

**Dr. William  
Noseworthy**

**BIRGE 346**

M/W/F

12:05 – 12:55 pm

Office Hours: M/W 11-12

5265 Humanities



**ASIAN LANGUAGES &  
CULTURES**  
ALC



**HISTORY**  
HISTORY DEPARTMENT



**RELIGIOUS STUDIES**  
RELIGIOUS STUDIES  
PROGRAM

# EXPLORATIONS IN THIRD WORLD HISTORY: “*DECOLONIZE THIS!*”



## The Politics of Protest & Populism in the 20<sup>th</sup> century

When anthropologist and historian Alfred Sauvy coined the term “Third World,” he referred to the connotation of the “Third Estate” or the common people of the French Revolution, suggesting through implication that they were those who had been neglected and exploited by others.

Learn about  
Liberation Struggles  
through a focus on  
the history of the  
Third World.

Hence, the understanding that Third World nations were those nations that were not aligned with the capitalist First World or the communist Second World during the Cold War. Seemingly simultaneously, the term “Third World,” became short-hand to refer to countries that were underdeveloped, with governments that had been co-opted by various international and local actors. Even though Ethiopia, Somalia, Cuba, and Vietnam had fully fledged socialist revolutions, they were called “Third World” in common parlance. Many non-aligned countries, such as Ireland, Finland, and Sweden, remained almost never conceived of as such. Instead, “Third World” became associated with matters of latitude.

If a nation was in the tropics, it was Third World. If a nation was in desperate poverty, it was Third World. If it was in danger of being co-opted by communist politics, it was Third World. If it had experienced a long, drawn-out, complex narrative of decolonization, it was third world. Finally, the term “Third World,” became associated with a very specific student movement in the United States, sixteen years after Sauvy had coined it: The Third World Liberation Front (TWLF). Although we will not ignore the largest series of student protests in US university systems in late 1960s, in this course, we seek to put these events, the terms that created them, and the long-term implications of global student movements in the 1960s in the greater perspective of post-colonial liberation struggles. Indeed, in this course, we will thoroughly discuss the wider “History of the Third World,” from the nineteenth through the twenty-first centuries.

## Learning Outcomes

Students in this course will focus on the study of “The Third World.” They will learn how to be historians. Yet, they will not lose out on exposure to other disciplines, particularly those related to International Studies, Asian Studies, Religious Studies, and Politics. Through the course assignments, students will gain a sense of the intense diversity of the experiences of colonialism, post-colonialism, and the Cold War. Through mixed media, students will be exposed to a variety of cultural contexts, social movements, and important events, gain an understanding of them, and develop an appreciation for critical analysis of the narrative. They will also gain an understanding of the numerous ways that movements in “The Third World,” approached development, ethnic conflicts, and the emergence of New World Orders (NWOs) in the latter part of the twentieth century, and the early part of the twenty-first century.

## Track Liberation Struggles across the Globe



JORNADA DE SOLIDARIDAD CON EL CONGO (L) 13 DE FEBRERO  
 DAY OF SOLIDARITY WITH THE CONGO (L) 13 FEVRIER  
 JOURNEE DE SOLIDARITE AVEC LE CONGO (L) FEBRUARY 13

In this course, we query Alfred Sauvy’s suggestion that “*the third world, like the Third Estate, wants to become something too.*”: We examine the struggles against colonization, of the non-aligned movement, for social liberation, and the extreme violence that ensued, along with emergence of a global community.

From the perspective of a historian, students in this class will develop the skills of the historical method. They will learn how to conduct critical analyses of primary and secondary source material. They will gain a knowledge of the key events that impacted major socio-historical shifts in the history of “The Third World.” From the perspective of area studies programs, they will gain an introduction into the major important aspects of cultures of Latin America, Africa and the Middle East, and Asia. From the perspective of scholarship on international studies, global studies, and political science, students will develop the theoretical vocabulary necessary to engage with scholarly discussions across these disciplines.

## Sources

Based upon a selection of readings, material objects, art, and film, along with scholarly studies, in this course we explore the social and political implications of colonialism and post-colonialism, of independence movements, and the violent conflicts that followed, as well as on later issues such as the emergence of the contemporary global surveillance state, globalization, new economic orders, environmental disaster and implications for “the third world,” and others. Through these explorations, however, we will also plunge into the deepest depths of human history, as reinterpreted from a post-colonial lens. We will then conclude with an investigation of the formation of supranational forces.

## Assignments

Assignments for this course are minimal, but require very active participation. Students should prepare the readings and be active in course discussions every week and post a short (500 words abstract) discussion of the course material each week, along with two discussion questions. There is a mid-term and a final. However, writing assignments are short. The two writing assignments are to provide a critical analysis of one of the course films as a primary document. The first film review is an analysis of the film itself, along with course readings (600-800 words). The second film review is similar, an analysis of the film itself, along with the course readings (600-800 words). You will write the research paper in stages. Be sure to check Canvas for updates. All assignments will be explained in more detail on the canvas platform. Students will work on the final writing assignment in stages over the second half of the course, after the mid-term exam.

Commentary (Weekly Assignments): 15%

Daily Attendance & Participation: 15%

Film Reviews/Primary Source Analyses: 15%

Research Paper: 15%

Mid-term Exam: 20%

Final Exam: 20%

### GRADE SCALE

F Below 60. D 60-69.4. C 69.5-77.4. BC 77.5-82.4 B 82.5-87.4. AB 87.5-92.4. A 92.5-100

## Grading Criteria

A: The assignment goes above and beyond “following directions.” It contains original analytical stances, a rich reading of primary source material, and takes the course discussion in new directions. The argument is clear, well organized, and well supported. The writing style is polished, with only minor stylistic errors. The writing is richly cited, and all citations are accurate, as well as in proper format.

B: The assignment meets the requirements specified in the directions. It is creative and well thought out, with sophisticated analysis. Yet, the argument may not be clear, the sources may not be the read in the best fashion to support the stated claims, or organizational frame may be lacking. Paragraph structure generally flows naturally, but may be jumbled in places. There are minor stylistic, grammatical or spelling errors that obfuscate meaning. Not all of these problems are necessarily present, but a series of them generally weaken the assignment a bit, although it is still “good” overall.

C: The assignment may technically follow the directions, but there are serious errors or inaccuracies. Alternatively, the assignment may not be technically complete, but represents a reasonable attempt to do so, and is very well composed.

## Evaluation & Credits

Evaluations of performance will be conducted daily, but only tabulated for the participation grade *after* the final exam. Assignment grades will be posted on a rolling basis, two weeks after each due date. A 3 credit course, by the Carnegie definition, includes an average of two hours of out of class work per class period, inclusive of all study time for assignments, research for the paper, exams, and so on. This does not mean there will be two hours of homework per day. The work load is dispersed and manageable.

## Extra Credit

Attending lectures and other special events at UW related to Asia will allow you to earn extra credit for this course. Our three Asia centers on campus host a variety of events throughout the semester. You may link to the centers for East Asia, Southeast Asia and South Asia by clicking the images below:



# Course Policies

**Absences.:** In accordance with university policies, students are allowed excused absences for religious observances and sporting events. However, these absences must be explained before hand and properly documented. Medical emergency absences are also permitted, if properly documented. In the case of all absences, students are expected to meet with course instructors to create a plan for make up work.

**Cellphones, Tablets & Laptops are not permitted** in course lectures, although they may be permitted, under special conditions, during course discussions or review sessions.

**Classroom Ethos.:** The decorum of academic inquiry is critical for our learning environment. Students are expected to conduct their behavior in the course in accordance with a *hermeneutics of respect* (clarified below), in addition to all university policies. They are expected to know the definition of plagiarism, to take all necessary measures to ensure that they do not plagiarize any readings or other materials, and to familiarize themselves with strategies to ensure that they are producing original work. If students have questions about citation styles and strategies they may inquire further.

It is reasonable to assert that we should be willing to engage with matters of religion, the supernatural, the natural, politics, history, and society, particularly those most controversial subjects, with a *hermeneutics of respect*. Simply put, this means that we will accept and encourage vigorous debate, examination, inquiry, and questioning; but, that we will also do so in an attempt to present and understand positions other than our own. While the instructor reserves the right to maintain focus, in the end, comparative analysis that illuminates the material through bringing up other course work or news sources is welcome. If the relevance of a point of discussion is unclear, it is your responsibility to ask for a clarification. Further inquiries for clarification during office hours are highly encourage.

## Support

Students with McBurney VISAs should meet with the instructor within the two weeks to clarify how necessary accommodations will be met. Students who wish to work for the McBurney center as a note-taker should visit the McBurney information [here](#).

Support on individual assignments can be found at the [Writing Center](#), or, the [History Lab](#). I recommend the history lab, since these individuals are all trained in the field of history, and will be particularly attuned to matters of style, citation, writing a thesis, and other questions you might have. For more simple matters of word choice and editing for grammar, you may want to use an online platform. [Grammarly](#) comes with the recommendation of the instructor.

Office hours are to be held in 5265 Humanities. They will be: Mondays and Wednesday from 11:00 am until noon, or, via email appointment. You can arrange appointments either during Thursday office hours or another time by emailing: [noseworthy@wisc.edu](mailto:noseworthy@wisc.edu).

## Teaching Staff

Dr. Billy (short for “William”) Noseworthy is an Associate Lecturer of Global & Asian History at University of Wisconsin-Madison. He has also taught courses cross listed with Languages & Cultures of Asia, and Religious Studies. He teaches and writes about the history of social movements and religions, particularly in the borderlands of Asia. He has published a bit of his work in Vietnamese and English.

Most recently, Dr. Noseworthy has taught courses on the History of Asian Religions and the History of Rap at the UW-Madison. He has also taught courses on World/Global Religions at both UW-Oshkosh and UW-Madison, along with courses on Chinese history, the Vietnam Wars, Asian-American history, and Afro-Atlantic history at UW-Madison.

His publications range from book reviews, to short exposé pieces on religious ceremonies, and extensive projects, including a piece on the *Unified Front for the Liberation of Oppressed Races* in 1960s Vietnam and Cambodia. He has managed to publish several book chapters, which he wrote in Vietnamese, as contributions to edited volumes, while conducting research on his dissertation in Southeast Asia. He was also part of a team that authored the first *Cham-Vietnamese-English/Vietnamese-Cham-English* dictionary (with Sakaya et al. Ho Chi Minh City, Vietnam: Tri Thuc Publishing House. 2014), while he also designed the Library of Congress standard romanization of the Cham script.

Beyond scholarly research and writing, Dr. Noseworthy enjoys gardening, cooking, travel, guitar, and time with his cats.



Dr. Noseworthy meets with Hanuman, the half-monkey, half-human deity from the Hindu *Ramayana*.  
Bali, Indonesia, 2015.

# Reading Assignments

## Required Text:

McMahon, Robert ed. 2013. *The Cold War in the Third World*. New York: Oxford University Press.

## Highly Recommended Texts:

Christiansen, Samantha & Zachary A. Scarlett eds. 2013. *The Third World in the Global 1960s*. New York: Berghahn Books.

Prashad, Vijay. 2002. *The Darker Nations: A People’s History of the Third World*. New York: The New Press.

Due date	Author	Title	Pages
<b>I: INTRODUCTION</b>			
Lecture 1 Jan 24	Prashad, Vijay. 2002.	Introduction <u>in</u> <i>A People’s History of the Third World</i>	V- 3
Lecture 2 Jan 26	Wolf-Phillips, Leslie. 1987.	Why “Third World”? Origin, Definition and Usage	1311-1327
	Cole, Juan R. I. 1989	Of Crowds & Empires: Afro-Asian Riots and European Expansion, 1857-1882	106-133
Theorists:	Alfred Sauvy; Franz Fanon		
<b>II: D &amp; D (Week 2)</b>			
<i>ON DECOLONIZATION &amp; DEVELOPMENT</i>			
Lecture 1 Jan 29	Prashad, Vijay. 2002	Paris: a concept conjured & Brussels: the 1928 League against Imperialism	3-16 & 16-31
Lecture 2 Jan 31	Bui Ngoc Son. 2013	The Confucian Foundations of Ho Chi Minh’s Vision of Government	35-59

Due date	Author	Title	Pages
Lecture 3 Feb 2	Covington-Ward, Yolanda. 2012	Joseph Kasa-Vubu, ABAKO, and Performances of Kongo Nationalism in the Independence of Congo	72-94
FILM	<i>1947: Earth (1999)</i> [Partition of India & Pakistan]		
Week 3			
Lecture 1 Feb 5	Prashad, Vijay. 2002	Bandung: the 1955 Afro-Asian Conference & Cairo: the 1961 Afro-Asian Women's Conference	31-51 & 51-62
Lecture 2 Feb 7	Burke, Roland. 2006	"The Compelling Dialogue of Freedom": Human Rights at the Bandung Conference	947-965
	Chakrabarty, Dipesh. 2010	The Legacies of Bandung: Decolonization and the Politics of Culture	45-68
Lecture 3 Feb 9	Chacko, Shubha & Devaki Jain. 2009	Walking Together: The Journey of the Non- Aligned Movement and the Women's Movement	895-905
FILM	<i>1947: Earth (1999)</i> [Partition of India & Pakistan]		
	<i>**Earth Film Review is Due at the end of Week 4**</i>		
Week 4			
Lecture 1 Feb 12	Prashad, Vijay. 2002	Buenos Aires: Imagining an economy & Tehran: cultivating an imagination	62-75 & 75-95
Lecture 2 Feb 14	United Nations. 1951	Measures Requiring International Action	71-99
Lecture 3 Feb 16	Sikkink, Kathryn. 1988	The Influence of Raul Prebisch on Economic Policy-Making in Argentina, 1950-1962	91-114



Due date	Author	Title	Pages
Week 5			
Lecture 1 Feb 26	Prashad, Vijay. 2002	Belgrade: the 1961 Non-Aligned Movement Conference & Havana: the 1966 Tricontinental Conference.	95-105 & 105-119
Lecture 2 Feb 28	Lyon, Peter. 1980	Non-Alignment at the Summits: From Belgrade 1961 to Havana 1979- A Perspective View	132-153
Lecture 3 March 2	Dong et. Al. 1983	Statements by Heads of Delegations from Southeast Asian Countries at the Plenary Meeting of the Seventh Summit Conference of the Non-Aligned Countries in New Delhi, India, on 7-11 March 1983	117-149
III: CW & L (Week 6)	<i>THE COLD WAR &amp; LIBERATION</i>		
Lecture 1 March 5	Yaqub, Salim. 2013	The Cold War in the Middle East	11-27
Lecture 2 March 7	Byrne, Jeffrey James. 2013	Africa's Cold War	101-124
Lecture 3 March 9	Bradford, James. 2013	Brother Wally and De Burnin' of Babylon: Walter Rodney's Impact on the Reawakening of Black Power, the Birth of Reggae, and Resistance to Global Imperialism	142 – 159
<b>PAPER</b> Week 7	<b>** Paper Idea &amp; Start to Bibliography (5 sources)**</b>		

Due date	Author	Title	Pages
Lecture 1 March 12	Grandin, Greg. 2013	What Was Containment?: Short and Long Answers from the Americas	27-48
Lecture 2 March 14	Snider, Colin. 2013	A More Systemic Fight for Reform: University Reform, Student Movements, Society, and the State in Brazil, 1957 – 1968	101 – 116
Lecture 3 March 16	Spencer, David. 2016	A Song, Socialism, and the 1973 Military Coup in Chile	17 – 26
FILM	<i>O Dia que Durou 21 Anos (2012)</i> [1964 Coup D’etat, Brazil]		
<b>Week 8</b>	<b>**Mid-Term Exam**</b> [Monday: Study; Wednesday: Exam; Friday: OFF]		
	<b>SPRING BREAK: MARCH 24 – APRIL 1</b>		
Week 9			
Lecture 1 April 2	Simpson, Bradley R. 2013	Southeast Asia in the Cold War	48 – 67
Lecture 2 April 4	Sapiie, Stephanie. 2013	Student Activism and Strategic Identity: The Anti-Communist Student Action Front (KAMI) in Indonesia, 1965-1966	182 – 198
Lecture 3 April 6	Lockhard, Craig. 1998	Thailand: Song for Life, Songs for Struggle	162 – 207
	<b>** O Dia que Durou 21 Anos Film Reviews Due**</b>		
Week 10			
Lecture 1 April 9	Engerman, David C. 2013	South Asia and the Cold War	67 – 85
Lecture 2 April 11	Saunders, Chris. 2013	1968 and Apartheid: Race and Politics in South Africa	133- 142

Due date	Author	Title	Pages
Lecture 3 April 13	Sundar, Pushpa. 1989	Protest through theatre – The Indian Experience	133-138
CHAZEN (Optional)	<i>Perhaps Four Sessions This Week TBA; Or in Class</i>		
<b>PAPER</b>	<b>**Draft Paper Outlines/Complete Bibliography**</b>		

IV: ECs & NWOs (Week 11)	<i>ETHNIC CONFLICTS &amp; NEW WORLD ORDERS</i>		
Lecture 1 April 16	Rafter, Nicole. 2016	How Do Genocides End? Do They End?: The Guatemalan Genocide, 1981 – 1983	181-201
	Benavides, Luis. 2003	Introductory Note to the Supreme Court of Spain: Judgement on the Guatemalan Genocide Case	683-685
	Padilla, Luis Alberto. 1995	Conflict Transformation: Peace- Making and Peace- Building in Guatemala	17-24
Lecture 2 April 18	Venosa, Joseph. 2013	The First Line Against Second Class Citizenship: The Eritrean Muslim League, Islamic Institutional Autonomy, and Representation on the Eve of the Eritrea- Ethiopia Federation, 1950-1952	397-422
Lecture 3 April 20	Mushed, S. Mansoob. 2002	Conflict, Civil War and Underdevelopment: An Introduction	387-393
	Araya, Mesfin. 1989	Preliminary Notes on State and Society: The Current Crisis in Ethiopia	41-49

Due date	Author	Title	Pages
Week 12			
Lecture 1 April 23	Rafter, Nicole. 2016	What Kind of Crime is Genocide?: Capsule Summaries of Eight Genocides	24-53
	Margolis, J. Eli. 2007	Trauma and the Trials of Reconciliation in Cambodia	153-161
Lecturer 2 April 25	Cook, Susan E.	Documenting Genocide: Cambodia's Lessons for Rwanda	223-227
Lecture 3 April 27	Leider, Jacques. 2017	Transmutations of the Rohingya Movement in the Post-2012 Rakhine State Crisis	191-239
<b>PAPER</b>	<b>**Have Draft of Final Paper Prepared**</b>		
Week 13			
Lecture 1 April 30	Baud et al. 2011	Environmental Governance in Latin America: Towards an Integrative Research Agenda	79-88
Lecture 2 May 2	St'ahel, Richard. 2016	Environmental Crisis and Political Revolutions	99-120
Lecture 3 May 4	Death, Carl. 2016	Global Environmental Governance and the Green State	19-43
May 5	<b>STUDY DAY</b>		
Week 14	<b>**Final Essay Due** **Final Exam** [5/10: 7:45 AM- 9:45 AM]</b>		