



Chapter V

The Genesis, Political, and Economic Sides of the Internet

Andrew Targowski, Western Michigan University, USA

Abstract

The purpose of this chapter is to show that the Cold War is behind the invention of the Internet. This is one of very few positive results of this war, which had tremendous influence on the further development of civilization. The research on the universality of info-communication processes was conducted on both sides of the Iron Curtain, which indicates the similarities in engineering thinking, regardless of geographic locations. The political meaning of the Internet does not only result from its history but also stands for the support of democratic development and the obstruction of dictatorships. The history of the Internet is also an example of the development of great engineering talents and research and development centers, which rise to the occasion on such ambitious projects. All of these aspects of the Internet will be investigated in this chapter, as well as its impact on the emergence of the global civilization.

Introduction

The purpose of this chapter is to show that the Cold War is behind the invention of the Internet. This is one of very few positive results of this war, which had tremendous influence on the further development of civilization. Research on the universality of info-communication processes was conducted on both sides of the Iron Curtain, which indicates the similarities in engineering thinking, regardless of the geographic locations.

The political meaning of the Internet does not only result from its history but also stands for the support of democratic development and the obstruction of dictatorships. The history of the Internet is also an example of the development of great engineering talents and research and development centers, which rise to the occasion on such ambitious projects. All of these aspects of the Internet will be investigated in this chapter, as well as its impact on the emergence of the Global Civilization.

Challenges of the Cold War

The Cold War began to take shape just before the end of the World War II in April 1945 when President Harry Truman reprimanded Vyacheslav Molotov, the Soviet Foreign Minister and Stalin's confidant for sabotaging the Yalta Agreement in Poland, where a free election was postponed. Formally speaking, the Cold War began after Winston Churchill's speech on the Iron Curtain in Fulton, Missouri, on March 5, 1946. He said that an "Iron Curtain had fallen from Stettin in the Baltic to Trieste in the Adriatic. The Soviets had installed pro-communist governments in every country which had been occupied by the Red Army as well in the Soviet zone of Germany" (Kissinger, 1994).

The Cold War lasted 46 years, from 1946 to 1991, when the Soviet Union collapsed. This war relied on the symmetry of military power between the United States (U.S.) and the USSR, who both kept their respective military forces in balance to avoid unwanted military confrontations. The U.S. treated this war as a means of promoting democracy and containing communism (Kennan, 1947), while the USSR used the war to conduct the double standard, officially promoting world peace and unofficially looking for the opportunity to defeat capitalism (Targowski, 2000).

The politics of communist containment was implemented by the strategy of circling the USSR by friendly states, which hosted American bases (Spykman, 1942, 1944). In Europe, NATO was organized to counter the Warsaw Pact armies (Moczulski, 1999). The architecture of the Cold War is shown in Figure 1.

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/genesis-political-economic-sides-internet/24032

Related Content

Games in E-learning: How Games Teach and How Teachers Can Use Them

Michelle Aubrecht (2012). *Interactivity in E-Learning: Case Studies and Frameworks* (pp. 179-209).

www.irma-international.org/chapter/games-learning-games-teach-teachers/61689

E-Learning Localized: The Case of the OOPS Project

Meng-Fen (Grace) Lin and Mimi Miyoung Lee (2007). *Globalized E-Learning Cultural Challenges* (pp. 168-186).

www.irma-international.org/chapter/learning-localized-case-oops-project/19300

Console Game-Based Pedagogy: A Study of Primary and Secondary Classroom Learning through Console Video Games

Jennifer Groff, Cathrin Howells and Sue Cranmer (2012). *International Journal of Game-Based Learning* (pp. 35-54).

www.irma-international.org/article/console-game-based-pedagogy/66880

Board Games and Board Game Design as Learning Tools for Complex Scientific Concepts: Some Experiences

Fabio Chiarello and Maria Gabriella Castellano (2016). *International Journal of Game-Based Learning* (pp. 1-14).

www.irma-international.org/article/board-games-and-board-game-design-as-learning-tools-for-complex-scientific-concepts/151550

Interoperability of Web-Based Education Systems

Natalia I. Hughson (2011). *Handbook of Research on E-Learning Standards and Interoperability: Frameworks and Issues* (pp. 360-377).

www.irma-international.org/chapter/interoperability-web-based-education-systems/46366