

THE CULTURE OF REMEMBRANCE OF STUDENT PROTESTS IN THE UNIVERSITY CONTEXT

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The culture of remembrance is a complex social phenomenon that encompasses the ways in which communities collectively remember, evaluate, and interpret events from the past. In the context of higher education, universities are not only spaces for the transmission of knowledge but also environments where values, critical thinking, and civic awareness are shaped. Student protests, as forms of collective resistance, constitute an integral part of university history; however, the question of their memorialisation – how these events are institutionally and collectively remembered – remains open. Drawing on theoretical frameworks of collective and institutional memory, as well as the principles of critical pedagogy, this paper analyses how universities engage with the memory of the student protests of 1968 and 1996–97. Particular attention is given to the distinction between *institutional forgetting* – when official structures suppress or ignore certain events – and *collective memory*, which is sustained through unofficial narratives, oral tradition, and student activism. The paper also explores the pedagogical implications of these dynamics, focusing on their influence on the educational process and student development. The aim of this study is to highlight the educational potential of the culture of remembrance: how universities can (or fail to) foster democratic values and students' civic responsibility by acknowledging the history of student resistance. In light of contemporary educational and societal challenges, understanding the ways in which student activism is remembered or silenced offers insight into broader processes of shaping democratic culture and the identity of the university as a space of critical engagement.

Keywords: culture of remembrance, university, student protests, critical pedagogy