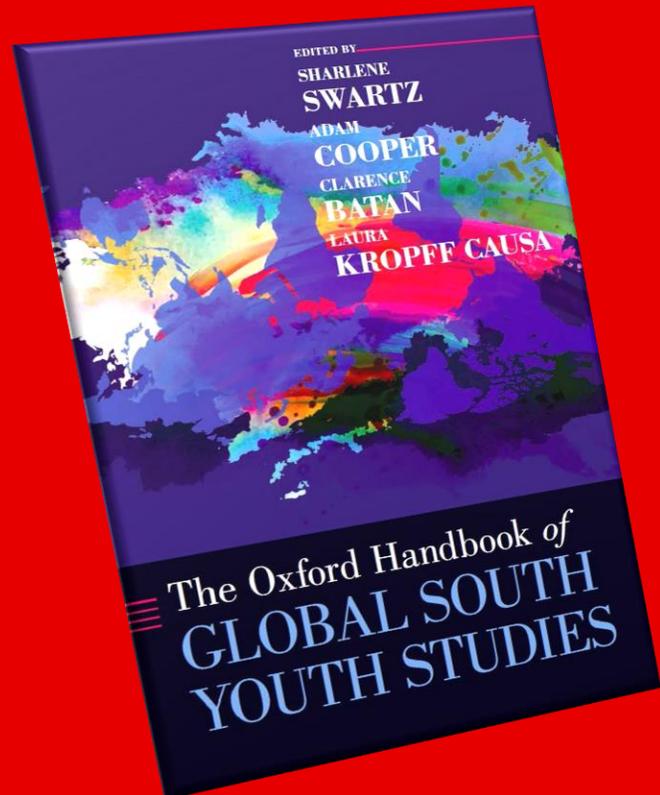


**Dr Adam
Cooper**



Global South Youth: Why we need this concept

Chapter 2: Why, when and how the Global South became relevant (Cooper)

Chapter 3: Youth of the Global South and why they are worth studying (Cooper, Swartz & Ramphalile)

Global South Youth: Why we need this concept



To resolve theory-context-research incongruencies:

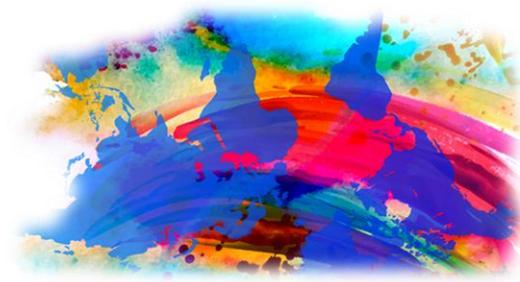
Theory from Europe and North America fits our contexts AND it doesn't

To challenge assumptions that are continually made about the lives of young people: what is a normal life?

To find a way of doing scholarship that is more engaged with the lives of young people in our contexts (where poverty and inequality are pressing)



Global South Youth: Why we need this concept



Trying to resolve theory-context-research incongruencies:

- Place-based differences exist between groups of youth

BUT

- The simple global North-South binary is problematic
- What to do?



Global South Youth: Why we need this concept

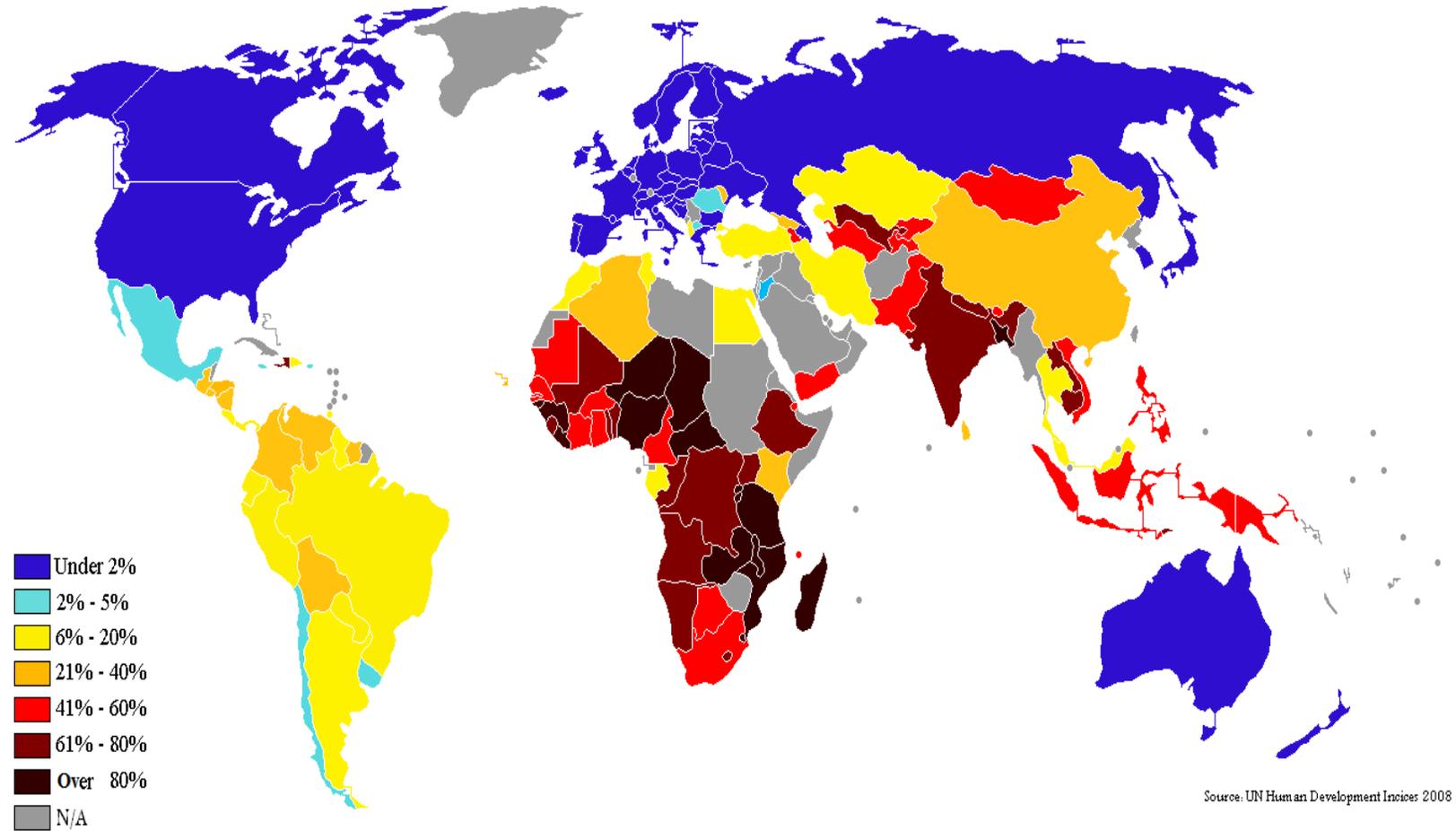


This talk, 3 things:

1. Show North-South differences, related to young lives, in numbers and pictures
2. Describe changing historical processes that led to these differences: Colonialism, capitalism, knowledge flows
3. Global South Youth: how 1 and 2 are partially resolved through using this concept for a Global Youth studies

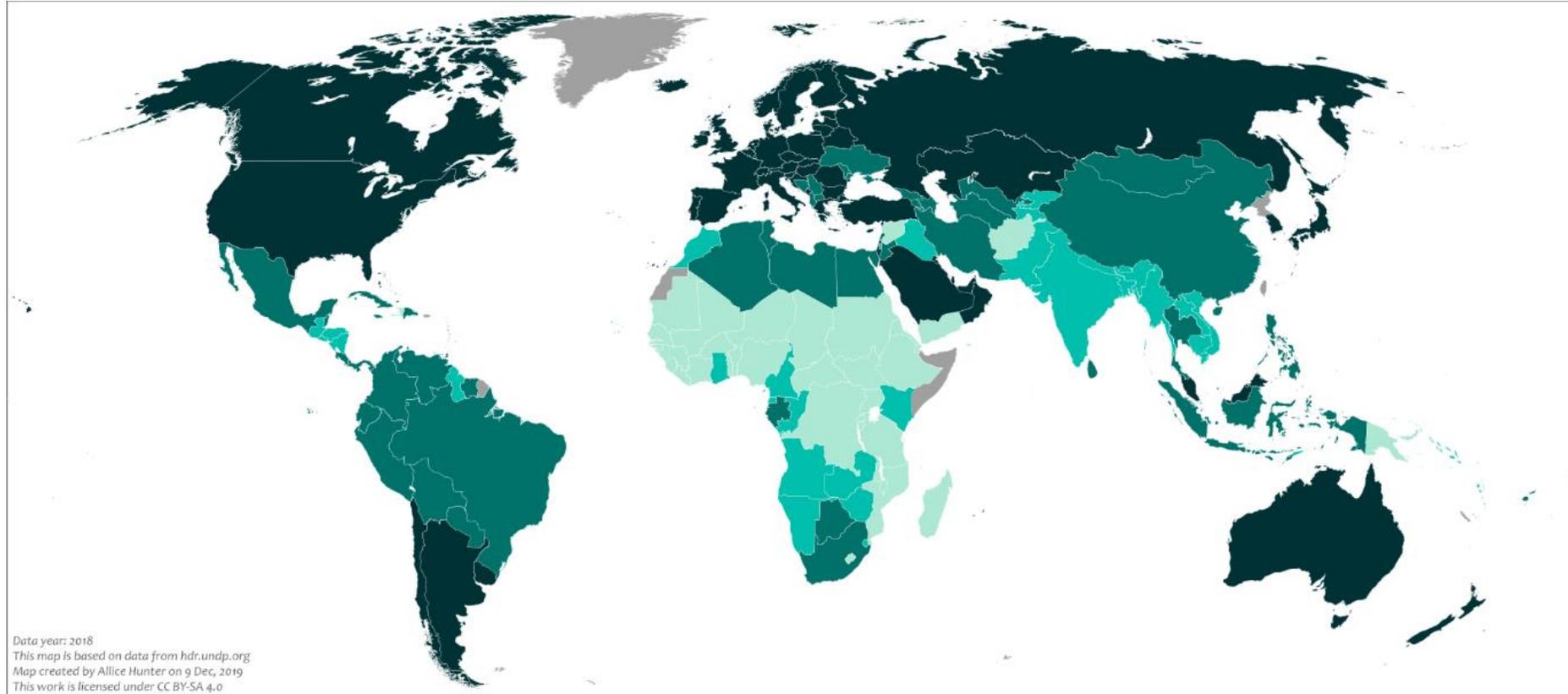
1. North-South differences in numbers and pictures

Percentage population living on less than 2 dollars per day 2007-2008



Human Development Index (HDI 2018) with countries ranked by quartiles

(Data source: UNDP 2019,

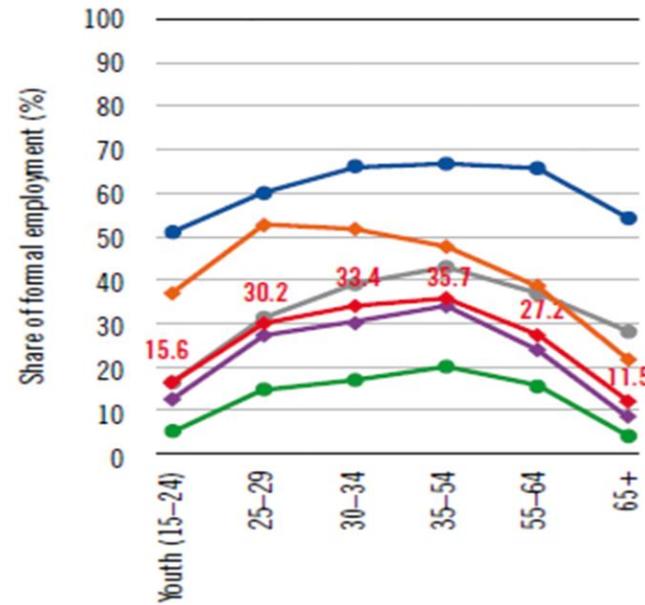


Data year: 2018
This map is based on data from hdr.undp.org
Map created by Ailice Hunter on 9 Dec, 2019
This work is licensed under CC BY-SA 4.0

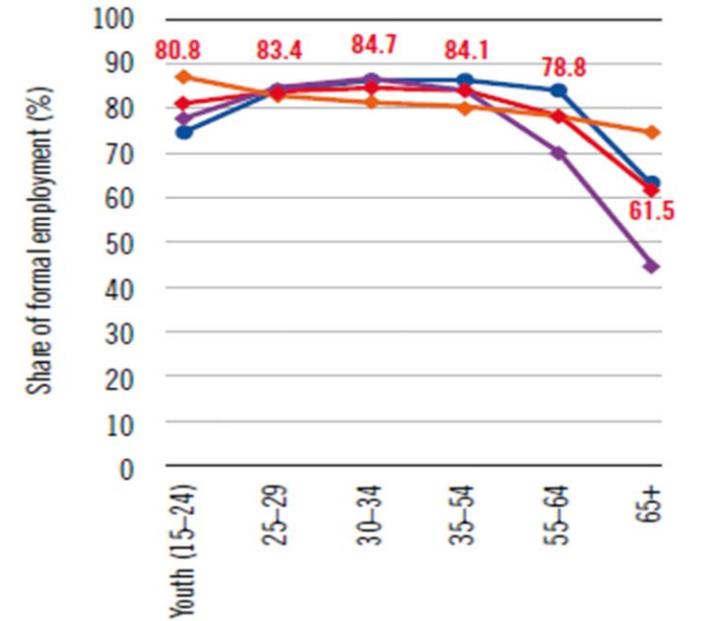
0.800 – 1.000	Very high human development
0.700 – 0.799	High human development
0.555 – 0.699	Medium human Development
0.350 – 0.554	Low human Development
Data unavailable	Data Unavailable

Share of formal employment in total employment by age

Emerging and developing



Developed

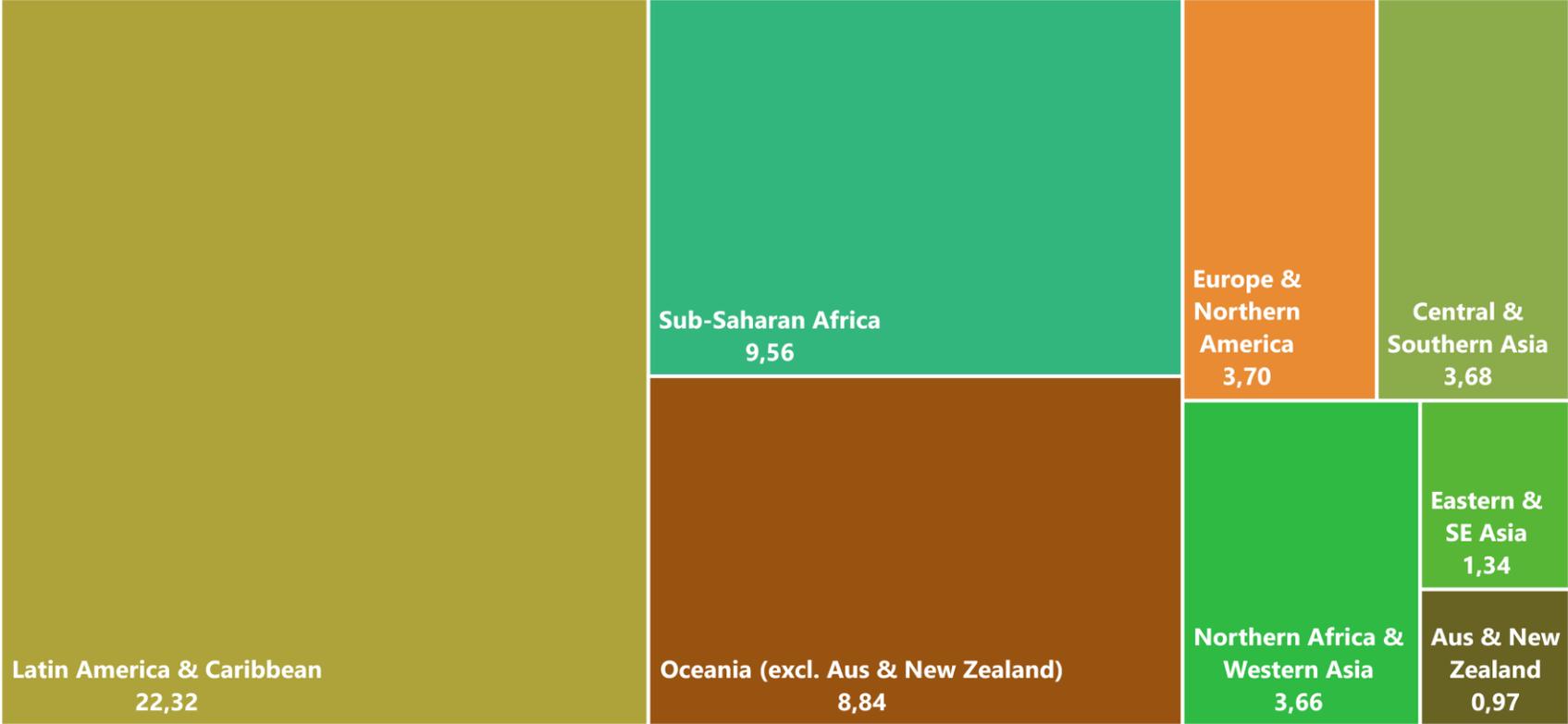


- Africa
- Arab States
- Europe and Central Asia
- Americas
- Asia and the Pacific
- Emerging and developing

- Americas
- Europe and Central Asia
- Asia and the Pacific
- Developed

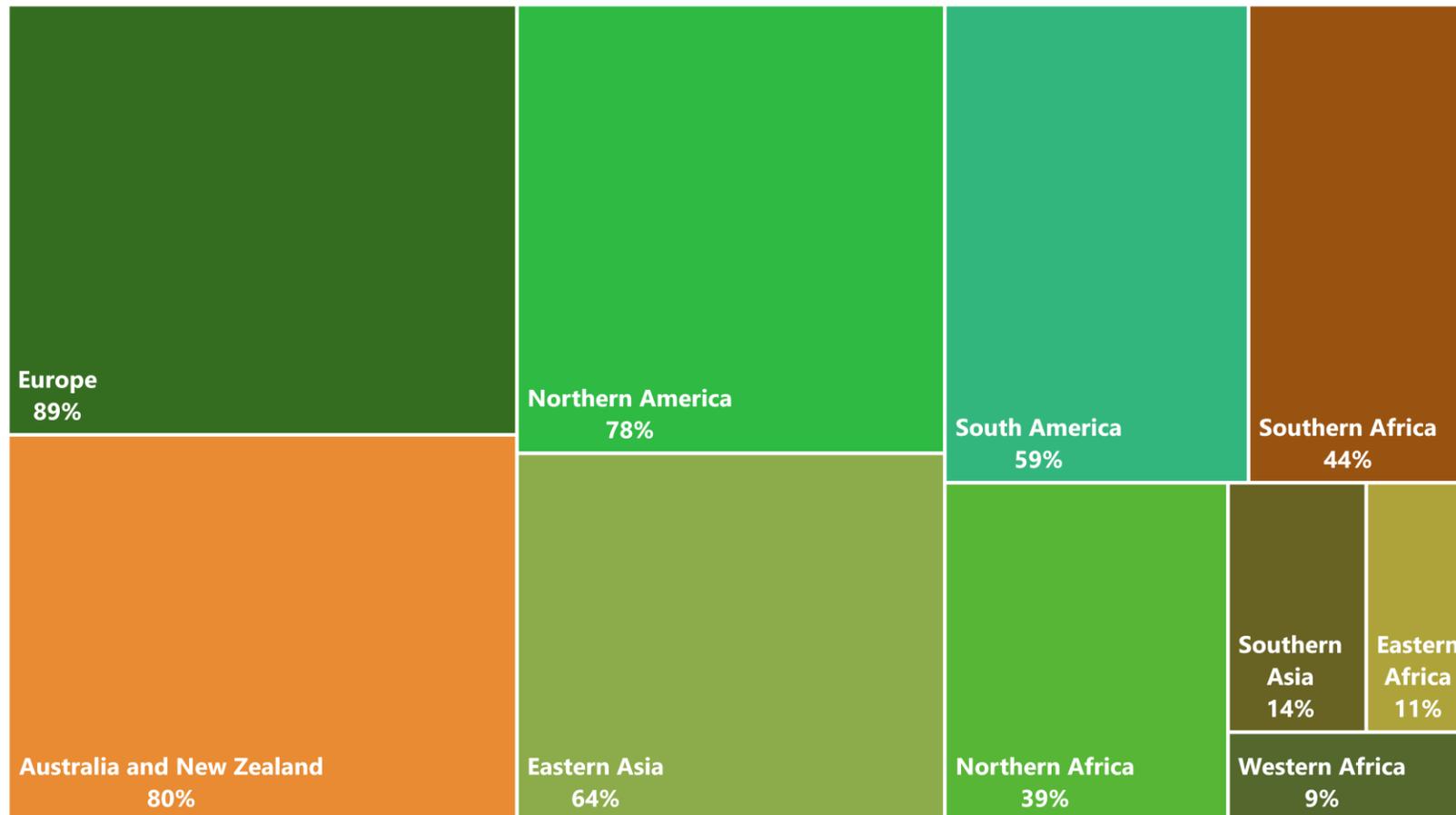
Number of victims of intentional homicide per 100,000 population in each region of the world

(Data source: UNODC, 2018, graph by authors)



Proportion of people in a region with access to at least one form of social protection

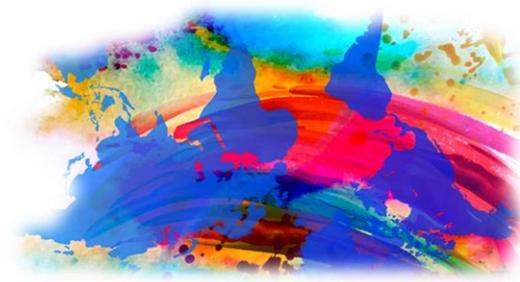
(Data source: United Nations, 2018, treechart by authors)



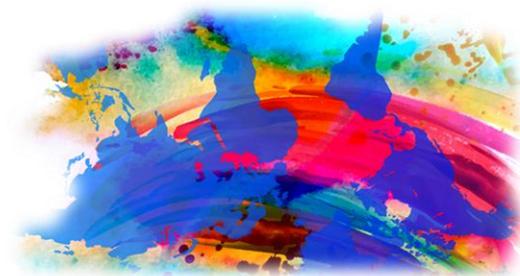
Most to least unequal countries Gini

coefficients
(Source: World Bank 2020b)

Rank	Country	Rank	Country	Country	Rank
1	South Africa	32	Lesotho	63	Trinidad and Tobago
2	Namibia	33	Malawi	64	Senegal
3	Suriname	34	Guyana	65	Micronesia, Fed. Sts.
4	Zambia	35	Chile	66	Sri Lanka
5	Sao Tome and Principe	36	Philippines	67	Uruguay
6	Central African Republic	37	Zimbabwe	68	Morocco
7	Eswatini	38	Dominican Republic	69	Tuvalu
8	Mozambique	39	Rwanda	70	Indonesia
9	Brazil	40	Ghana	71	Israel
10	Belize	41	Chad	72	Montenegro
11	Botswana	42	Togo	73	Samoa
12	Honduras	43	Nigeria	74	El Salvador
13	Angola	44	Uganda	75	Burundi
14	St. Lucia	45	Peru	76	China
15	Guinea-Bissau	46	Madagascar	77	Gabon
16	Colombia	47	Cabo Verde	78	India
17	Panama	48	Bolivia	79	Vanuatu
18	Congo, Rep.	49	Congo, Dem. Rep.	80	Tonga
19	Guatemala	50	Turkey	81	Russian Federation
20	Costa Rica	51	Papua New Guinea	82	Bhutan
21	Benin	52	Djibouti	83	Lithuania
22	Venezuela	53	Cote d'Ivoire	84	Solomon Islands
23	Seychelles	54	United States	85	Kiribati
24	Cameroon	55	Argentina	86	Mauritius
25	South Sudan	56	Haiti	87	Yemen, Rep.
26	Nicaragua	57	Malaysia	88	Fiji
27	Paraguay	58	Iran, Islamic Rep.	89	Thailand
28	Jamaica	59	Turkmenistan	90	Lao PDR
29	Mexico	60	Kenya	91	Georgia
30	Ecuador	61	Tanzania	92	Serbia
31	Comoros	62	Bulgaria	93	Romania



“Southern youth generally experience increased population density; greater competition for opportunities; higher levels of income poverty, unemployment, and inequality; lower standards of living; and, often, higher rates of violence...while youth in the Global North experience these issues... Southern youth have fewer available resources with which to contend with greater challenges...Southern youth need...with great precision (to) navigate their way around these obstacles, in their pursuit of sporadic opportunities.”



How did this happen?

2. Circumstances of Northern and Southern youth: changing historical processes



Colonialism, Capitalism and Knowledge flows

Post WWII: concept *Global South* emerges (with greater political agency...)

Changes to geopolitical, economic, and epistemological processes established under “modernity”.

Three interconnected global processes —colonialism/postcolonialism, capitalism/industrial development and knowledge flows—underwent significant changes post WWII.

Previously colonized territories became independent.

New technologies and connectivity enabled ideas and people to speak and move back to the Global North.

Part of global transformations to economic modes of production and corporate governance.

Three entwined processes

Three connected processes integral to “modernity” produced the Global South in 20th century

1. Colonialism

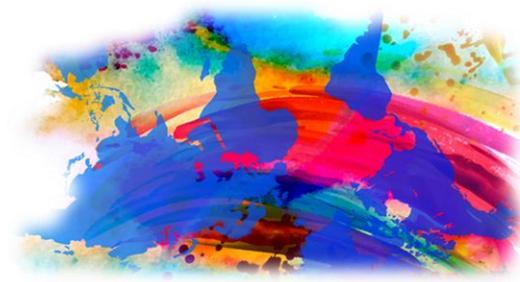
Global South youth emerge from previously colonized countries

Colonial conquests: produced regions which had their raw materials (including human) extracted; cast as backward, primitive, and uncivilized; recipients rather than creators of knowledge

Mass decolonization post WWII, the empire speaks back, Global South arrives as a political concept



2) Capitalism



From the 1970s: Global South develops new role in Global Capitalism: off-shoring production, cheap labour, de-regulation

This economic system always (since industrial revolution) was global (Despite Marx and Weber)

- Marx: transition from feudalism to capitalism result of class conflict and technology change
- Weber: origins of capitalism a combination of technology, feudalism, and Protestant attitudes toward work
- Marx and Weber: Transitions explained through events endogenous to Europe, little consideration of wider trade patterns that made industrialization possible.

2) Capitalism



Global economic system:

- Industrial production in Europe powered by steam power, electricity, BUT ALSO raw materials, labor, and knowledge extracted elsewhere, including transatlantic slave trade.
- British textile industry: cotton + knowledge about how to dye, weave and design it—brought to Britain from American slave labor and India.

Global economic system- Capitalism- reorganized in the 1970s: new roles for the Global South

3) Knowledge flows



The empire speaks back: de-and-post colonial theory, subaltern studies; Movements like BLM...

Before that:

- Hegemony of modernity narrative: scientific progress, Greek philosophy; cultural renaissance
- Institutions emerged: Influential and well-resourced universities
- Linguistic hegemony of English as an academic lingua franca.
- Disciplinary knowledges: intellectual histories of metropolitan societies (Connell, 2007).

Alongside mass decolonization and changes to capitalism: new ideas start to circulate and challenge this narrative

Second half of the twentieth century



“The Global South became relevant in relation to changes that occurred to these three historical processes that can collectively be understood as constituting modernity. Changes include mass decolonization, which unfolded in the 1950s, global capital re-arranging itself in the 1970s, and new knowledge flows enabled by critique and ICT developments. These geopolitical, economic, and epistemological shifts that occurred after World War Two catalyzed the idea of the global South.”



3. Global South Youth: Why we need this concept for a Global Youth Studies

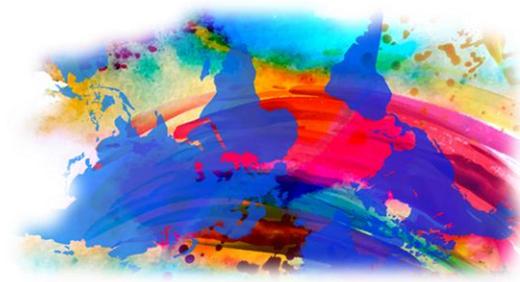
We need to acknowledge material differences exist between groups of young people: lived realities

BUT

We also need to acknowledge the world does not consist of two neat categories of Southern and Northern youth

The concept Global South Youth allows us to interpret material differences as part of changing, historically produced systems that manufacture inequalities

3. Global South Youth: Why we need this concept for Global Youth Studies



To study global youth we need to have these material differences in mind

To study global youth we need to have these historical processes in mind

To study global youth we need to have appropriate theory and concepts that speaks to the contexts in which youth live

To work meaningfully with youth systemically marginalized by colonialism, capitalism and knowledge flows, we need to connect politics, research and social justice efforts