Que vivan los estudiantes: Cycles of Contention and the ChileandentMovement (1906) resent) Jonah Watt, Class of 2018

, Q & KLOHDQ VWXGHQWV WRRN WR WKH VWUHHWV WR SH 37 KULOOHU ´D ³NLVV/IDQY t´QD´QIQS WD K¾WÄDLÆMONLÆJÆKER ISBEDDERPLOGESting Secretary RI (GXFDWLRQ -RDTXtQ /DYtQ¶V HIIRUWV WR FRPEDW VWXGHQW YTKHVH SURWHVWV SRSXODUO\ NQRZQ DV WKH ³& KovLeconlæmedatQ :LQWHL eliminate school tuition by renationalizing the copper mines, decreasing military spending, and enacting major tax reform² Although focused primarily on educational reforms, the student movement also criticized the massive socioeconomic displassifesulting from the neoliberal order put in place under 3LQRFKHW¶V GLFWDWRUVKLS ,Q WKLV ZD\ WKH PRYHPHQW¶V OI&KL QwoldHand class

The Chilean Winter emerged from a long tradition of student and working activism. Studentworker synergy dates back to the early 1920s, when students at the Universidad de Chile found common cause with a burgeoning anarchist labor movement. What makes the most recent protests distinctive, however, was that they occurædidst widespread indigenous, environmental, and feminist