In 2011, Chilean students occupied the streets and their schools en masse. Like the nearly simultaneous Arab Spring and Occupy Wall Street movements, the “Chilean Winter” struck a deep chord of discontent over growing inequality. What began as protests over education quickly morphed into a challenge of the dictatorship’s market-driven policies and by extension the legitimacy of a political system that still maintained them twenty years after General Augusto Pinochet left office. Born after the 1990 democratic transition, this so-called “generation without fear” has returned not just to the streets but also to politics in new and exiting ways. This course situates contemporary student protests within the long sweep of Chilean history from the 1500s to the present. Two central questions will guide our thinking: how does the history of childhood challenge our assumptions about who is an historical actor? And what role have young people played as agents of change? Beginning with the construction of the Chilean nation in the 19th century, we will examine how states are formed from colonial territories and how national communities are defined and consolidated along exclusionary lines of race, class, and gender. Turning to the 20th century, we will assess competing strategies for economic development and demands by different sectors for political, social, and economic inclusion. The final unit on historical memory in the post-dictatorship era considers how the past continues to act on the present and asks what elements of this history might be of value in imagining alternatives in the present and future.