooked in discourse analysis are Cohesion and Coherence. In the video entitled, Rahardjo interviews Ibrahim who noted that, Cohesion is about Semantic fields of study which probably means the interaction of meanings into texts. Coherence refers to text and talk which is a combination of sequences of sentences that present sequences of propositions in general. The propositions that constitute sequences of such sequences are multiple related each other in a way.

2.3 Criticality in CDA.

The term *"critical"* in CDA is often associated with studying power relations. The concept of critical is rooted in the Frankfurt School of Critical theory (Adorno,1973; Adorno & Horkeimer,1992, Habermas,1976). Critical research and theory is the rejection of naturalism, (that social practices, labels, programs represents reality), rationality (the assumptions that truth is a result of science and logic), neutrality (the assumption that truth does not reflect any particular interest), and individualism. Roger, (2003). She maintains that critical research rejects the over deterministic view of social theory espoused by the Marxists and instead argues for dialectic between individual agency and structural determinism. Therefore, the critical discourse analysis is a

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

84

dialectical. Another interpretation of "*critical*" is that CDA especially addressed social problems and seeks to solve social problems through the analysis and accompanying social and political action (Roger, 2003).

2.4 Manipulation

Manipulation is one of the Crucial notions of CDA that requires further theoretical analysis .A triangulated approach to manipulation as a form of social power abuse ‹cognitive mind control and discursive interaction is represented here .Socially ‹Manipulation is defined as illegitimate domination Confirming social inequality .Cognitively ‹manipulation as mind control involves the interference with processes of understanding such as the formation of biased knowledge and ideology .Discursively‹ Manipulation generally involves the usual forms and formats of ideological discourse ‹such as emphasizing our good things ‹and emphasizing their bad things.

2.5 Critical Discourse Analysis by van Dijk.

Van Dijk's (1997) framework has provided some illustrations of the categories that he believes to be important in doing CDA studies. He asserts that the main point of the analysis is to show how various ideologies are expressed in various kinds of structures. There are many of such categories, so we make a small selection as described in the table below:

1. Actor Description(Meaning)

Our ideologies will determine the way actors are described in discourse. Accordingly, we can easily point out our good things and their bad things.

2. Categorization(Meaning)

People tend to categorize others based on their social affiliation, race, ethnicity, etc.

3. Disclaimers(Meaning)

Disclaimers mean denying our bad things. They are the ideological base of positive self-presentation and negative other-presentation strategy.

4. Euphemism (Rhetorical, Meaning)

Euphemistic devices are used to beautify the social facts that may be offensive to the members of a community.

5. Hyperbole(Rhetoric)

Hyperboles are semantic rhetorical devices for enhancing and exaggerating meaning.

6. Polarization(Meaning)

In categorizing people in in-group (self/us) and out-group (others/them) the expression of polarized cognitions are very prevalent.

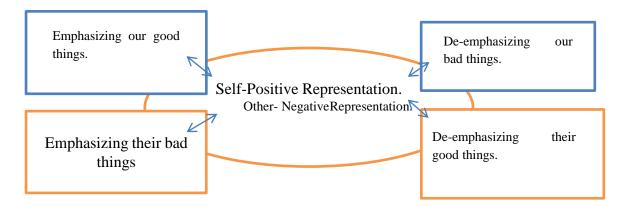7. Presupposition(Meaning)

**Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)**

85

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

Presuppositions are mostly used to presuppose the truth when they are not established.

8.Victimization(Meaning)

Telling bad stories about nations, in order to focus on their bad characteristics is the consequence of in-groups and out-groups of polarization.

The Van Dijk Model (2006) of Critical Discourse Analysis

Van Dijk Model (2006), the first part introduces discourse structures that represent context components which are considered truly important in discourse analysis, , text and context are basic structures of discourse studies, where text influences context and context influences text. As cited in Van Dijk (2008), *"Text and context are generally constructed to be in a "mutually reflective" relationship."* So, context is treated in this model because of its importance and its influence on speakers and participants. Also, it contains the ideologies that speakers produce in their speeches.

Furthermore, Van Dijk Model (2006) also treated text, discourse and the conversation in which four possibilities form a conceptual square; they are the Emphasising of our good things, and their bad things, as well as the De-emphasising of our bad things, and their good things (Van Dijk, 2006). Hence, this is called an overall strategy used to determine the positive presentation of the things or the actions of the US and the negative presentation of the things or the actions of THEM. Also, Van Dijk presented in his eclectic model three main levels of analysis which are: Meaning, Form, and Action.

First, he discussed the meaning level in which he stated different elements among them local meanings and topics. He argued that topics (semantic macrostructures) select and/ or change positive/ negative topics about Us/ Them (Van Dijk, 2006). Concerning local meanings, Van Dijk

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

86

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

(2006) stated that Positive/ Negative Meanings for Us/ Them are as follow:

☐ *Manifestation:* Explicit Vs. Implicit.

☐ *Precision:* Precise Vs. Vague.

☐ *Granularity:* Detailed/ fine Vs. Broad/ rough.
 ☐ *Level:* General Vs. Specific/ detailed
☐ *Modality:* We/ They Must/ Should.

☐ *Evidentiality:* We have the truth Vs. They are misguided.

☐ *Local Coherence:* based on biased models.
☐ *Disclaimers* (denying our bad things): 'We are not racists, but...'

 Second, concerning the form, Van Dijk discussed structures and strategies as he cited:*"All variable phonological, lexical or syntactic forms may thus be controlled by the*
underlying representations." (Van Dijk, 2006).

Third, Van Dijk discussed in his model action that deals with speech act, communicative acts and interaction strategies. He presented them as follow:

➢ *Speech acts* that presuppose Our/ Their Good/ Bad things such as promises, accusations, etc (Van Dijk, 2006).

➢ *Interaction strategies and communicative acts* that imply Our/ Their Good/ Bad things such as Cooperation, agreement, etc (Van Dijk, 2006).

3.Methodology

This chapter explains the process of data collection and analysis followed in this project. It also states the limits of the work

3.1Data Collection

declaration of the 2003 Iraq war, is collected from American Rhetoric. com. The reason for choosing American Rhetoric. Com because it covers public speeches, interviews, and responses in script and audio versions. In President Bush's speech declaring the start of the Iraq war in 2003, he addressed the nation and outlined the reasons for taking military action against Iraq. The speech emphasized the threat posed by Saddam Hussein's regime, citing intelligence reports that suggested Iraq possessed weapons of mass destruction (WMD) and had ties to terrorist organizations. President Bush also spoke about the importance of removing Hussein from power to promote democracy and stability in the region, and in his speech little Bush claims the humanitarian aspect of the mission, emphasizing the respect for Iraq's citizens and their civilization,

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

87

with the sole ambition to remove a threat and restore control of the country to its people. The speech called for international support and highlighted the coalition of countries that had joined the United States in the effort to disarm Iraq and liberate its people. President Bush stressed the need for swift and decisive action to prevent further harm to the Iraqi population and to safeguard global security. Overall, the speech was a fateful moment for the Iraqi people. How did one individual's speech manage to change the lives of thousands of Iraqis for the worse, stealing their lives, dreams, and futures? This individual's speech was filled with false, manipulative, and fabricated information presented convincingly, striking chords with a populace that did not comprehend what awaited them, and the political measures taken toward this population, and the speech was a significant moment in U.S. history, marking the beginning of a controversial military campaign that would have far-reaching consequences in the years to come. It sparked debates about the justification for the war, the effectiveness of the military intervention, and the long-term impact on Iraq and the Middle East region as a whole.

3.2 Data Analysis

After collecting the data, a qualitative data analysis will be conducted, based on the critical discourse analysis proposed by Van Dijk's 2006 model.

Paragraph 1: "The Iraqi regime has used diplomacy as a ploy to gain time and advantage."

The statement is charged with directly accusing the Iraqi regime and its alleged misuse of diplomacy as a worthy tool to serve its selfish interest in saying the latter only seeks time and advantage.

The Iraqi regime is untrustworthy and cannot be engaged in good faith. Focusing on 'diplomacy' Bush specifies it as a 'ploy' to indicate that the Iraqi regime is not interested in the resolution of disputes through negotiations but is only using diplomacy as a façade to camouflage its ill intentions. This can be viewed as weakening the authority of the Iraqi regime, as well as negating their attempts to engage in a dialogue.

Military action is the only viable option. By portraying the Iraqi regime as inherently deceitful, Bush indirectly tries to persuade the American people that diplomacy has not worked, and that the only way to combat the destructive nature of the Iraq regime is through force. This lays the groundwork for explaining subsequent behavior and presenting military action as a reaction to an unworthy opponent's dishonesty.

Paragraph 2: "It has uniformly defied Security Council resolutions demanding full disarmament."

"**It**": The use of the pronoun "it" in the text makes them refer to Iraq even if it isn't mentioned by the name. This is a common language technique in order not to offend or be too much to the point this might even contribute to the second level of the hinted meaning. "**Has uniformly defied**": This means that there is consistent behavior, which copies a lot of accents on the role of Iraq in violation of the norms of international law. "**Security Council resolutions**": This represents the word of the international community and their resolutions thus making Iraq and its actions seem all the more reckless. "**Demanding full disarmament**": This highlights the breach of the Remedy details – Iraq failed to obey an important demand under international security.

The choice of words such as defiance and demanding also suggests an element of fear and a rather dangerous experience. That being the case, it implies that Iraq is trying to compromise the integrity of the international community and is therefore a menace to world peace. Thus, by stating how Iraq has been continuously violating the agreement, the passage creates a pretext for future actions by either the Americans or the global community. The hidden agenda is that Iraq is acting in a way that requires a response from the countries present at the summit. The mere choice of words – 'defied', 'resolutions', 'disarmament' – implies portraying Iraq as a pariah state that is recalcitrant to the international norms and is a potential threat to world peace.

Paragraph 3: "Over the years, U.N. weapon inspectors have been threatened by Iraqi officials, electronically bugged, and systematically deceived."

"**Over the years**": This temporal phrase sets a precedent for the behavior, suggesting that the regime has had a precedent of hostility and deception of the UN inspector. This stretches the actions of Iraq and the impact of the resolutions to a longer and broader duration. "**U.N. weapon inspectors**": This specifies who is the hostile party in Iraq and establishes the reasonableness of the international mandate of the mission. "**threatened**," "**electronically bugged**," and "**systematically deceived**": These verbs depict concrete activities: looming threat, deliberate observation, and deception; match the context of endangerment and depict a rather unfriendly environment in which inspectors are threatened and monitored.

By applying these strong verbs, it shows lack of cooperation and absence of transparency from the Iraqi regime. The actions characterized above directly question the credibility and) legitimacy of the Iraqi claims regarding the existence of their weapons program. The hidden meaning of the passage translates itself into the idea that Iraq is trying to hide

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

89

Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

something, perhaps weapons of mass destruction. The explicit act of 'electronically bugging' and 'systematically deceiving' suggests a premeditated plan to cover up the facts. Thus, mentioning the history of aggression and prevarication, the passage suggests acceptable further behavior of the US or the international community. It portrays Iraq as a regime that refuses to adhere to the set standards and rules of global peace.
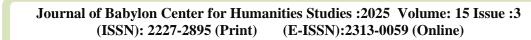
Paragraph 4: "Peaceful efforts to disarm the Iraqi regime have failed again and again -- because we are not dealing with peaceful men."

"Peaceful efforts to disarm the Iraqi regime have failed again and again": This statement directly setting up the failure history of disarmament agreements and the effectiveness of peaceful ways. **"because we are not dealing with peaceful men"**: Saddam Hussein's regime is described as brutal in the best of times, and this is used to justify the failures that are explained directly to the regime and its leadership in Iraq.

What may be regarded as even more manipulative is the phrase 'peaceful men' which presupposes that the Iraqi leadership is a violent one. The antithetical pairing of the words 'peaceful effort' and 'peaceful men' heling the antithetical structure of the verse reiterates this contrast and implies that disarmament is impossible as long as the current leadership lasts. Bush then emphasizes that peaceful attempts 'have been tried and tried and tried again,' which can only be construed as implying that the only way forward is through force because of what he says about the Iraq leader. This statement helps support the notion of the impossibility of disarming Iraq and the need to use force to do it. The phrase, "peaceful men" has an absolute ethical dimension and is used in a judgmental manner. It paints the leadership in Iraq as broken regardless of the circumstances and this makes it easier for others to disown sympathy or compassion from the Iraq leadership.

Paragraph 5: "Before the day of horror can come, before it is too late to act, this danger will be removed."

"Before the day of horror can come, before it is too late to act", This generates the perception of risk and directs people toward the desired courses of action, suggesting a pending danger. For example, the repetition of the word 'before' underlines the aspect of time left and dangers of great extent**. "this danger will be removed",** This statement conceals a solution – the threat's elimination. It puts a positive outlook in the speaker's capability to counter that threat.

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)
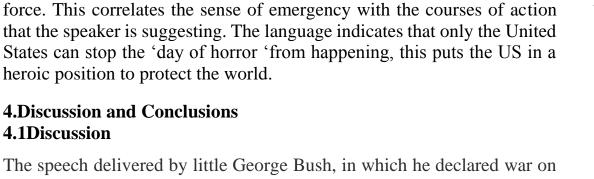
90

The statement is veiled as equating Iraq to 'a day of horror' thus underlining the disastrous implications if the speaker does not come in. This in turn serves to reinforce the picture of Iraq as a danger and as a reason to take prompt action. They assertively say, "This danger will be removed." The unstated remedy to such a problem is war or military force. This correlates the sense of emergency with the courses of action that the speaker is suggesting. The language indicates that only the United States can stop the 'day of horror 'from happening, this puts the US in a heroic position to protect the world.

4.Discussion and Conclusions
4.1Discussion

The speech delivered by little George Bush, in which he declared war on Iraq, has been scrutinized through numerous linguistic perspectives, including the theory of information manipulation. Upon applying this theory to Bush's 2003 war declaration, a pattern of deception became evident, primarily through the dissemination of false information concerning weapons of mass destruction. Bush repeatedly asserted the existence of these weapons during his announcement, a claim that later proved to be unfounded. Iraq did not possess the weapons that Bush had claimed, revealing that his assertions were nothing more than a facade, a fallacy, and a fabrication intended to rationalize the war and inflict harm on the Iraqi people. This study uncovers the linguistic strategies employed, their influence on audiences, and the misuse of political power. It also highlights the exploitation of the public's lack of information, the strategic use of emotive language, and the utilization of the language of international responsibility to manipulate outcomes and obscure true intentions. This deceptive discourse serves as a stark reminder of the power of language in shaping perception and justifying actions on the global stage.

4.2 Conclusions
In concluding this study, it's crucial to shed light on the repercussions of this speech and the lamentable political decision it led to. The outcome saw George W. Bush succeeding in occupying Iraq under the guise of liberation, rather than actually saving it as he professed. The American forces employed weapons that were internationally prohibited on the Iraqi people, leading to a deposition of chemical substances in the country's environment. This introduced a new kind of warfare, one without visible soldiers, yet its impacts were devastatingly tangible.

The legacy of this covert war is most tragically evident in the skyrocketing rates of childhood cancer - a twelve-fold increase that has overwhelmed hospitals with innocent children battling the disease. The

Journal of Babylon Center for Humanities Studies :2025 Volume: 15 Issue :3
(ISSN): 2227-2895 (Print)   (E-ISSN):2313-0059 (Online)

91

losers in this war are nothing but small soldiers who bear the burden and consequences of this conflict, into which Little George has sunk his claws, tainted by innocent lives. We cannot turn a blind eye to the victims of this bitter war, whose true intentions were cleverly hidden behind the facade of international responsibility. The aftermath serves as a sobering reminder of the profound and lasting impacts of political decisions and the power of manipulative discourse.

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Journal of Babylon Center for Humanities Studies: 2025, Volume: 15, Issue: 3

92

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