

JCC: 1962 USA Cabinet

MADMUN XIV



Introduction to Committee Leadership

Chair: Mary Konz, mkonz@wisc.edu

Hello delegates, my name is Mary Konz. I am a freshman at the University of Wisconsin - Madison studying both Political Science and International Studies. I joined Model United Nations during my sophomore year of high school and am thankful for all the skills it helped me develop. This will be the third MADMUN I have chaired (shout out to the 2021 Human Rights and 2022 Miss Universe Committees! :D). Since graduating, I've been working in the state capitol-- I am excited to chair the JCC United States Cabinet this year as my brief time in politics has given me a new perspective on what American government really looks like and how it works. I hope to offer you all a realistic (yet fun!) experience during our short time together in committee. My email is mkonz@wisc.edu -- please do not hesitate to reach out with any questions, comments, or concerns. See you all in committee! :)

Chair: Katelin Wessley, katelin.wessley@mgschools.net

Hi! My name is Katelin, and I'm a senior from Monona Grove high school. I've been in MUN since my Sophomore year. My first ever conference was MADMUN 2021. It was such a blast and I've been hooked ever since. I chaired the UNDP at madmun last year and loved it so decided to come back, this time as a US. Cabinet chair! It's really fun to chair because I get to see all the behind the scenes action and watch incoming delegates find their place in committee. I'm really excited for November and to see everyone all dressed up and eager to be in committee! Feel free to reach out with any questions :)

Sim: Gavin An, gan@madison.k12.wi.us

Hey! My name is Gavin An, a senior at West High School, and I'll be your sim for the 1962 United States Cabinet. I joined Model UN in my sophomore year mostly because I'm a pretty big history guy and I love alternate history and diplomacy, both of which are very present in MUN. I wanted to sim this topic because the Cold War era is one of the most interesting for me, especially regarding the challenges that the United States had to face during it. I'm really excited to see how you guys will navigate this complex web of domestic and international politics as we continue the Kennedy presidency! Feel free to reach out to me if you have any questions at all.

Topic A: Keeping America a Global Leader and Fighting Communism



1.1 Timeline of the Cold War's Key Moments Thus Far

1.2 Notable Actions that the United States has Acted on

1.3 Role of the Committee

1.4 Questions to Consider

1.1 Timeline of the Cold War's Key Moments Thus Far

Delegates are highly encouraged to consult resources other than this background guide to get a better, in-depth understanding of the United State's role in the Cold War. This section of the background guide is simply intended to provide slight context to better guide your research and debate.

After World War II, the United States and its allies, and the Soviet Union and its satellite states began a decades-long struggle for supremacy known as the Cold War. Soldiers of the Soviet Union and the United States did not do battle directly during the Cold War. But the two superpowers continually antagonized each other through political maneuvering, military coalitions, espionage, propaganda, arms buildups, economic aid, and proxy wars between other nations. Here's a timeline of some of the events that have happened thus far:

February 4-11th, 1945: The Yalta Conference: was the World War II meeting of the heads of government of the United States, the United Kingdom and the Soviet Union to discuss the postwar reorganization of Germany and Europe; FDR, Churchill, Stalin - the 'Big Three'. The Soviet Union then takes control of Eastern Europe. The Cold War Begins.

August 14th, 1945: The Japanese surrender after the United States dropped the two Atomic Bombs. The end of World War II.

March 5th, 1946: "Sinews of Peace" the Iron Curtain Speech by Winston Churchill. "an 'Iron curtain' has descended on Europe".

July 25th, 1946: America's Test Baker: The Baker test during Operation Crossroads, a series of two nuclear weapons tests conducted by the United States at Bikini Atoll. In Test Baker, the U.S. military tried a different approach, exploding a bomb 90 feet beneath the water surface of the lagoon.

April 4th, 1949: Secretary of State Dean Acheson signed the North Atlantic Treaty on behalf of the United States. The Senate ratified the treaty on July 21st, 1949 by a vote of 83-13.

August 29th, 1949: The Soviet Union detonated its first atomic bomb, known in the West as Joe-1, at Semipalatinsk Test Site, in Kazakhstan.

January 30th, 1950: Truman approves H-bomb development.

February 1950: Joe McCarthy begins the political practice of publicizing accusations of disloyalty or subversion with insufficient regard to evidence.

June 24th, 1950: Korean War begins. Stalin supported North Korea who invaded South Korea equipped with Soviet weapons.

March 17th -June 4th, 1953: Nuclear Arms Race. There was an atomic test series of 11 explosions at Nevada Test Site.

July 27th, 1953: The Korean War ends, the war ended with an armistice.

October 4th, 1957: The Soviet Union launched the Earth's first artificial satellite into orbit, Sputnik I.

January 1959: Cuba was taken over by Fidel Castro.

November 1960: John F. Kennedy was elected President of the United States of America.

August 17th, 1961: The construction of the Berlin Wall begins.

1.2 Notable Actions That the United States Has Acted on and the Red Scare

Delegates are highly encouraged to conduct additional research into each of the actions mentioned in this section. This section of the background guide serves to give delegates a starting point for their research.

Major Actions by the United States

The United States supported a military government in South Vietnam and worked to prevent free elections that might have unified the country under the control of communist North Vietnam. In response to the threat, the Southeast Asia Treaty Organization (SEATO) was formed in 1955 to prevent communist expansion, and President Eisenhower sent 700 military personnel as well as military and economic aid to the government of South Vietnam.

The Cold War rhetoric dominated the 1960 presidential campaign. Senator John F. Kennedy and Vice President Richard M. Nixon both pledged to strengthen American military forces and promised a tough stance against the Soviet Union and international communism. Kennedy warned of the Soviet's growing arsenal of intercontinental ballistic missiles and pledged to revitalize American nuclear forces. J.F.K. also criticized the Eisenhower administration for permitting the establishment of a pro-Soviet government in Cuba.

The Red Scare

The Red Scare was hysteria over the perceived threat posed by Communists in the U.S. during the Cold War between the Soviet Union and the United States, which intensified in the late 1940s and early 1950s. (Communists were often referred to as “Reds” for their allegiance to the red Soviet flag.) Though the climate of fear and repression began to ease in the late 1950s, the Red Scare has continued to influence political debate in the decades since. It is often cited as an example of how unfounded fears can compromise civil liberties. As the Red Scare intensified, its political climate turned increasingly conservative. Elected officials from both major parties sought to portray themselves as devoted anticommunists. The public never dared to criticize the questionable tactics used to persecute suspected radicals, as they might be suspected as one themselves.

McCarthyism: U.S. Senator Joseph R. McCarthy used hearsay and intimidation to establish himself as a powerful and feared figure in American politics. He accused Hollywood celebrities, intellectuals and anyone who disagreed with his political views, of disloyalty and cost many of his victims their reputations and jobs. McCarthy’s reign of terror continued until his colleagues formally denounced his tactics in 1954 during the Army-McCarthy hearings, when Army Lawyer Joseph Welch famously asked McCarthy, “Have you no decency?”

Impact of the Red Scare: Historically, "Red Scares" have led to mass political persecution, scapegoating, and the ousting of those in government positions who have had connections with left-wing to far-left ideology. In this case, more than five million government employees were reviewed. Several hundred were dismissed; several thousand more resigned. Most Americans were turning on each other and accusing one another of being communists. Many families were split and lives were destroyed.

1.3 Role of the Committee



As the 1962 Presidential Cabinet, it is delegates' responsibilities to:

- Consider information inside and outside this background guide, information provided in committee, and information from other delegates
- Collaborate to develop responses, policy frameworks, and solutions in alignment with President John F. Kennedy's platform and stances on issues
- Brief the Chief of Staff and President on developments within the cabinet
- Act as advisors to the President

As the committee takes place in the middle of the Cold War, it is the responsibility of this cabinet to consider the Soviet's plans and advise the President accordingly. Above all else, this committee's main goal is re-election—no policy should be passed or advised which would hurt President John F. Kennedy's chance at re-election.

In June 1961, Kennedy met with Soviet leader Nikita Khrushchev in Vienna, Austria. Kennedy was surprised by Khrushchev's combative tone during the summit. At one point, Khrushchev threatened to cut off Allied access to Berlin. The Soviet leader pointed out the Lenin Peace Medals he was wearing, and Kennedy answered, "**I hope you keep them.**" Just two months later, Khrushchev ordered the construction of the Berlin Wall to stop the flood of East Germans into West Germany.

As a result of these threatening developments, Kennedy ordered substantial increases in American intercontinental ballistic missile forces. He also added five new army divisions and increased the nation's air power and military reserves. The Soviets meanwhile resumed nuclear testing and President Kennedy responded by reluctantly reactivating American tests in early 1962.

1.4 Questions to Consider

In order to better help guide your research and prepare you for the topics of debate within committee, here are the Chairs' Questions to Consider for Topic A:

1. Could have the United States government contain communism better? In what ways could they have done so?
2. Should America have tested the amount of nuclear bombs that they did? Should they have done more or less testing?
3. Would it have been beneficial for the United States to attack the Soviet Union directly? What would have happened if they had done so?

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Topic B: Civil Rights Movement



2.1 Timeline of the Civil Rights Movement's Key Moments Thus Far

2.2 Notable Actors at This Point in the Civil Rights Movement

2.3 Role of the Committee

2.4 Questions to Consider

2.1 Timeline of the Civil Rights Movement's Key Moments Thus Far

Delegates are highly encouraged to consult resources other than this background guide to get a better, in-depth understanding of the Civil Rights Movement. This section of the background guide is simply intended to provide slight context to better guide your research and debate.

Beginning in 1954, the Civil Rights Movement was a nonviolent movement which would span over a decade into 1968. At the time of committee, 1963, the Civil Rights Movement is in full swing. Here's a timeline of some of the events that have happened thus far:

May 17th, 1954: *Brown v. Board of Education* decision; theoretically ends segregation in public schools, yet many schools remain segregated

August 28th, 1955: 14 year old Emmett Till is brutally murdered after a white woman from Chicago alleges he flirted with her; his murderers are acquitted

December 1st, 1955: Rosa Parks refuses to give her seat to a white man, triggering the infamous Montgomery bus boycott which would go on for a year

September 4th, 1957: The Little Rock Nine are prevented from integrating Little Rock Central High School; President Dwight D. Eisenhower sends a federal escort for these nine Black students

September 9th, 1957: President Dwight D. Eisenhower signs the Civil Rights Act of 1957 which helps protect the right to vote and makes voter suppression a federally prosecutable crime

November 14th, 1960: Ruby Bridges, a six-year-old Black girl, is the first student to integrate William Frantz Elementary School in New Orleans; she is accompanied by four armed federal marshals

Throughout 1961: Freedom Riders, a group of both Black and white activists, travel all across the South protesting segregated bus terminals, restrooms, and lunch counters; the Freedom Rides are met with extreme and excessive violence from white counter-protesters

June 11th, 1963: President John F. Kennedy sends the National Guard to the University of Alabama after the Governor physically prevents two Black students from entering by standing in a doorway

August 28th, 1963: Martin Luther King Jr. gives his infamous "I Have A Dream" speech after nearly a quarter of a million people participate in The March on Washington

2.2 Notable Actors at This Point in the Civil Rights Movement

Delegates are highly encouraged to conduct additional research into each of the individuals and organizations mentioned in this section. This section of the background guide serves to give delegates a starting point for their research.

Major Organizations

National Association for the Advancement of Colored People (NAACP): Founded in 1909 with a focus on ensuring “political, educational, social, and economic equality of rights of all persons” and the elimination of “race-based discrimination”

Southern Christian Leadership Conference (SCLC): a civil rights organization founded in 1957 responsible for the 381-day boycott of the segregated Montgomery bus system in Montgomery, Alabama; founded in order to establish a regional organization which could more efficiently coordinate civil rights protests in the South

National Urban League (NUL): established in 1910, the NUL focuses on “enabling African Americans to secure economic self-reliance, parity, power, and civil rights”

Student Nonviolent Coordinating Committee (SNCC): founded in the early 60s, the SNCC is most notorious for coordinating and conducting the 1961 Freedom Rides, 1962 voter registration campaign, and sit-ins protesting segregated restaurants throughout America

Congress on Racial Equality (CORE): founded in 1942, CORE utilized nonviolent tactics to fight for civil rights. CORE members were involved in the Montgomery bus boycott, the Freedom Rides, the Voter Education Project, and sit-in movements throughout 1960

Major Individuals

Martin Luther King Jr.: “No figure is more closely identified with the mid-20th century struggle for civil rights than Martin Luther King, Jr. His adoption of nonviolent resistance to achieve equal rights for Black Americans earned him the Nobel Peace Prize in 1964. King is remembered for his masterful oratorical skills, most memorably in his ‘I Have a Dream’ speech.”

“**Rosa Parks** occupies an iconic status in the civil rights movement after she refused to vacate a seat on a bus in favor of a white passenger in Montgomery, Alabama. In 1955, Parks rejected a bus driver’s order to leave a row

W.E.B Du Bois: “A founding member of NAACP and one of the foremost Black intellectuals of his era. Du Bois published many influential works describing the plight of Black Americans and

encouraged Black people to embrace their African heritage even as they worked and lived in the United States.”

Thurgood Marshall: “One of America’s foremost attorneys. As chief of the NAACP Legal Defense and Educational Fund, he led the legal fight against segregation, argued the historic 1954 case *Brown v. Board of Education*, and ultimately become the nation’s first Black Supreme Court Justice.”

Medgar Evers: “Throughout his short life, Medgar Evers historically spoke out against racism in the deeply divided South. He fought against cruel Jim Crow laws, protested segregation in education, and launched an investigation into the Emmett Till lynching. In addition to playing a role in the civil rights movement, he served as the NAACP’s first field officer in Mississippi.”

Charles Hamilton Houston: “The first general counsel of NAACP, Charles Hamilton Houston exposed the hollowness of the ‘separate but equal’ doctrine and paved the way for the Supreme Court ruling outlawing school segregation. The legal brilliance used to undercut the ‘separate but equal’ principle and champion other civil rights cases earned Houston the moniker ‘The Man Who Killed Jim Crow.’”

2.3 Role of the Committee



As the 1963 Presidential Cabinet, it is delegates' responsibilities to:

- Consider information inside and outside this background guide, information provided in committee, and information from other delegates
- Collaborate to develop responses, policy frameworks, and solutions in alignment with President John F. Kennedy's platform and stances on issues
- Brief the Chief of Staff and President on developments within the cabinet
- Act as advisors to the President

As the committee takes place in the middle of the Civil Rights Movement, it is the responsibility of this cabinet to consider the demands of Civil Rights actors and advise the President accordingly. Delegates will be asked to find solutions which meet the demands of Civil Rights actors while remaining mindful of the potential responses of several groups of voters. Above all else, this committee's main goal is re-election— no policy should be passed or advised which would hurt President John F. Kennedy's chance at re-election.

The Kennedy government is in favor of Civil Rights, as made clear by JFK's 1963 Report to the American People on Civil Rights (just three months before this committee takes place) in which he declared:

“One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free. [...] Now the time has come for this Nation to fulfill its promise. [...] Those who do nothing are inviting shame as well as violence.”

During this speech, he also included a promise to submit a Civil Rights Bill to Congress. This committee will help the President draft, amend, and ultimately submit this bill to Congress. Delegates are encouraged to propose clauses which align with their departments (Treasury, State, Transportation, etc.) but may also propose clauses which fall outside their department with approval and consent of that department’s head.

2.4 Questions to Consider

In order to better help guide your research and prepare you for the topics of debate within committee, here are the Chairs’ Questions to Consider for Topic B:

1. What are the demands of different Civil Rights actors? What do certain groups have in common? What do certain groups disagree on?
2. Which demands should be addressed in the Civil Rights Bill? What will be the response to these clauses? Who will be in favor? Who will be opposed?
3. Will Congress pass this bill? Which clauses will Congress support? Which clauses will Congress strike from the bill? Why? How can we change their minds?
4. What will be the public’s response to this bill? Who will support this bill? Who will not? How will this bill affect the President’s chance at re-election?

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