

The Cabinet of JFK (1962)

Background Guide

GWCIA XXXI

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Conference Policies

Misconduct Policy

GWCIA acknowledges that collegiate Model UN spaces often echo or perpetuate real-world discrimination towards various historically marginalized communities. As such, GWCIA enforces a zero tolerance policy for harassment or discrimination based on race, color, sex, gender, gender identity, sexual identity, national origin, religion, age, disability, or any other identity-based designation. Additionally, GWCIA practices a zero tolerance policy for sexual misconduct of any kind, including sexual harassment and sexual assault. This includes, but is not limited to, inappropriate 1) content in notes passed or documents created during committee sessions; 2) conversations throughout GWCIA; and 3) conduct at The George Washington University campus or at any GWCIA-sponsored programming. If a delegate experiences any kind of discrimination, social discomfort, or sexual misconduct, they are urged to bring it to the attention of any GWCIA Secretariat member or report the instance via our anonymous misconduct form, which can be found on our Conduct Policies website page and in each committee room. Any potential cases of discrimination or sexual misconduct will warrant immediate investigation and may result in disqualification from awards and/or dismissal from the conference at the sole discretion of the secretary-general.

Technology Policy — Crisis & Historical/Specialized

Using technology is prohibited in GWCIA historical/specialized and crisis committees, unless a delegate has an approved accommodation. GWCIA will provide delegates with one white legal pad and a pen that they may use to write notes if they wish. Delegates are free to bring their own additional notepads, staplers, Post-Its, or other supplies, as these will not be provided.

Plagiarism, Pre-Writing & AI Policy

All pre-written, plagiarized, or AI-generated content, which can include working papers, draft resolutions, directives, or crisis notes, is strictly prohibited at GWCIA. Pre-writing constitutes any language or content that was written outside of unmoderated caucuses in general assemblies and outside of when debate is formally opened in crisis committees. This means that creating content before or after committee sessions or during moderated caucuses in assemblies & specialized committees is pre-writing. Writing during USG feedback or announcements or during guest speakers equally constitutes pre-writing. All dais members and undersecretaries general are specifically instructed to monitor for pre-writing by checking typed and written materials that delegates may have prepared before the conference if potential pre-writing is suspected. By participating in GWCIA, your delegation acknowledges that they understand this policy and the consequences if it is broken. Plagiarism includes, but is not limited to, verbatim or near-verbatim copying and pasting from academic sources or other websites. Any delegate found guilty of pre-writing, plagiarism, or flagrant AI usage will be immediately disqualified from any award in their committee. The GWCIA Secretariat reserves the right to search computers and laptops, notebooks and binders, USBs, and any form of electronics for Model UN specific documents in response to allegations. They additionally reserve the discretion to run any content through an AI detector. In order to report a case of substantive misconduct, please see the anonymous misconduct form on our Conduct Policies page or contact a member of the Secretariat.

Awards Policy

While GWCIA recognizes that the core value of participating in any Model UN committee is education in international affairs and the development of related skills such as productive collaboration, public speaking, and critical thinking, we also recognize the value of rewarding delegates who are exceptionally prepared and proficient in these skills. At GWCIA, we value delegates who can leverage creativity, diplomacy, substantive knowledge, and critical thinking skills to debate effectively, lead negotiations and blocs, and write comprehensive clauses. We especially look favorably towards delegates who individually develop meaningful solutions to the committee's main issues while keeping in mind the realistic diplomatic dynamics of our world, as well as those delegates who are able to advocate for their solutions and ideas to be adopted. The dais encourages delegates to lead in a manner that uplifts and respects their competitors while also introducing strong, unique solutions that consistently anchor their group's directive or working paper. On the other hand, attempts to undermine the goals of the committee without reason or acting without detailed thought of consequences are discouraged. Any rude, disrespectful, or demeaning conduct towards other delegates' ideas will not be tolerated.

Letter from the Chair

Welcome, Delegates!

I welcome you to GWCIA XXXI. My name is Jad Osta, and I am beyond ecstatic to serve as your Chair for this committee. I'm a first year here at GWU, and I'm part of our travel MUN team and WAMUNC's (our high school conference) Secretariat. Of course, I love competing, but there is nothing I love more than chairing a committee and hearing all of your wonderful ideas. Whether this is your first Model UN conference or you are an experienced delegate, I look forward to seeing you challenge yourself and making the most of this opportunity. I look forward to seeing you very, very soon!

Your chair,

Jad Osta

The Cabinet of JFK

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Reminder: Delegates must CC their advisor on any email sent to the Chair or Crisis Director.

Overview of Committee Procedure

Crisis Procedure

GWCIA XXXI utilizes a Loose Note crisis system, where students freely submit notes that will serve as a statement of intent and a brief justification for that action. Delegates will have the option to submit a page from their pad to take backroom actions. Rather than utilizing the extensive full page note, with fanciful language and a recipient of the note, students will submit notes at will. This can be done at any time during the course of the committee. The backroom will receive these notes as they come, approve or deny them, and take note of the arcs and actions of each respective delegate. Their actions will be noted in the following crisis update.

Example:
"Using my powers as Commander of the 506th Regime of the 101st Airborne Division, deploy troops in Indiana." Col. Strayer

Introduction to the Committee

This is the cabinet of the president, composed of his most trusted advisors and confidants. Within this committee, you will have the full support of the president as he navigates this crisis alongside your characters. Assume that the collective will of the cabinet is representative of the will of the president himself. As such, you may assume you have the powers of the president as he is working closely alongside his cabinet. Your responsibilities are to serve the best interests of the United States as its public servants. Good luck – the world rests on your shoulders and collective level headedness.

Background

In 1945, scientists working at a small encampment in Los Alamos, New Mexico created the most dangerous weapon humanity has ever known. The splitting of the atom, creating a nuclear explosion that would wipe out entire civilizations, was crammed into a 5 ton delivery device called ‘The Atom Bomb’. This weapon was quickly sent off to the United States military to be used against the Japanese Empire. What the scientists did not realize is that the Soviet Union had a spy at Los Alamos, and they were close to having a world-ending device of their own.

Once upon a time, The United States and Soviet Union were part of the same alliance during the Second World War. They shared a singular goal – the fall of Nazi Germany and the Axis powers. In 1945, after the bloodiest conflict in human history, the Allied powers were successful in doing exactly that. The aftermath saw a division quickly drawn between the democratic and capitalist Allied powers (US, UK, France, etc.) which would turn into a defense alliance in the form of the North Atlantic Treaty Organization (NATO) in 1949, and the autocratic communist powers in the eastern bloc under the subjugation of the USSR. Europe once again was split down the middle, the divide being famously dubbed the ‘iron curtain’ in a speech by British PM Winston Churchill.

What ensued was a continuously souring relationship between leadership in the USSR and US (representing by proxy its NATO allies). This manifested itself as a global ideological conflict between the economic systems of Capitalism and Communism. The two powers experienced massive post-war economic growth and military consolidation, creating two massively militarized power blocs and to the world's first bi-polar geopolitical system. This period of history would go on to be called the ‘Cold War’. No conventional war was being fought, but the two superpowers fought one another tooth and nail by way of espionage and proxy conflicts. The most terrifying way the superpowers ‘fought’ each other was in a nuclear arms race, each creating new and more powerful iterations of the nuclear bomb. Their arsenals grew into the thousands, to tens of thousands each. The most powerful governments in the world have the power to end it completely.

In 1959, the United States placed missiles in Turkey, a NATO member and bordering nation to the Soviet Union. These warheads were intended to deter the USSR from engaging in conventional war elsewhere. In response to this, in 1961, the USSR began secretly placing nuclear weapons on the island of Cuba, just 90 miles off the coast of Florida and well within striking distance of most major US cities and population centers. Cuba is controlled by a communist regime under its leader Fidel Castro, who is a close ally of the Soviet premiere Nikita Khrushchev. The US has discovered the USSR's nuclear buildup in the nation by satellite plane. The American public supports the president overwhelmingly. The American public also strongly opposes collaborating with the Soviets, and sees them as enemies first.

Current Situation

It's 1962, and the situation in Cuba has turned into a full-blown crisis. All diplomatic attempts to de-escalate thus far have failed. Castro is working with the Soviets and acting as a gateway to the entirety of the US homeland. We have never been closer to an all-out nuclear war. The president has assembled his cabinet to help create a response. There have been rumors of Cuban spies infiltrating cities in Florida, as well as Soviet Spies infiltrating important centers in Washington. A so-called ‘Spy Epidemic’ has hit DC, with tensions between agencies and branches of power at an all time high. Parts of the military have openly stated that they are in favor of removing Castro from power before the Soviets can launch their weapons, but the risk of getting it wrong remains simply too high. JFK’s joint chiefs of staff have proposed blockading the island of Cuba and starving them of resources and further supply shipments by the Soviets.

Questions to Consider

1. How might the American public react to a capitulation to the Soviets?
2. How can the Cabinet maneuver this crisis to a strategically beneficial outcome for the United States?
3. Could the United States oust the Castro government before a nuclear exchange commences? If a nuclear exchange becomes inevitable, what might the next steps be in this doomsday scenario?
4. How can the cabinet members learn to trust one another, especially since there is a spy epidemic in Washington?

Character List

Robert F. Kennedy – Attorney General

- Robert F. Kennedy was the President's brother and closest confidant, and he argued strongly for a blockade over a surprise attack on Cuba.

Robert McNamara – Secretary of Defense

- Robert McNamara led the Department of Defense. He can direct the readiness of the armed forces, approve military plans, and advise the president on the nuclear balance between the United States and the Soviet Union.

Dean Rusk – Secretary of State

- Dean Rusk led the State Department and worked to win the backing of American allies and the Organization of American States for the quarantine. He can direct American diplomacy, communicate with foreign governments, and advise the president on how the world will react to American actions.

McGeorge Bundy – National Security Advisor

- McGeorge Bundy was the President's Special Assistant for National Security Affairs, and he was the one who first told Kennedy that missiles had been found in Cuba. He can control the flow of intelligence and options to the president, coordinate the National Security Council, and advise the president on national security policy.

Curtis LeMay – Air Force Chief of Staff

- General Curtis LeMay commanded the United States Air Force and strongly supported military action against Soviet missile installations in Cuba. He can recommend airstrikes, coordinate aerial operations, and advise the president on military capabilities.

John A. McCone – Director of Central Intelligence

- John McCone led the CIA and had warned weeks before the discovery that the Soviets might be placing offensive missiles in Cuba, when most analysts doubted it. He can order intelligence gathering and reconnaissance flights over Cuba, run counterintelligence operations, and brief the president on Soviet capabilities and intentions.

Maxwell Taylor – Chairman of the Joint Chiefs of Staff

- General Maxwell Taylor served as President Kennedy's senior military adviser and helped evaluate possible military responses during the crisis. He can coordinate military planning, recommend troop deployments, and advise the president on military strategy.

Lyndon Johnson (LBJ)- Vice President

- Lyndon B. Johnson served as Vice President and participated in important discussions about the Cuban Missile Crisis. He can advise the president on political concerns, communicate with Congress, and help build support for government decisions.

Adlai Stevenson- Ambassador to the UN

- Adlai Stevenson represented the United States at the United Nations and publicly confronted Soviet officials with evidence of missiles in Cuba. He can negotiate with foreign representatives, address the United Nations, and build international support for American policies.

General Earle Wheeler – Army Chief of Staff

- General Earle Wheeler oversaw the United States Army and helped ensure American ground forces were prepared for possible military conflict. He can coordinate troop

deployments, prepare invasion plans, and advise the president on ground military operations.

Llewellyn Thompson – Ambassador to the USSR

- Llewellyn Thompson was a former Ambassador to the Soviet Union whose experience helped Kennedy understand Soviet leadership during the crisis. He can interpret Soviet intentions, recommend diplomatic solutions, and advise the president on negotiations with Moscow.

George W. Anderson Jr. – Chief of Naval Operations

- Admiral George Anderson oversaw United States naval operations and helped coordinate the naval quarantine surrounding Cuba. He can deploy warships, organize naval patrols, and advise the president on maritime military strategy.

Theodore Sorensen – Special Counsel & Speechwriter

- Theodore Sorensen was one of Kennedy's closest advisers and helped write the president's televised address announcing the discovery of Soviet missiles in Cuba. He can draft speeches, prepare diplomatic messages, and advise the president on public communications.

George Ball – Under Secretary of State

- George Ball was a senior State Department official who warned against launching a surprise military attack on Cuba. He can propose diplomatic alternatives, coordinate with

American allies, and evaluate the international consequences of military action.

Roswell Gilpatric – Deputy Secretary of Defense

- Roswell Gilpatric worked closely with Robert McNamara and helped evaluate military options during the Cuban Missile Crisis. He can coordinate defense planning, assess military risks, and advise the president on national security decisions.

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