

A study on Taiwanese students changing perceptions of transitional justice prior to  
and after reading an article on Germany transitional justice

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Submitted to the Faculty of the Department of International Affairs in partial  
fulfillment of the requirements for the degree of Bachelor of Arts on the International  
Affairs

Wenzao Ursuline University of Languages

2022

WENZAO URSULINE UNIVERSITY OF LANGUAGES DEPARTMENT OF  
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2022

# **A study on Taiwanese students changing perceptions of transitional justice prior to and after reading an article on Germany transitional justice**

Yu-Hsuan Wang

Wenzao University of Language, 2022

## **Abstract**

Germany has been a model for the world in promoting transitional justice, and many countries follow Germany's example when promoting transitional justice. Taiwan has been working with Germany since 2016 to promote transitional justice and signed a formal cooperation contract with Germany in 2019, hoping to work together to promote transitional justice. The media in Taiwan also started to report articles about Germany and Taiwan's transitional justice. The author wonder if students' thought about transitional justice and their views on transitional justice related measures (accomplice systems, tracing authoritarian crimes, and education) would change after reading the media article on Germany transitional justice. I collected 281 questionnaires and interviewed 15 students, and I mainly used Paired-Samples t-test, ANOVA, and Descriptive Statistics to analyze my data. My main findings are that after reading the article, students 1) would change their original thought about transitional justice, 2) would have different opinions about the implementation of transitional justice related measures in Taiwan, and 3) would want to learn more about transitional justice issues. The government can make more use of the media when implementing activities related to transitional justice because the analysis of the data shows that students could have more ideas about the issue of transitional justice and would be more willing to participate in related activities after reading the article.

Keywords: Germany transitional justice, Taiwan transitional justice, Taiwanese media, student's perception, media literacy

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# INTRODUCTION

## Background

For many years, Taiwan has been promoting transitional justice. In Taiwan, civil society groups and the government take this matter seriously. Taiwan has been following the example of Germany's transitional justice. German scholars were often invited to give lectures in Taiwan, like Martin Sabrow and Hubertus Knabe. Some of their practices have been taken into account, such as releasing secret files from the authoritarian era, tracing improper party property, and setting up museums.

However, Taiwanese students have limited sources of transitional justice and Germany's transitional justice, so they may have some misunderstandings. For example, at a school event at Kuang-Fu High School in Hsinchu<sup>1</sup>, students wore Nazi costumes, performed Nazi salutes, and waved Nazi party flags. The incident sparked discontent from the Israel Economic<sup>2</sup> and Cultural Office in Taipei and the German Institute Taipei<sup>3</sup>, and prompted foreign media to report the incident. They think the students didn't respect history and did not understand the Nazis. However, the students of Kuang-Fu High School didn't feel that they have done anything wrong, they thought it was just a cosplay activity.

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<sup>1</sup>“台灣高中生校慶扮納粹引批評校長辭職。” *BBC News 中文*, 25 Dec. 2016, [www.bbc.com/zhongwen/trad/chinese-news-38430411](http://www.bbc.com/zhongwen/trad/chinese-news-38430411). Accessed 14 June 2022.

<sup>2</sup> Israel in Taipei. “以色列經濟文化辦事處聲明稿。” *Facebook*, 24 Dec. 2016, [www.facebook.com/IsraelinTaipei/posts/853942671308861](https://www.facebook.com/IsraelinTaipei/posts/853942671308861).

<sup>3</sup> German Institute Taipei. “德國在台協會聲明稿。” *Www.facebook.com*, 24 Dec. 2016, [www.facebook.com/DeutschesInstTaipei/?ref=hf&hc\\_ref=ARQHYIo1KYxiXGswMolhpCRp-t\\_-10GGGgBvAAaimfXL-px0TOL43tJr\\_0wNgSvv6sc](https://www.facebook.com/DeutschesInstTaipei/?ref=hf&hc_ref=ARQHYIo1KYxiXGswMolhpCRp-t_-10GGGgBvAAaimfXL-px0TOL43tJr_0wNgSvv6sc). Accessed 14 June 2022.

In Taiwan, political parties have different views on transitional justice. For example, the Democratic Progressive Party (DPP) believes that the period of Taiwan's need for transitional justice is from August 15, 1945 to November 6, 1992, but the Kuomintang (KMT) believes that the applicable period for transitional justice should date back to the Japanese occupation<sup>4</sup>. This has also led to inconsistencies when the government promoting transitional justice. In Taiwan, transitional justice has been included in the 108 syllabuses, but in a survey of students, it was found that Taiwanese students maintain an indifferent attitude when faced with what happened during the authoritarian period in Taiwan. Moreover, the social atmosphere in Taiwan won't discuss this issue in public. As a result, most students don't care much about transitional justice, and therefore, most students have the question "Is transitional justice useful? What can it bring to the people?" Most of the students have doubts and questions about transitional justice.

Although the government has included transitional justice in 108 syllabus. However, Taiwanese students usually study only for the exam. When teachers teach these things, they are usually one-way output and don't use other methods to match their explanations, so students don't have emotional resonance with these events. However, in a survey it was noted that when students are learning about the issue of transitional justice, the media would help them understand these events and stimulate their thinking<sup>5</sup>. In Taiwan, the media began to study and report on German Transitional Justice, it would be a good way for students to understand what Germany has done and the process it has gone through. Taiwanese students can read these

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<sup>4</sup> Caldwell, Ernest. "Transitional Justice Legislation in Taiwan before and During the Tsai Administration." *Wash. Int'l LJ* 27 (2017): 481.

<sup>5</sup>劉麗媛. "轉型正義的教與學." 台灣人權學刊 5, no. 3 (2020): 139-153.

articles to get more ideas about “transitional justice” and see the different perspectives on this issue through the reports, so that they can compare Germany's approach to transitional justice with Taiwan's and they can learn from it. But there are \very few Taiwanese media article covering transitional justice in Germany; hence it is very difficult to lead Taiwan students to understand what transitional justice is.

### **Motivation**

I was an exchange student to Germany before. When I was in German high school, I found that their history classes would often talk about transitional justice. Everyone in the class was very active in the discussion, I also visited the concentration camp and Stasi Museum with my German classmates. During that time, I found out that German transitional justice is doing very well, which led me to be interested in the issue of transitional justice. Moreover, In Taiwan, when Lee Teng-hui was president, a memorial park was set up in memory of 228 incident. Taiwanese people began to learn about transitional justice. However, in Taiwan, the concept of transitional justice is often seen as a negative behavior. In recent years, Taiwan's transitional justice groups have tried to follow the example of Germany's transitional justice. This also makes me want to know how the Taiwanese media reported on German transitional justice and whether Taiwanese students have changed their attitude towards transitional justice because of these reports.

## **Research Purpose**

The purpose of the study is to analyze Taiwanese students would change their stereotypes of transitional justice and after they read the report covered German transitional justice by Taiwan media

## **Research Questions**

1. How does German transitional justice reported by Taiwanese media affect Taiwanese students?
2. Which keywords of German Transitional Justice impressed Taiwanese students the most?
3. How did Taiwanese students change their attitudes after reading articles of transitional justice in Germany?

## **Contribution**

The study shows whether the media influences the students' ideas on transitional justice and what methods of German transitional justice they think can be implemented in Taiwan. In the future, both non-governmental organizations and the government can refer to this approach.

## **Limits**

Media coverage reaches a very wide audience, and due to time constraints, this study could not be conducted on all readers. Also, because of the language restrictions, I couldn't read some of the articles on German transitional justice.

### **Delimits**

I used Google Meet to conduct the interview. In this way I could interview students from other cities. At the end of the questionnaire, I asked respondents if they were interested in participating in the interview. In this way I could find my interviewer in a limited time. I couldn't read German literature because my German is not that good, but I found the English version.

# LITERATURE REVIEW

## Transitional Justice

Transitional Justice refers to the aftermath of a society's democratic transformation in response to the political oppression of the authoritarian dictatorship of the past and the resulting political, racial, or ethnic social divisions.<sup>6</sup> Usually, transitional justice will find out the truth about what happened at the time and provide some level of compensation to the victims. In the past, incidents of inequality or discrimination have occurred, and through restoration of the truth, the public can know what really happened. In Germany they use the terms *Vergangenheitsbewältigung* (overcoming the past) and *Geschichtsaufarbeitung* (cleaning up the past) to define transitional justice.<sup>7</sup> According to the Taiwan Truth and Reconciliation Association, transitional justice in Taiwan was dealing with political persecution and social (political, ethnic or racial) divisions during the authoritarian period<sup>8</sup>. What's more, different countries have different ways of handling transitional justice depending on the social climate. It is possible that the trial will be conducted, or the historical records will be published to public. Like the establishment of a Truth and Reconciliation Commission (TRC) in South Africa and one of the TRC's functions was thus to implement the constitutional obligation to grant amnesty.<sup>9</sup> South Africa hopes to use this measure to implement transitional justice. Germany used the Nuremberg trials and public records to implement

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<sup>6</sup>申淵. 世界性的「轉型正義」潮流. 《開放雜誌》2009年5月號. 2009-05

<sup>7</sup>青平台. “從德國反思台灣轉型正義(上): 先有真相, 再來談和解.” The News Lens 關鍵評論網, 24 July 2019, [www.thenewslens.com/article/122251/fullpage](http://www.thenewslens.com/article/122251/fullpage). Accessed 20 Oct. 2022.

<sup>8</sup>“轉型正義.” 台灣民間真相與和解促進會, [taiwantrc.org/transitional-justice/](http://taiwantrc.org/transitional-justice/). Accessed 20 Oct. 2022.

<sup>9</sup>Van der Merwe, Hugo, and Guy Lamb. "Transitional Justice and Ddr: The Case of South Africa." *New York: International Center for Transitional Justice* (2009).

transformational justice. Germany and Taiwan have been working together to promote transitional justice since 2016 when the Minister of Culture Cheng Li-chun visited the SRA and met with Jahn (a former East German dissident and the SRA's current federal commissioner).<sup>10</sup> In 2019, Taiwan officially signed a letter of intent inked with Germany at the Stasi Records Agency, hoping to have more cooperation and opportunities to promote the Transitional Justice.

### **Transitional Justice in Germany**

For Germany there are two transitional justices against the Nazi Holocaust after World War II and against the persecution of human rights by the former East German Communist regime after 1990. They did this through trials, compensation for victims, disclosure of secret files, and the creation of museums. They hoped that by making amends to the victims and presenting the truth of history, it would serve as a warning to future generations. And this also corresponds to the Transitional Justice that Buckley-Zistel talked about,<sup>11</sup> he believes that this refers to 'instruments and efforts to deal with the past of a violent conflict or regime in order to enable the transition towards a permanently peaceful, mostly democratic society.' However, Germans did not start out with Transitional Justice in mind. For example, in the Federal Republic of Germany (West Germany) in the 1950s, the top judicial officials were unwilling to recognize or face up to the Nuremberg trials on the grounds of "German dignity".<sup>12</sup>

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<sup>10</sup> News, Taiwan. "Taiwan, Germany Sign Agreement on Promoting Transitional Justice | Taiwan News | 2019-12-13 16:44:00." Taiwan News, 13 Dec. 2019, [www.taiwannews.com.tw/en/news/3836525](http://www.taiwannews.com.tw/en/news/3836525). Accessed 20 Oct. 2022.

<sup>11</sup> Romeike, Sanya. Transitional Justice in Germany after 1945 and after 1990.

<sup>12</sup> 江鎬佑. "德國轉型正義絕非「理所當然」：「皇帝雖已離開，但滿朝法官卻都留了下來」 | 法律白話文國際站 | 換日線." 換日線 Crossing, 3 July 2020, [crossing.cw.com.tw/article/13616](http://crossing.cw.com.tw/article/13616). Accessed 27 Apr. 2022.

But after a long period of reform, transitional justice is slowly coming to the minds of Germans, and they will begin to reflect on the mistakes of their forefathers.

### **Transitional Justice after 1945**

During World War II, Germany passed many laws to restrict the rights of Jews. Such things as the prohibition of intermarriage between Jews and non-Jews, the confiscation of Jewish property, and the inability to be present in designated places. In the Wannseekonferenz the systematic slaughter of Jews and the systematic slaughter of some political groups began to be identified. After the Second World War, Germany began its first transitional Justice. The Western Allies began trials of Nazi war criminals, later known as the Nuremberg Trials. Trial mainly targeted Nazi military officers and charged against some political groups. The government also began to partially repay the property it had appropriated during the Nazi era. The government has also started to promote the Entnazifizierung. Its aim was to remove Nazi influence from all aspects of German society, culture, law, economy, and politics.<sup>13</sup> In 1994, the German Parliament passed the Anti-Nazi and Anti-Criminal Offences Act. The law prohibits the use of various Nazi elements, such as the use of Hitlergruß, the hanging of Nazi flags and the promotion of Nazi ideas.

However, Germany has encountered many obstacles in its transitional Justice. Most people were still reluctant to look back and failed to understand the purpose of transitional Justice. The attitude toward the prosecution of Nazi personnel was rather

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<sup>13</sup> “去納粹化：德國二戰後的人事替換與自我批判——胡昌智。” 人社東華, 11 Nov. 2020, [journal.ndhu.edu.tw/%E5%8E%BB%E7%B4%8D%E7%B2%B9%E5%8C%96%EF%BC%9A%E5%BE%B7%E5%9C%8B%E4%BA%8C%E6%88%B0%E5%BE%8C%E7%9A%84%E4%BA%BA%E4%BA%8B%E6%9B%BF%E6%8F%9B%E8%88%87%E8%87%AA%E6%88%91%E6%89%B9%E5%88%A4%E2%94%80%E2%94%80/](http://journal.ndhu.edu.tw/%E5%8E%BB%E7%B4%8D%E7%B2%B9%E5%8C%96%EF%BC%9A%E5%BE%B7%E5%9C%8B%E4%BA%8C%E6%88%B0%E5%BE%8C%E7%9A%84%E4%BA%BA%E4%BA%8B%E6%9B%BF%E6%8F%9B%E8%88%87%E8%87%AA%E6%88%91%E6%89%B9%E5%88%A4%E2%94%80%E2%94%80/). Accessed 29 Apr. 2022.

negative. The number of prosecutions decreased considerably after 1950 after a general change in cold war world politics.<sup>14</sup> Two large amnesty acts in the Federal Republic of Germany from 1949 and 1954 enabled plenty of former Nazi official and bystanders to reintegrate into society and take up positions in the private sector and public institutions. It was not stopped until the "Ulmer Einsatzgruppen-Prozess" that the issue of criminal accountability for Nazi crimes came back into the spotlight.<sup>15</sup> And later, the Joint Center for the Investigation of Nazi Crimes by State Judicial Units was established. In addition to judicial difficulties, there were also many obstacles to education. At that time, society was still reluctant to talk about the Nazi and classified such topics as taboo. That's why history education at the beginning didn't talk deeply and let students think independently about the whole thing. Although young teachers began to demand that the government add more history to this period, conservatives later began to block the issue of educational reform. However, the student movement of 1968 all contributed to a new critical examination.<sup>16</sup> This allows Germany to begin to change internally. In Germany, Nazi-related courses are mainly developed by the Kultusministerkonferenzen (Conference of ministers of education).<sup>17</sup> Kultusministerkonferenzen, which not only sets teaching objectives but also formulates teacher training policies, it published the *Zur Auseinandersetzung* in 1997

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<sup>14</sup> Gortat, Jakub. "A Case of Successful Transitional Justice: Fritz Bauer and His Late Recognition in the Federal Republic of Germany." *Polish Pol. Sci. YB* 46 (2017): 71.

<sup>15</sup> 劉旻翰, and Ming-Han Liu. 論轉型正義中行政權與司法權之界線—以促進轉型正義條例爭議為中心. 2019, 140.128.103.80:8080/handle/310901/31595. Accessed 14 Apr. 2022.

<sup>16</sup> Dreisbach, Tom. "Transatlantic Broadcasts: Holocaust in America and West Germany." *Penn History Review*, vol. 16, no. 2, 2009, p. 7, repository.upenn.edu/cgi/viewcontent.cgi?article=1007&context=phr. Accessed 12 May 2022.

<sup>17</sup> Chen, Yen-Hsiu. Content Analysis of the Transitional Justice Issue in German High School History Textbooks. Oct. 2021.

mit dem Holocaust in der Schule (teaching regulations of the Nazi holocaust) and published Unterricht über Nationalsozialismus und Holocaust (Nazi Holocaust and Nazism Curriculum) in 2005.

### **The second transitional Justice happened after 1990**

After World War II, Germany was divided into West Germany and East Germany, the Soviet-occupied region was called East Germany and was known as the German Democratic Republic (Deutsche Demokratische Republik, Abbreviated DDR). During this period, the DDR set up the state security agency Stasi, which used the secret police to monitor the East German people and fight against the resistance. In 1961, the East German government built the Berliner Mauer to prevent people from traveling to West Germany. But with the fall of the Berlin Wall in 1989, West Germany and East Germany were unified the following year. After unification, Germany implemented a series of East German transitional Justice. They hope to give the victims of the DDR political system the respect they deserve and to help them redress their grievances. Federal Diet has passed a bill to implement compensation measures that cover three areas: first, penal rehabilitation<sup>18</sup>; second, rehabilitation for administrative acts (which also contained dispossession); and third, rehabilitation of professional disadvantages. After 1989, more than 1,400 people were prosecuted and at least 750 were convicted for communist crimes committed in the GDR.<sup>19</sup> 40 people were served prison time between 3 months and 6.6 years. Former political prisoners

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<sup>18</sup> Goschler, Constantin. "German Reunification and the Challenge of Transitional Justice." In *Transitional Justice in Unified Korea*, 123-35: Springer, 2015.

<sup>19</sup> "Germany - the Country." The Country- Diktaturen-Aufarbeitung-Analyse, after-dictatorship.org/en/continents/europe/germany/the-country.html. Accessed 20 Oct. 2022.

currently receive 300 Euros per month in prison. Claus Offe believes that policies of punishment can rebuild collective peace, because by judging the perpetrators and compensating the victims of the authoritarian period, the public can understand the realities of history and trust the new political system more.<sup>20</sup> However, if we kept using trials to carry out transitional justice, this may destroy the stability of the political system because people would search for the perpetrators endlessly, and the meaning of transitional justice would be lost.

In the East German transitional Justice, Germany established the BStU in which the relevant records and documents of Stasi are kept, and the Stasi Records Act (Stasi-Unterlagen-Gesetz) was passed. In Stasi Records Act, within the regulations of the Stasi Records Act, files are accessible for the purposes of individual consultation, rehabilitation, so-called lustration (purge), prosecution, and historical research.<sup>21</sup> The bill allows everyone to check their own files to see if they are being investigated and more specifically it allows people to check the identity of whistleblowers. Although the documents were well preserved in Germany, a large part of the data could not be recovered due to time and human destruction. In addition to making the archives public, Germany also uses museums to alert the world to the importance of human rights. Take DDR Museum for example, it presents the life of the East Germans through the display of objects and takes the details of everyday life as its starting point and the story is linked with personal experience by using the details of life as the starting point.<sup>22</sup> People were able to bring themselves into the life of the East

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<sup>20</sup> Garcia-Zamor, Jean-Claude. "Justice Expectations and Redress to Human Rights." *Bureaucratic, Societal, and Ethical Transformation of the Former East Germany* (2004): 121.

<sup>21</sup> Jedlitschka, Karsten. "The Lives of Others: East German State Security Service's Archival Legacy." *The American Archivist* 75, no. 1 (2012): 81-108.

<sup>22</sup> 何慕凡. "紀念博物館的創傷歷史展示——以德國柏林東德博物館為例." *博物館學季刊* 35, no. 4 (2021): 129-41.

German people at that time. Many museums in Germany hope that in addition to implementing transitional justice by means of the rule of law, they can also be alert to past mistakes made by the public outside the judicial system to avoid making the same mistakes.

### **Transitional Justice in Taiwan**

Taiwan started to mention the word "transitional justice" after the lifting of martial law. When Lee Teng-hui was president, he took transitional justice action on 228 Incident, he first set up a team to study the 228 Incident, and compiled the information collected into a research report. Later, He set up the 228 Incident Memorial Foundation and gave monetary compensation to the victims.<sup>23</sup> He also built many memorials to the 228 Incident. From 1989 to 2002, a total of 20 memorials were completed throughout the country. However, before 2017, most of Taiwan's transitional justice activities came from civil society groups rather than the government, such as Taiwan Association for Truth and Reconciliation. It was not until on December 27, 2017, a total of 21 provisions of the Transitional Justice Commission were promulgated by President Tsai Ing-wen.<sup>24</sup> What's more, on May 31, 2018, the Transitional Justice Commission was established as a government agency under the Executive Yuan. Transitional Justice Commission begins promoting some activities, such as opening political records, restoring historical truth, and removing authoritarian symbols. The Commission also created a website, Facebook,

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<sup>23</sup> 吳乃德. "轉型正義和歷史記憶: 台灣民主化的未竟之業." 思想 2 (2006): 1-34.

<sup>24</sup> 促進轉型正義委員會. 促進轉型正義委員會兩年階段性任務成果報告, 民國 109 年 5 月 27 日.

and invited foreign scholars to give lectures on this topic in Taiwan. Through these actions, the Commission hope to make Taiwanese people more aware of this issue.

Taiwan has started to deal with improper party properties after passing the relevant law ( Act on Promoting Transitional Justice ) .<sup>25</sup>In Taiwan, negative cultural heritage refers to the places where large-scale human rights violations by the rulers during authoritarianism period. The government mainly preserves or reconstructs these places. According to the Transitional Justice Commission, there are currently 42 places that have been recognized as negative cultural heritage. These are the 17 places in the White Terror period and the 25 places in the 228 Incident period.<sup>26</sup> In addition to deal with negative cultural heritage, Taiwan transitional justice has also gone to investigate previous judicial cases, which can clear the victims' names. It is estimated that 22,028 people were victims during the authoritarian period.<sup>27</sup> This database allows us to know the origin and the occupation of the victims, as well as the time of these cases and the judgments.

However, in Taiwan, transitional justice is often seen as a political struggle because the KMT and DPP advocate different approaches and implement party political views in the name of transitional justice. For example, DPP member You Sik-Kun supported the removal of Chiang's name from the country, such as renaming Chiang Kai-shek Memorial Hall and Zhongzheng Road and his proposal to revise the constitution.<sup>28</sup> For historical reasons, most of the issues of transitional justice will

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<sup>25</sup> 促進轉型正義委員會. 促進轉型正義委員會審定公告白色恐怖不義遺址. 行政院公報, 2022.

<sup>26</sup> 促進轉型正義委員會. 促進轉型正義委員會審定公告第一批不義遺址. 行政院公報, 2022.

<sup>27</sup> 任務總結報告第二部探求歷史真相與責任的開端：壓迫體制及其圖像. 111.5.18.

<sup>28</sup> 江宜樺. "台灣的轉型正義及其省思." 思想, 5: (2007): 65-81.

involve the KMT, such as improper party property issues. Therefore, when the KMT was in government, it did not pay too much attention to this issue.

## **Media**

In the late 20th and early 21st century, the rapid development of technology and the Internet has led to an increasing reliance on the Internet for information and focus on media literacy and critical thinking. Media literacy education has been introduced in many countries. Moreover, UNESCO supports the development of media and information literacy for all to enable people's ability to think critically and click wisely.<sup>29</sup> However, the beginning of media literacy education was mainly conducted in a protective way.<sup>30</sup> Schools will avoid students to use the media because scholars believe that the media can only have a negative impact. However, with the spread of technology, scholars have come to believe that not all content transmitted by the media is bad, so the education of students has changed from protectionism at the beginning to teaching students how to distinguish between content transmitted by the media.

The media can play a big role in transitional justice and can start to draw public attention to the issue of transitional justice. There are examples in many countries where the media has been used to promote transitional justice. For example, in Germany at the beginning, people tended not to talk about Nazi issues because of the

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<sup>29</sup> McDougall, Julian, Richard Berger, Pete Fraser, and Marketa Zezulkova. "Media Literacy, Education & (Civic) Capability: A Transferable Methodology." *Journal of Media Literacy Education* 7, no. 1 (2015): 4-17.

<sup>30</sup> Livingstone, Sonia. "What Is Media Literacy?". *Intermedia* 32, no. 3 (2004): 18-20.

social atmosphere. However, the 1979 television broadcast of the American NBC television mini-series *Holocaust: The Story of Family Weiss* provoked a huge response from the entire society, some German officials feared the series would spark anti-German sentiment.<sup>31</sup> However, because of this TV series, people are more willing to start discussing Nazi-related issues.<sup>32</sup> Moreover, the Republic of Congo was attempting to change the division of the country and promote peace by recording relevant programs on the radio.<sup>33</sup> It is clear from this that the media can influence people's perceptions of government policies and social movements.

The *International Status of Holocaust Education*, published by the United Nations Educational, Scientific and Cultural Organization, mentions that the Nazi issues mentioned in Taiwan history textbook will only mention some related vocabularies, but no description of what happened, so students won't understand this historical event very well.<sup>34</sup> In the absence of knowledge, Taiwanese students and citizens sometimes did things that offend those who suffered Nazi persecution, such as hairdressers using Nazi symbols as signs, students wearing Nazi uniforms in summer camp, and the Kuang-Fu High School incident.<sup>35</sup> The Kuang-Fu High School incident has received domestic and international attention, and the media literacy and history education of Taiwanese people have been widely discussed in this incident.

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<sup>31</sup> McGuinness, Damien. "Holocaust: How a US TV Series Changed Germany." BBC News, 30 Jan. 2019, [www.bbc.com/news/world-europe-47042244](http://www.bbc.com/news/world-europe-47042244).

<sup>32</sup> 花亦芬. "西德歷史教育如何體現民主國家重建的新思考?-從國族教育到公民教育的轉向." 臺大歷史學報, no. 63 (2019): 225.

<sup>33</sup> Price, Monroe, and Nicole Strelau. "Media and Transitional Justice: Toward a Systematic Approach." *International Journal of Communication* 6 (2012): 23.

<sup>34</sup> Peter Carrier, et al. *THE INTERNATIONAL STATUS of EDUCATION about the HOLOCAUST*. United Nations Educational, Scientific and Cultural Organization, 2015.

<sup>35</sup> 遠見天下文化出版股份有限公司. "台灣人被國際認定「無知」? 「納粹事件」一直發生... | 聯合新聞網 | 遠見雜誌." 遠見雜誌 - 前進的動力, [www.gvm.com.tw/article/45995](http://www.gvm.com.tw/article/45995). Accessed 20 Oct. 2022.

On December 23, 2016, students from Kuang-Fu High School played Nazi soldiers in a school parade, and the incident received a lot of attention on the Internet.<sup>36</sup> While the students were at fault for playing Nazi soldiers, but the media exposed the students to cyberbullying by capturing the most controversial clips for news coverage. Miriam Sophie, a German student, said the incident was not entirely the students' fault, but the history teacher should take the greatest responsibility.<sup>37</sup>

The media can take people attention about Nazi issues or expand the international perspective of the public, but at the same time, Taiwanese people must also improve their media literacy. In this way media can be combined with education to give students more access to Nazi-related issues in the future and prevent the recurrence of such incidents. Some scholars in Taiwan have also pointed out that through different media, such as literature, film, drama, and artistic creation, students can deepen their perceptions of historical events and empathize with them through cultural influences.<sup>38</sup> What's more, students will start to think critically about things because of the different viewpoints of the media, instead of just transferring knowledge; students will have a unique viewpoint and insight of events because of this method.

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<sup>36</sup> “台灣高中生校慶扮納粹引批評校長辭職。” *BBC News 中文*, 25 Dec. 2016, [www.bbc.com/zhongwen/trad/chinese-news-38430411](http://www.bbc.com/zhongwen/trad/chinese-news-38430411). Accessed 14 June 2022.

<sup>37</sup> 何書馨. "學生扮納粹 錯誤同擔." (2017).

<sup>38</sup> 葉聯娟. "台灣高中歷史教科書有關納粹政權及其屠殺猶太人之內容." *臺德學刊*, no. 6 (2004): 61-87.

# **METHODOLOGY**

## **Research design**

The author used mixed methods research in this study. The qualitative and quantitative methods was used to design research questions, collect data, and analyze data. For the quantitative method, the researcher designed a questionnaire to ask students, after reading the article, whether they changed their attitudes toward transitional justice issues, and what practices impressed them most. Moreover, I interviewed students while I was collecting qualitative data. It helped me to collect more detailed information, such as some detailed ideas that could not be collected in the questionnaire. In this way, I could better understand the more subjective views of the respondents on this issue.

## **Sources of Data**

In order to understand whether the transitional justice reported by Taiwanese media affects students, I needed to understand the media literacy education of Taiwanese students. Hence, I looked for relevant research and data. It is also important for me to know about transitional justice in Germany and Taiwan, so I looked for relevant literature and transitional justice websites that the government produced to know their history of transitional justice and what are the rules in implementing transitional justice, like such as regulations or related systems.

Interviews and questionnaires are also an important source of data for me. My questionnaire and interview population must be high school, university and graduate students. This allows me to know the views of people at different stages of education

on the issue of transitional justice. I used Google form to collect questionnaires data and post them on the website, such as on Facebook, Instagram, or LINE. I found my interviewees from those who have filled out the questionnaire. My ideal number of interviewees are 15, and I found 5 interviewees each from high school, university, and graduate school.

### **Instrument and Data Collection**

The questions on the questionnaire were designed based on relevant literature and articles, and the questionnaire was used to understand the changes in Taiwanese students' thoughts before and after reading the article. The Likert scale was also used to measure respondents' support for measures related to transitional justice. From 1 to 5, with the lowest score representing strongly disagree and the highest score representing strongly agree. In the first part of the questionnaire, it contains basic information to help me understand their background, such as age, area of residence and educational background. The second part is to find out their original support for the three main measures of transitional justice (accomplice systems, tracing authoritarian crimes and education). Although the article doesn't specifically mention the word education, it does mention the importance of prevention. According to the International Center for Transitional Justice, education is also an important part of transitional justice.<sup>39</sup> Education will let the public know how to prevent bad historical events from happening again, so I included education in my questionnaire. In the third part of the questionnaire, they will read a report on German transitional justice

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<sup>39</sup> Cole, Elizabeth A, and Karen Murphy. "History Education Reform, Transitional Justice, and the Transformation of Identities." *Research Brief, International Center for Transitional Justice* (2009).

covered by the Taiwanese media, and this article talked from German transitional justice to Taiwanese transitional justice. This part of the question will mainly find out the students' support for Germany's transitional justice related practices. The last part of the article focuses on bringing back transitional justice to Taiwan. After the students read the article, whether they will support bringing German transitional justice practices to Taiwan or not and whether they think their thoughts have changed compared to when they did not read the article.

Before the interview, I asked the respondents to read the articles in the questionnaire and add two more other articles. I basically spent about 20 minutes on each interview, and each interview had about 14 questions, but sometimes questions were added because of the respondents' answers. When I designed the interview questions, I mainly followed the questions in the questionnaire to make an extension. I divided the interview questions into three main parts. The first part was to understand the contrast between before student's reading the article and after student's reading of the article, such as how the students found the differences between Germany and Taiwan in implementing transitional justice through the article and what parts of the article changed the students' impressions of transitional justice. The second part was to learn more about the student's views on the three main transitional justice measures (accomplice systems, tracing authoritarian crimes, and education), such as why they supported or did not support them and what problems would arise if these measures were implemented in Taiwan. The last part was to find out what needs to be improved in the implementation of transitional justice in Taiwan and whether students would want to learn more about this issue after reading the article.

**Table 1. Interviewee list**

Number	Name	Age	Education background	Living area
Interviewee 1	Innkie	17	High School	Taichung
Interviewee 2	Chang	15	High School	Taichung
Interviewee 3	Birdie	18	High School	USA
Interviewee 4	Alex	18	High School	Hsinchu
Interviewee 5	Li	17	High School	Hsinchu
Interviewee 6	Hannah	21	University	Germany
Interviewee 7	Lucy	22	University	Canada
Interviewee 8	Chen	21	University	New Taipei City
Interviewee 9	Ruby	22	University	Kaohsiung
Interviewee 10	Judy	22	University	Germany
Interviewee 11	Andy	22	master	Kaohsiung
Interviewee 12	Liao	22	master	Taichung
Interviewee 13	Arden	22	master	Taichung
Interviewee 14	Patty	24	master	Taipei
Interviewee 15	Huang	24	master	Netherlands

Source: the author sorted

### **Tool of data analysis**

When analyzing the questionnaires, I used SPSS to analyze whether the students' support for the transitional justice measures (accomplice systems, tracing authoritarian crimes, and education) would differ before and after reading the article. The Paired Sample t-test was employed. What's more, I also use the One-way ANOVA to analyze whether students changed their perception after reading the article. In the data analysis, I focused on the p-value, if the p-value is less than 0.05 means there is significance, however, when the p-value is higher than 0.05 means there is no significance. If the values from SPSS analysis are not significant, I tried to use the mean value of the question to interpret them.

## **DATA ANALYSIS**

This chapter is divided into four sections, the first sections is about the distribution of basic information to the respondents. The second sections will use the Paired-Samples t-test to analyze the change in respondents' support before and after reading the article. This also responds to my research question of How does German transitional justice reported by Taiwanese media affect Taiwanese students? In the third sections section, I analyzed which measures students were most impressed by in the article. This also responds to my research question of Which keywords of German transitional justice impressed Taiwanese students the most. In addition, I mentioned how the students were thinking that when the German transformation justice measures were implemented in Taiwan. The last section is to analyze whether the students' perception toward the issue of transitional justice will change after reading the article.

### **Basic information**

I collected a total of 281 copies of questionnaire, and I released the questionnaires from the beginning of 2022/7/11 to the end of 2022/9/12, and people who filled out the questionnaires were all students, from high school and university to graduate school. Table 1 shows the distribution of respondents by gender, age, education level, and living area. My interview started on 2022/8/30 and ended on 2022/10/2. 15 people were interviewed in total. Those who were interested in being interviewed would leave basic information when filling out the questionnaire, so my interviewees would also filled out my questionnaire.

**Table 2 Description- Gender, Age, Education level, and Living area**

		Frequency	Percentage (%)
Gender	Male	130	46.3
	Female	151	53.7
Age	15-17	55	19.6
	18-20	51	18.1
	21-23	114	40.6
	More than 23	61	21.7
Education level	High school	84	29.9
	University/College	129	45.9
	Master	68	24.2
Living area	Northern areas	111	39.5
	Middle of Taiwan	68	24.2
	Southern areas	64	22.8
	East area	4	1.4
	Live abroad	34	12.1

Source: the author sorted

### **Students opinion before and after reading the article**

Through the interview I asked interviewees their perception of transitional justice before reading the article and whether they had read Taiwan transitional justice report before. During the interview, I also asked them about their views on the implementation of these three transitional justice measures (accomplice systems, tracing authoritarian crimes, and education) from Taiwan. In the questionnaire, I compared respondents' support for three transitional justice measures before reading the article (AC1, BT1, and CE1) with their support for transitional justice implementation in Taiwan and Germany after reading the article (AC4, BT4, and CE4). To see if students' changed their support level after reading the article.

## The concept of transitional justice at the beginning

Although students read about the 228 incident and the White Terror in history class, they only memorized what was tested on the exam. During the interviews, most of the interviewees were unclear and had no idea about the concept of transitional justice. Some of the interviewees knew about the measures of transitional justice, and they knew that transitional justice is a measure to apologize and compensate for the mistakes made by the country in the past, but they did not know how the implementation of transitional justice would help the country.

*Interviewee Hannah: At the beginning, the concept was rather unclear and had no direction, it was more biased towards reflecting on the shortcomings of the social system structure and carrying out reforms to implement justice.*

*Interviewee Lucy: No idea at all, never heard of it.*

*Interviewee Arden: Basically, I had no idea, I thought this is just a political means of KMT and DPP.*

## Taiwan transitional justice report

From the time Lee Teng-hui became president, he set up a "Research Group on the 228 Incident" in the Executive Yuan to study the truth of the 228 Incident, and then government departments began to implement transitional justice.<sup>40</sup> Therefore, I wanted to know if the public had learned about this issue through the media and which key words attracted them when they read about it. The results of the interview were that interviewees of all ages seldom see any reports in the news. They thought

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<sup>40</sup> 吳乃德。 “吳乃德：轉型正義和歷史記憶：台灣民主化的未竟之業（二之一） - 聯經思想空間 Linking Vision.” - 聯經思想空間 Linking Vision, 26 Feb. 2022, [www.linking.vision/?p=8939](http://www.linking.vision/?p=8939). Accessed 9 Oct. 2022.

that the current news was mainly entertainment, and that they mainly saw discussions about transitional justice in specific political talk shows on current Taiwan's political issues. Students often discussed the issue of transitional justice in conjunction with political parties. The news coverage was mainly about the Chiang Kai-shek memorial hall and the handling of the 228 incident, but it was also negative and often politically biased. This makes the respondents not interested in understanding after reading the news reports.

*Interviewee Innkie: Basically, There were very few reports on transitional justice, most of them were mentioned in history textbooks. Most of the reports I saw were about the Chiang Kai-shek Memorial Hall and statues of Jiang Zhongzheng.*

*Interviewee Ruby: No, people rarely mention this issue nowadays. There was more entertainment related news*

*Interviewee Liao : I've heard about this issue on the news (only political programs were talk about it), I didn't really listen to them because it's boring basically they all focus on the KMT and the DPP.*

### **The change of support for three transitional justice measures**

In Table 3, a Paired-Samples t-test showed that their support level for AC1 (Do you support the idea of pursuing an accomplice system) ( $M = 3.12$ ,  $SD = 1.200$ ) and that of AC4 (After reading the article, the average on respondents' support for pursuing the accomplice system in Taiwan and Germany) ( $M = 3.7260$ ,  $SD = .96806$ ) was significantly different,  $t(280) = -7.404$ ,  $p = .000$ .

**Table 3 Accomplice systems**

		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair	AC1	3.12	1.200	-7.404	280	.000
1	AC4	3.7260	.96806			

Source: the author sorted

In table 4, a Paired-Samples t-test showed that their support level for BT1 (Do you support the idea of tracing authoritarian crimes) (M = 3.04, SD = 1.270) and that of BT4 (After reading the article, the average on respondents' support for pursuing the tracing authoritarian crimes in Taiwan and Germany) (M = 3.9733, SD = .86819) was significantly different,  $t(280) = -11.905$ ,  $p = .000$ .

**Table4 Tracing authoritarian crimes**

		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair	BT1	3.04	1.270	-11.905	280	.000
2	BT4	3.9733	.86819			

Source: the author sorted

A Paired-Samples t-test showed that their support level for CE1 (Do you support helping students understand the transitional justice through education) (M = 3.93, SD = 1.128) and that of CE4 (After reading the article, the average of the respondents' support for the idea of making students understand the transitional justice through education in Taiwan and Germany) (M = 4.2562, SD = .86303) was significantly different,  $t(280) = -4.896$ ,  $p = .000$ .

**Table 5 Education**

		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair	CE1	3.93	1.128	-4.896	280	.000
3	CE4	4.2562	.86303			

Source: the author sorted

According to Table 3, Table 4, and Table 5, there is a significant difference in students' support for transitional justice measures before and after reading the articles. Table 3 shows that there is the greatest difference in students' support for tracing authoritarian crimes, with a significant increase in students' support for this measure after reading the article, from 3.04 to 3.9733. Although accomplice systems didn't have such a significant difference as Tracing authoritarian crimes, its mean support value also increased from 3.12 to 3.7260. Table 4 shows that there was significant change in students' support for education before and after reading the article, but they were very supportive of implementing transitional justice through education from the beginning. What's more, the mean of students' support for education before reading the article was the highest compared to the other two measures, the value was 3.93.

When interviewed, the students' perceptions of tracing authoritarian crimes changed dramatically; they were familiar with the Nuremberg Trials, but they felt less need to use the trials for transitional justice. After they read the article, they found that tracing authoritarian crimes was important because even in Germany there were trials against Nazi military officers. But because of the social atmosphere, there were still Nazi officers working in government departments. The students' views on the accomplice system also changed as they read the article and found that some people used some excuses to escape the trial. It wasn't until Bauer's use of the accomplice system to conduct trials that Germany's transitional justice began to attract people

attention. Education has had a high level of support before they read the article. They felt that education is preventing history from repeating itself.

*Interviewee Birdie: Before I read the article, I thought education was important because it teaches us how to prevent bad things from happening again.*

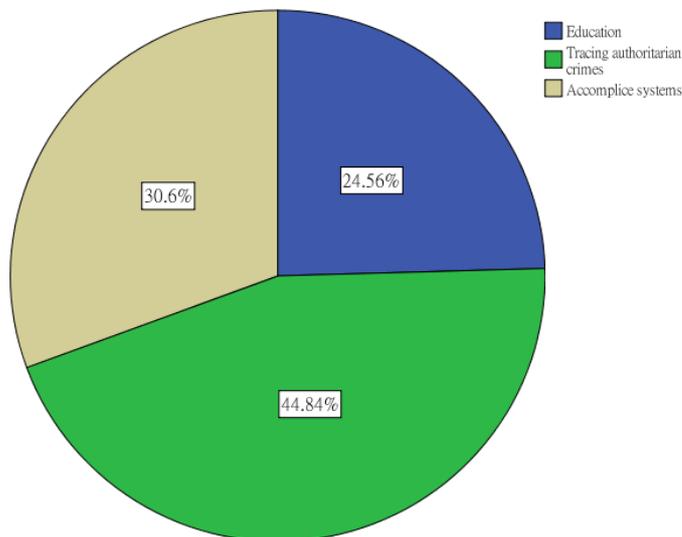
*Interviewee Ruby: After reading the article, I realized that Germany did not focus on transitional justice immediately after the Nuremberg trials, so the social atmosphere is very important for transitional justice.*

*Interviewee Patty: I think after reading the article, it really changed my support for tracing authoritarian crimes and atmosphere because I used to think this measure were too extreme, but now I think it will help the transition justice.*

## The problem of implement transitional justice measures in Taiwan

From Figure 1, we can know that tracing authoritarian crimes is the most impressive transitional justice measure for students, with 44.84% of students choosing it. The accomplice system is the second most choice. Education is less impressive to students than the previous two measures.

**Figure 1: Measures students were most impressed by in the article**



Source: the author sorted

### Accomplice systems

Although in figure 1 shows that 30.60% of people are impressed with the accomplice systems. However, through my interview most of student thought that without relevant laws and regulations, it's difficult to implement in Taiwan. There will be problems and it is difficult to identify whether the perpetrators are guilty or not when the historical data is incomplete. Under authority, it is difficult to judge everyone because there is no standard to measure. Perpetrators are often forced to do something that they don't want to do, such as when an executive gives an order they

must follow. The other five believe that implement an accomplice system will help Taiwan. They believed that everyone should be responsible for what they have done. But they also thought that if Taiwan wants to implement an accomplice system, there must be a proper system, otherwise it had a negative impact on the social structure, because the accomplice might be the person you know, and the prosecution might lead to distrust and suspicion of each other.

*Interviewee Innkie: Because we could have a full understanding of what's going on and make things more complete. But there must be a standard, otherwise people might not trust each other.*

*Interviewee Judy: We must be very careful when we implement accomplice systems in Taiwan because it was often treated as a political struggle in Taiwan. Sometimes the victim won't know why he did it, so it will be meaningless.*

*Interviewee Liao: It was good for the transitional justice in Taiwan, but the perpetrators might be included as accomplices for some minor mistakes.*

### **Tracing authoritarian crimes**

Although the questionnaires showed that most students were impressive by tracing authoritarian crimes after reading the article, some students didn't support Taiwan implement tracing authoritarian crimes. Four out of five university students thought that tracing authoritarian crimes would help Taiwan's transitional justice. They also mentioned that tracing authoritarian crimes could also give victims their name back, such as those who were previously jailed for no reason, and that it was important for them to have their name restored. Only two of the high school reviewees thought that tracing the crimes during the authoritarian period would help

Taiwan. The students who disagreed thought that although it was important to clear the names of the victims, however some unfair treatment could not be avoided during the special historical period, so it was not necessary to define the right and wrong of history, because it might be a wrong conduct now, but it could be a necessary conduct in the past. Two respondents with master's degrees thought that tracing the crimes during the authoritarian period would be a bit helpful for Taiwan, but they also felt that if the people of Taiwan don't pay attention to these issues, it would not be very helpful to trace the authoritarian period crime.

*Interviewee Alex: No, it won't help. Because it seems that the government can be forgiven for doing some improper acts for the special period, but it is important to clarify the historical truth.*

*Interviewee Hannah: Yes, it would help. because in this way victims will feel that justice has been done. The most important thing was to remind Taiwanese politicians or policy makers not to repeat the same mistake.*

*Interviewee Patty: A little bit of help, but if we only trace the crime, it won't be taken seriously by the public. Taiwan should implement education and media coverage before tracing crimes.*

## **Education**

Christoph, who studied history, sinology, and Japanese studies at the University of Leipzig, Germany, believes that the 108 new curriculum is designed to introduce historical facts, the difference between historical evidence and historical interpretation, and to develop students' ability to analyze, criticize, and think

positively.<sup>41</sup> However, the high school interviewees felt that although the relevant transitional justice practices were mentioned in the class, they didn't have a deep understanding. The reason was that teachers did not discuss it in depth in class, and the exams only focus on the history year.

What's more, they felt that although they didn't have a deep understanding of the issue of transitional justice in class, they began to understand the importance of transitional justice after reading the articles and wanted to learn about it on their own initiative. Interviewees who studied in universities and graduate schools used the old curriculum, but they also felt that the teachers focused on the main points of the exams. They learned about the importance of transitional justice only after they read some articles or visited historical sites. Interviewees who studied in Germany mentioned history class in German, teachers mentioned transitional justice during the class, and students were encouraged to think about historical events on their own. They also encouraged students to discuss the issues with their classmates, because they thought history has different perspectives and everyone had different opinions.

Interviewees from different educational backgrounds agreed that students should be allowed to visit some historical tours so that they could gain a deeper understanding of the time, and that teachers should interact with students in class and used new media. In this way it would increase students' interest in transitional justice. Interviewees felt that teachers play a large role in students' understanding of transitional justice, and that if teachers use an open approach to teach students, they

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<sup>41</sup> 郭怜妤, et al. “翻轉歷史教育 108 課綱與轉型正義的挑戰。” 公民行動影音紀錄資料庫, 11 Jan. 2019, [www.civilmedia.tw/archives/82209](http://www.civilmedia.tw/archives/82209).

will get them interested, such as reading articles or watching movies. They believed that education is the key to transitional justice, and that allowing students to fully understand the issues and exchange ideas with each other would bring attention to the issue of transitional justice.

*Interviewee Birdie: Education was the most basic thing; you can absorb the relevant knowledge from childhood. I didn't read a lot of relevant things like the 228 incident in history class and teacher seldom discuss it, so I didn't have a deep impression. Letting students discuss transitional justice will make people pay attention to this issue.*

*Interviewee Judy: The school could take students to visit the Human Rights Museum or the concentration camps because the school has taken us to visit the museums before, which made me, and my classmates paid more attention to these historical events.*

*Interviewee Andy: I thought education would be better, to let students know why these historical events had an impact on us now. Teachers should let students discuss more instead of focusing on exams*

Although the majority of the students were impressive by the idea of implementing accomplice systems and tracing authoritarian crimes after reading the article. However, during the interview some students still had doubts about the implementation of these two transitional justice measures in Taiwan. But when it comes to education, all interviewees agreed the importance of education and they all think it's suitable for Taiwan's transitional justice.

### Students' perception changes after reading the article

Table 6 shows that EA4(After reading the article, do you agree that Taiwan can learn from Germany's transitional justice) reached a significant standard in the area of residence. Students living abroad agree more than those living in the north that Taiwan can learn from Germany's transitional justice. The main reason was that students living abroad had experienced how other countries engage their people in social issues, so they thought it would be beneficial for Taiwan to learn from other countries. Table 7 EA2(After reading the article, will you be more concerned about the issue of transitional justice) shows students living in the middle of the country have the highest mean, which represents that most students are more willing to pay attention to the issue of transitional justice. Although the mean number of students living in the south is only 1.13, which is the lowest compared to other living areas, students are still willing to be more concerned about the issue of transitional justice. The mean of students who live abroad (4.26) in EA4 shows that they agree Taiwan can learn from Germany's transitional justice.

**Table 6 Anova- Area of EA1, EA2, EA3, and EA4**

		Sum of	df	Mean	F	Sig.
		Squares		Square		Post Hoc
EA1	B.G	9.848	4	2.462	2.615	No sig.
	W.G	259.803	276	.941		
	Total	269.651	280			
EA2	B.G	1.778	4	.445	2.810	Sig. M>S
	W.G	43.660	276	.158		
	Total	45.438	280			
EA3	B.G	5.159	4	1.290	1.418	No sig.
	W.G	251.118	276	.910		

	Total	256.278	280			
EA4	B.G	16.975	4	4.244	4.228	Sig.
	W.G	277.032	276	1.004		La>N
	Total	294.007	280			

Note: B.G.= Between Groups, W.G.= Within Groups, La= Live abroad, S= Southern areas, N= Northern areas, M= Middle of Taiwan

Source: the author sorted

**Table 7 Descriptive Statistics- Area of EA2 and EA4**

		Mean
EA2	Northern areas	1.17
	Middle of Taiwan	1.34
	Southern areas	1.13
	East area	1.25
	Live abroad	1.18
	Total	1.20
EA4	Northern areas	3.65
	Middle of Taiwan	3.93
	Southern areas	4.14
	East area	3.25
	Live abroad	4.26
	Total	3.90

Source: the author sorted

In table 8 the mean of students in different education levels in EA1 shows that all of them change their minds about transitional justice after reading the article, the total mean number was 3.71. EA2 shows that students will be more concerned with issues of transitional justice regardless of their education, the total mean number was 1.20. From the total mean value of EA3(After reading the article, do you think it is necessary to implement transitional justice in Taiwan) education level (3.92), students

think it is necessary for Taiwan to implement transitional justice. EA4 present that regardless of the education level of the students, they agree that Taiwan can learn from Germany's transitional justice, and the total mean value was 3.90.

**Table 8 Descriptive Statistics- Education level of EA1, EA2, EA3, and EA4**

		Mean
EA1	High school	3.94
	University/College	3.64
	Master	3.57
	Total	3.71
EA2	High school	1.20
	University/College	1.16
	Master	1.29
	Total	1.20
EA3	High school	3.94
	University/College	3.94
	Master	3.87
	Total	3.92
EA4	High school	3.81
	University/College	3.91
	Master	3.97
	Total	3.90

Source: the author sorted

Table 9 shows that only EA1 (After reading the article, have you changed your attitude towards transitional justice) reached a significant standard in age. Students aged 15-17 were more likely to change their attitudes than students older than 23. This was likely due to the fact that their syllabus had taught them issues related to transitional justice, so they were more easily accepted by new perspectives after

reading the article. Table 10 presents the mean of EA1 by age. The mean value of the age between 15 and 17 was 3.87. Furthermore, students of this age had a more obvious change in their attitude towards transitional justice after reading the article compared to other ages. However, when students are older than 23 years old, they change less after reading the article compared to other age groups, but their mean value showed that they still changed.

**Table 9 Anova- Age of EA1, EA2, EA3, and EA4**

		Sum of Squares	df	Mean Square	F	Sig. Post Hoc
EA1	B.G	8.450	3	2.817	2.987	sig. 15-17> More than 23
	W.G	261.201	277	.943		
	Total	269.651	280			
EA2	B.G	.789	3	.263	1.632	No sig.
	W.G	44.649	277	.161		
	Total	45.438	280			
EA3	B.G	4.091	3	1.364	1.498	No sig.
	W.G	252.186	277	.910		
	Total	256.278	280			
EA4	B.G	5.278	3	1.759	1.688	No sig.
	W.G	288.729	277	1.042		
	Total	294.007	280			

Note: B.G.= Between Groups, W.G.= Within Groups

Source: the author sorted

**Table 10 Descriptive Statistics- Age of EA1**

		Mean
EA1	15-17	3.87
	18-20	3.82

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21-23	3.75
More than 23	3.39
Total	3.71

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Source: the author sorted

After reading the article, the interviewees rethought about Taiwan's current approach to transitional justice, and they thought that there were still a lot of things to prove compared to Germany. The government should discuss in more detail on how to deal with the relevant historical issues, instead of directly applying foreign practices to Taiwan, because the social atmosphere was different in Taiwan and people nowadays were not very concerned about the issues related to transitional justice. The interviewees think that Taiwan was more suitable for a peaceful approach than Germany's approach of trial to carry out transitional justice.

Interviewees also believed that people in Taiwan are more unwilling to talk about politically related issues, and this may lead to a lack of discussion on transitional justice because some Taiwanese people associated the issue of transitional justice with political party struggles. Interviewees also believed that transitional justice was very helpful to young people because it allowed them to learn from history and prevent things from happening again in the future. All interviewees mentioned that their friends didn't know much about transitional justice and some of them didn't even know what it is, so it is difficult for them to discuss this issue with their friends, but they also mentioned that they are willing to discuss this issue with their friends if their friends knew this issue. Although the interviewees would discuss transitional Justice with their friends, some of them would not discuss this issue with their elders because they thought there would be a fight. A small number of

interviewees would be willing to listen to their elders talk about the issue of transitional justice because they would like to know the different perspectives on the issue, but they would not join the discussion.

Interviewees would be more willing to learn about transitional justice and would like to know the current development of transitional justice in Taiwan. They were also willing to participate in related exhibitions or read related articles on the Internet. However, only two interviewees said they would be willing to participate in the march, most interviewees said they would not want to participate in more radical activities.

*Interviewee Ruby: The government should think clearly about how to do the issue of transitional justice, whether to use a trial or a peaceful way. I would like to talk to my friends about this issue of transitional justice, but I wouldn't discuss it with my parents.*

*Interviewee Alex: I thought transitional justice can help young people see what Taiwan was like in the past, and that they can learn from their mistakes. If my friends know about transitional justice, I would discuss it with them, but I would not discuss it with elders.*

*Interviewee Patty: The social atmosphere in Taiwan must be changed, people must take the initiative to discuss politics so that transitional justice could be discussed continuously. I would discuss transitional justice with my foreign friends, but I didn't talk about it with my friends in Taiwan because they don't know much about it, and I would only want to hear my parents or elders' ideas, but not discuss with them.*

## CONCLUSION

The research purpose of this study is to see whether students' ideas about transitional justice and their views on transitional justice related measures would change after reading the article. I used social media platforms to release my questionnaires, such as Facebook and Instagram. I also used interviews to strengthen my data. When respondents filled out the questionnaires and were interviewed, they read the articles on German Transitional Justice reported by the Taiwanese media. In this way, we can see how their perceptions of transitional justice changed before and after reading the articles.

Through the interview, I found out students didn't know much about the concept of transitional justice before reading the article. They mainly heard the word transitional justice on the news because of the way the news is reported. They linked transitional justice with political parties. Furthermore, in order to attract people's attention, the news used extreme headlines or report extreme practices, and it won't tell the audience the purpose of the transitional justice, which lead students to think negatively about the issue. Taiwanese people don't discuss political issues in public or with friends, so students don't pay attention to this issue.

When analyzing the support for the three measures of transitional justice before and after reading the article, students were found to have changed significantly. The students' perceptions of the accomplice system and tracing authoritarian crimes mentioned in the article changed dramatically. They originally thought that the way the trial was conducted too extreme. The main reason is that both two measures are repeatedly mentioned in the news in Taiwan, but they were usually

connected either political parties (DDP and KMT). Therefore, students thought that both two measures are about political party struggles. Students were very supportive of education before they even read the article, but they were even more supportive after they read the article. They felt that this was a very effective way to teach people knowing the importance of transitioning to justice and to prevent a tragedy from happening again.

Most Taiwanese students were impressed by the measure of tracing authoritarian crimes after reading the article. Because people originally had a misunderstanding about tracing authoritarian crimes. But after reading the article, they realized that tracing authoritarian crimes is actually helpful for reaching the goal of transitional justice. Although Germany has successfully used these three transitional justice measures (accomplice systems, tracing authoritarian crimes, and education) to carry out transitional justice, students were still concerned about the negative effects of implementing accomplice systems and tracing authoritarian crimes in Taiwan. They believed that the use of trial in Taiwan requires a complete system, and the trial should be based on the facts without the involvement of political parties. What's more, students thought that without a true understanding of transitional justice, Taiwanese people would be easily influenced by the public opinion. Students believed that teacher was an important factor in learning about issues related to transitional justice. Although the government has included the transitional justice in the syllabus, most teachers won't let discuss it in class. Furthermore, teachers always focus on making students memorize the history year. This kind of instruction is not helpful to students understanding the meaning of transitional justice.

This study shows that education level didn't affect the change in students' perception of transitional justice after reading the article. Students of all education level think that it is necessary to carry out the transitional justice in Taiwan. However, after reading the article, students living abroad were more willing to discuss the issue of transitional justice in public because of the different social atmosphere and the classroom they experienced different ways of teaching transitional justice. This is why they thought Taiwan could learn something from Germany's transitional justice. Students between the ages of 15 and 17 were more likely to change their views on transitional justice and to accept new things after reading the article because their syllabus have included transitional justice.

In conclusion, although we can't make students actually experience historical events, we can let them watch or read information about transitional justice through the media. Through this research, it can be found before reading the article students were initially hesitant to discuss about the transitional justice and didn't really understand the meaning of the issue, but after reading the article they were more willing to participate in transitional justice related activities and begin to have a different perspective on transitional justice. Therefore, I think that the government should make more use of the online media to provide special reports to go deeper into the parts that are not usually covered by the news media. It would be a good strategy to present examples and reviews of the implementation of transitional justice in other countries, instead of judging or discussing transitional justice from the perspective of traditional political party struggle.

### Suggestion

There were many transitional justice articles on the Internet, but in this research, it only focused on the article that reported by Taiwanese media and also discussed transitional justice in Germany and Taiwan both side. In the future, people can use the transitional justice reported by the German media to analyze the transitional justice in Taiwan, so that we can have a different perspective.

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# APPENDIX A

## Questionnaire

以臺灣媒體報導的德國轉型正義為例分析臺灣學生的觀點

親愛的填答者：

您面前的學術研究問卷，主要宗旨是為了理解「以臺灣媒體報導的德國轉型正義為例分析臺灣學生的觀點」在此本人誠摯地希望能耽誤您寶貴的時間，希望能察納雅言，體察社會輿論填答時間約略5分鐘，您提供之每一份寶貴意見，皆對研究有莫大的幫助本問卷採不記名方式作答，您的回答僅供學術探討使用，絕不對外公開，請安心填寫。非常感謝您在百忙之中抽空填答此問卷，您的協助將使本研究更具貢獻，在此致上最誠摯的謝意

敬祝：平安順心、健康愉快！

文藻外語大學國際事務系

指導教授：謝仁和 教授

學生：王禹宣

### 第一部分

1. 性別：  
男 女
2. 年齡：  
15-17歲 18-20歲 21~23歲 23歲以上
3. 教育程度：  
高中（職） 專科及大學 研究所
4. 居住地區：  
北部 中部 南部 東部 國外

### 第二部分

1. 您聽過哪些德國的轉型正義？  
追討東德黨產 建博物館 紐倫堡大審判 絆腳石 開放集中營 其他
2. 您聽過哪些台灣的轉型正義？  
二二八事件紀念基金會 推動轉型正義教育 拆除蔣中正銅像  
拆除中正紀念 調查不當黨產 公開秘密檔案 其他
3. 您是否支持追究共犯體系？  
非常支持 支持 普通 不支持 非常不支持

4. 您是否支持追溯威權時期的犯罪行為？  
 非常支持  支持  普通  不支持  非常不支持
5. 您是否支持通過教育讓學生理解轉型正義？  
 非常支持  支持  普通  不支持  非常不支持

### 第三部分

1. 您是否曾經透過台灣媒體瞭解過德國轉型正義？  
 是  否

現在請您花閱讀大約 2 分鐘的時間閱讀以下文章

<https://crossing.cw.com.tw/article/13616>

2. 讀完此篇文章後，您是否支持德國追究納粹的共犯體系？  
 非常支持  支持  普通  不支持  非常不支持
3. 讀完此篇文章後，您是否支持德國追溯威權時期的犯罪行為？  
 非常支持  支持  普通  不支持  非常不支持
4. 讀完此篇文章後，您是否支持德國通過教育讓學生理解轉型正義？  
 非常支持  支持  普通  不支持  非常不支持
5. 讀完此篇文章後，您對文章中提到的哪個轉型正義的作法印象最深刻？  
 教育  追溯威權時期的犯罪行為  追究共犯體系

### 第四部分

1. 讀完文章後，您對轉型正義的看法是否有所改變？  
 非常大改變  改變  普通  沒改變  完全沒改變
2. 讀完文章後，您是否會更關注轉型正義議題？  
 是  否
3. 讀完文章後，您認為台灣轉型正義的必要性？  
 非常必要  必要  普通  沒必要  非常沒必要

4. 讀完文章後，您是否支持台灣在轉型正義上追究共犯體系？  
 非常支持  支持  普通  不支持  非常不支持
5. 讀完此篇文章後，您是否支持台灣追溯威權時期的犯罪行為？  
 非常支持  支持  普通  不支持  非常不支持
6. 讀完此篇文章後，您是否支持台灣通過教育讓學生理解轉型正義？  
 非常支持  支持  普通  不支持  非常不支持
7. 讀完文章後，您是否同意台灣可以借鏡德國的轉型正義？  
 非常同意  同意  普通  不同意  非常不同意

### 第五部分

如果之後有興趣參加訪談，請在下面留您的基本資料

1. 姓名: \_\_\_\_\_
2. E-mail: \_\_\_\_\_

問卷到此結束 再次感謝您的填答

敬祝: 平安順心、健康愉快！

A study on Taiwanese students changing perceptions of transitional justice prior to and after reading an article on Germany transitional justice.

Dear respondent,

This is an academic research questionnaire; it will take 5 minutes for you to reply to it. This questionnaire is mainly discussing the topic of “A study on Taiwanese students changing perceptions of transitional justice prior to and after reading an article on Germany transitional justice.” This questionnaire is anonymous, and your answers are for academic purposes only, not for public consumption. Thank you very much for taking time out of your busy schedule to fill out this questionnaire, and your assistance will make this study even more useful.

Wenzao Ursuline University of Languages Department of International Affairs  
Advisor: Professor: Ren-Her Hsieh  
Student: Yu-Hsuan Wang  
September 2021

## Part 1

1. Gender :  
Male Female
2. Age:  
15-17 18-20 21~23 More than 23
3. Education level :  
High school University/College Master
4. Living area :  
 Northern areas Middle of Taiwan Southern areas East area Live abroad

## Part 2

1. Which German transitional justice have you heard before?  
 Dealing with east German party property Building Museums Nuremberg Trials Stolpersteine Open concentration camp Other: \_\_\_\_\_
2. Which Taiwan transitional justice have you heard before?  
Memorial Foundation of 228 Promoting transitional justice education  
Demolition of Chiang Kai-Shek bronze statue Demolition of Chiang Kai-shek Memorial Hall Investigate improper party properties Open secret files

Other: \_\_\_\_\_

3. Do you support the idea of pursuing an accomplice system?  
Strongly support Support Normal Not support Strongly not support
4. Do you support the idea of tracing authoritarian crimes?  
Strongly support Support Normal Not support Strongly not support
5. Do you support helping students understand the transitional justice through education?  
Strongly support Support Normal Not support Strongly not support

### Part 3

1. Have you ever learned about German Transitional Justice through the Taiwanese media?  
 Yes No

Now please take about 2 minutes to read the following articles

<https://crossing.cw.com.tw/article/13616>

2. After reading the article, do you support the idea of pursuing an accomplice system in Germany?  
Strongly support Support Normal Not support Strongly not support
3. After reading the article, do you support the idea of tracing authoritarian crimes in Germany?  
Strongly support Support Normal Not support Strongly not support
4. After reading the article, do you support helping students understand the transitional justice through education in Germany?  
Strongly support Support Normal Not support Strongly not support
5. After reading this article, which of the transitional justice measures mentioned in the article impressed you the most?  
 Education Tracing authoritarian crimes Accomplice system

### Part 4

1. After reading the article, have you changed your attitude towards transitional justice?  
 Very big changes changes Normal Unchanged Completely unchanged

2. After reading the article, will you be more concerned about the issue of transitional justice?  
 Yes  No
3. After reading the article, do you think it is necessary to implement transitional justice in Taiwan?  
 Very necessary  Necessary  Normal  Unnecessary  Very unnecessary
4. After reading the article, do you support the idea of pursuing an accomplice system in Taiwan?  
 Strongly support  Support  Normal  Not support  Strongly not support
5. After reading the article, do you support the idea of tracing authoritarian crimes in Taiwan?  
 Strongly support  Support  Normal  Not support  Strongly not support
6. After reading the article, do you support helping students understand the transitional justice through education in Taiwan?  
 Strongly support  Support  Normal  Not support  Strongly not support
7. After reading the article, do you agree that Taiwan can learn from Germany's transitional justice  
 Strongly agree  Agree  Normal  Disagree  Strongly disagree

### **Part 5**

If you are interested in joining the interview, please leave your basic information below
---

1. Name: \_\_\_\_\_
2. E-mail: \_\_\_\_\_

This is the end of the questionnaire

Thank you

## Interview Questions

1. 在沒讀過德國轉型正義文章時，您對轉型正義的概念是什麼  
what is your concept of transitional justice before you read this article?
2. 在讀完這些文章後，您覺得報導中有什麼事情是會引起你的興趣？  
After reading these articles, which transitional justice measures impress you?
3. 在閱讀德國轉型正義以前，您是否有讀過台灣轉型正義的相關報導？  
Before reading the German Transitional Justice article, have you ever read the transitional justice report before?
4. 如果有，對比德國和台灣轉型正義的報導您有發現什麼不同之處嗎？  
If yes, did you find any differences between the German and Taiwanese transitional justice reports?
5. 如果沒有，您覺得媒體從德國轉型正義帶到台灣的轉型正義這會影響你對這個議題的看法嗎？  
If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?
6. 您認為追究共犯體系是否會幫助台灣的轉型正義？為什麼？  
Do you think accomplice systems will help Taiwan's transitional justice? why?
7. 您認為在台灣實施追究共犯體系這可能衍生出什麼問題？  
What problems do you think may arise from the implementation of an accomplice system in Taiwan?
8. 您認為追溯威權時期犯罪行為是否會幫助台灣的轉型正義？為什麼？  
Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?
9. 您認為在台灣實施追溯威權時期犯罪行為可能衍生出什麼問題？  
What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?
10. 您認為在台灣實施轉型正義教育是否會幫助台灣的轉型正義？為什麼？  
Do you think education will help Taiwan's transitional justice? Why?
11. 讀完文章後，您對台灣轉型正義的看法是什麼？  
After reading the article, what do you think about Taiwan's transitional justice?
12. 讀完文章後，您會不會跟身邊的人討論相關議題？為什麼？  
After reading the article, will you discuss the issue with others around you? Why?
13. 在之後出現台灣轉型正義相關議題時，您會想進一步了解嗎？  
Would you like to learn more about the issues related to Taiwan's transitional

justice in the future?

14. 當以後出現台灣轉型正義相關活動時，您是否會用行動去支持？  
Will you take action to support the activities related to Taiwan's transitional justice in the future?

## Article in questionnaire and interview

“德國轉型正義絕非「理所當然」：「皇帝雖已離開，但滿朝法官卻都留了下來」 | 法律白話文國際站 | 換日線。” 換日線 Crossing, [crossing.cw.com.tw/article/13616](http://crossing.cw.com.tw/article/13616).

青平台. “從德國反思台灣轉型正義（上）：先有真相，再來談和解。” The News Lens 關鍵評論網, 24 July 2019, [www.thenewslens.com/article/122251/fullpage](http://www.thenewslens.com/article/122251/fullpage).

青平台. “從德國反思台灣轉型正義（下）：正義到底是什麼？台灣社會還不知道。” The News Lens 關鍵評論網, 25 July 2019, [www.thenewslens.com/article/122255/fullpage](http://www.thenewslens.com/article/122255/fullpage).

## APPENDIX B

### **Innie 17 High School Taichung**

#### **What is your concept of transitional justice before you read this article?**

I think transitional justice mean apology and compensation measures for past mistakes by the state

#### **Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I don't see a lot of coverage of this issue, but sometimes I read about it in my history textbooks. They will mention some historical events that occurred and how they were handled. There are many news stories on TV about KMT's opposition to transitional justice and DDP's claim to rename Chiang Kai-shek Memorial Hall and the removal of statues of Jiang Zhongzheng

#### **If yes, did you find any differences between the German and Taiwanese transitional justice reports?**

I think there are different stages in the implementation of transitional justice. Germany and Taiwan are at different stages, Germany is a relatively successful country in the world in terms of transitional justice, while Taiwan is still at the preliminary stage and has not changed much. Germany has a very mature system of related measures, so that when problems are encountered, there is a quick solution. In Taiwan, although there is a relevant way to deal with the 228 incident, but I feel that Taiwan has not dealt with the core issues

#### **Do you think accomplice systems will help Taiwan's transitional justice? why?**

Yes, because this can make us understand things better and we can know the integrity of the matter through this measure, I think both the person who issued the order and the person who implemented it need to be punished as they should be. But I also think that there must be a standard because only then will people be convinced and trust the government.

#### **What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

If an accomplice system is implemented in Taiwan, the political situation in Taiwan will become more confusing, and if people do not understand the issues, they will be easily influenced by the Internet and the opinions of their friends, which will lose its original meaning. We should first let the people of Taiwan understand the meaning of transitional justice, and then start implementing related measures.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

I think it should help because it will clarify the historical events and help people to know what happened at that time. In this way, Taiwanese people can know what to avoid.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

But I think the implementation of this measure in Taiwan will also create some problems, people may focus too much on the trial and ignore that the trial should be used to warn the Taiwanese about the wrong things they did before.

**Do you think education will help Taiwan's transitional justice? Why?**

I think it's really helpful. I found out in my history class that the teacher will focus on 228 and the White Terror when talking about the transformation of Taiwan. The history teacher will also use a more objective way to talk about the relevant events (with factual statements) and will not specifically mention what the government should do. I think that whether or not the education on transformational justice will make students feel bored depends on how the teacher narrates it. For example, when my history teacher teaches about the topic, he will let us watch a movie or tell a historical story, which I think will make me feel interesting.

**After reading the article, what do you think about Taiwan's transitional justice?**

Taiwan is more inclined to respond to the victims as a form of exoneration or subsidy, and we are more ignorant or purposely ignorant of the perpetrators in the first place, like we are less likely to pursue the authoritarian system. The Taiwan Transitional Justice Society is more of a political struggle. In the long run, we need to draw a conclusion and sort out the past.

**After reading the article, will you discuss the issue with others around you? Why?**

Yes, I usually talk about political or civic issues with my friends, and we are happy to talk about them. By chatting, we can get to know the different ideas of people.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

After reading the article, I found that Taiwan's transitional justice stage is in the early stage, after that I would like to pay attention to the relevant issues to understand the current situation, and I would compare it with what I learned in class (whether the government will admit its mistakes like the class or start to trace the crimes at that time as the article says)

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

Since I am currently a high school student, I am not able to participate in related activities. However, if I have time, I will definitely go to related activities, so that I can understand more about related issues.

**Birdie 18 High School USA**

**What is your concept of transitional justice before you read this article?**

I learned from my history class that the transitional justice is to make the society more open and let the people know the historical truth.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I haven't read the Transitional Justice related reports before

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

I think this affects my view on this issue. In Taiwan, many people say that history is just the past, and I used to think so too, but then I realized that history will repeat itself, and we should try to change before it repeats itself so that bad things don't happen again. What was wrong in the past can't just be let go, like Germany wants to make up for the mistakes it made in the past, so it will look for the previous files and change its policies to make the country better.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

I think it will help Taiwan, because through this measure we can make society look at the past history again, instead of using an avoiding approach to transitional justice. Everyone should take responsibility for what they do, no matter what difficulties you have at the time. Because what you do hurts others.

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

I think the difference in opinion can lead to an argument about the point of view of each person. And it's hard to have a standard to determine if the person has harmed someone because some of the records have been destroyed.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

The reason is that by tracing the past, we can find out the truth about the relevant historical events and make people value and respect this history, as well as heal the hearts of the victims and their families.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think if there is no sound system, it will lead to many problems, such as the public does not trust the government, the court may misjudge and in the absence of public information, it is difficult for the public to know whether the trial is reasonable.

**Do you think education will help Taiwan's transitional justice? Why?**

Education can be, because this is the most basic, we can absorb the relevant knowledge from a young age, in the past I did not read a lot of relevant things such as the 228 incident, so there is no deep impression, but like in the United States they will let students to discuss and will organize a parade, which will make everyone pay attention to this issue, students will take the initiative to understand and we can go to each other to know the feelings of different people, such as the views of the victims and perpetrators, but also let the social climate change

**After reading the article, what do you think about Taiwan's transitional justice?**

I think that although the progress is slow, but at least much better than before, people will begin to want to understand, although there are different views, but at least we will discuss, the social atmosphere will also be changed so that young people will be willing to participate in various civic movements

**After reading the article, will you discuss the issue with others around you? Why?**

I will, but it depends on the personality of the person I'm sharing with. If I meet someone who doesn't respect my opinion, I won't discuss it with them because sometimes it becomes like a fight.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I would like to learn more about the issue of transitional justice. After reading these articles, I did some more research on the issue myself and I found it very interesting

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

The exhibition will be something I would like to attend. fb ig I will also go and share relevant information to make people more aware of this issue. I will use the internet to look up articles and read them. I will also go to the parade.

**Alex 18 High School Hsinchu**

**What is your concept of transitional justice before you read this article?**

I think it is to help the society to understand the truth and the society will become righteous.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I haven't read about some articles, but I have heard the concept of transitional justice in class.

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

Taiwan is inclined to discuss the events under the authoritarian rule, Germany will not only discuss but also think about how to deal with the problems left by history, but Taiwan will not think about the complete way to deal with them, Taiwan will only pick the less controversial issues to carry out the transitional justice. The implementation policies in Taiwan and Germany are also different, like Germany has complete measures while Taiwan favors compensation.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

I don't think it will help because it won't help much with history and the present. People in Taiwan would be more interested in knowing the truth of the matter rather than having people be judged. I think releasing the files would be more helpful.

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

I think this will make the society very unstable. Because everyone will be very nervous, they do not know if the people around them have done bad things before

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

No, it doesn't help. Because I think that in special times, the government will do something improper to ensure social stability, but I think these things should not be handled in the way of a trial. I think clarifying the historical truth is the most important thing.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think implement tracing authoritarian crimes in Taiwan this will cause government officials to be afraid to give orders when they encounter special conditions because they will be afraid of being judged later.

**Do you think education will help Taiwan's transitional justice? Why?**

I think it can help because through education, people can look at the issue of transformational justice in a more objective way. Through this approach, people will have their own ideas and can express their opinions when they encounter related issues in the future.

**After reading the article, what do you think about Taiwan's transitional justice?**

In addition to investigating the perpetrators, it is also possible for the public to understand the reasons for what happened and to listen to the voices of the perpetrators and the victims, such as why they did it or why they were suddenly arrested, because in historical events, many things cannot be judged by just yes or no, and the social atmosphere should also be taken into account.

**After reading the article, will you discuss the issue with others around you? Why?**

Not really, but if there is a related issue in the news, I will discuss it with my friends. But I won't talk about this issue with my parents or grandparents.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I will, because I find this topic to be very broad in coverage so I will want to look deeper into it

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I would like to visit the exhibition if I have time. I would not go to a procession because my family would oppose it. I will only read the articles on the internet, not share them on social media or pass them to my friends.

**Hannah 21 University Germany**

**What is your concept of transitional justice before you read this article?**

At first, I didn't know much about it, but I knew it was about s reflecting on the shortcomings of the social system structure and carrying out reforms to implement justice., but I didn't know exactly what it was doing and who it would help.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

Yes, I have seen it on the internet

**If yes, did you find any differences between the German and Taiwanese transitional justice reports?**

The two parts, maturity and education, the recovery of improper property in Taiwan, the Chiang Kai-shek Memorial Hall and improper sites have not been dealt with, which makes Taiwan relatively passive in terms of transformation justice, there are more civil society groups in Taiwan, but Germany, in comparison, it is this history, they make up for the victims and find the perpetrators, the party's property was investigated (part of it is used to promote transformation justice part of it is used to Germany has a very complete package of measures in this regard.

In terms of education, Germany will talk about Nazi rule and has educational guidelines to allow children to have their own opinions, because there are different aspects of history, Taiwan is more focused on memorizing the era, it is difficult to integrate to understand what is the transformation justice.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

Absolutely, because the accomplice system is like a system in which passive compliance or active cooperation will help the wrong tyranny, and tyranny will perish, but not at that time for a reason. We need to find the perpetrators and give the victims an explanation.

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

Such a standard may hurt innocent people and make perpetrators out of people who were not intended to be perpetrators. An accomplice system may harm those who were not intended to be involved in the matter.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

The reason is that our present life and future depends on how we look at the past, and what was possible then and what is not possible now, we have to improve it and understand it. The main point is to find out the main person responsible for human rights violations so that the victim can feel that justice has been done. The main thing is to remind Taiwanese politicians or policy makers not to repeat the same mistake.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

It is difficult to define the crime, and the legal norms are different in different time and space. There may be conflicts with the current law. And criminal records will be difficult to find

**Do you think education will help Taiwan's transitional justice? Why?**

I think it's important because education can teach students the meaning of transformational justice from a very young age. It will help students think about what mistakes they can't make again. Through education, we can also help students

understand historical events from different perspectives. But teachers are also important, because Taiwan education is very much about test scores. Therefore, in class, teachers may only bring up related issues and not discuss them with students. For example, in the past, teachers would only ask us to memorize the history text and not provide us with in-depth knowledge.

**After reading the article, what do you think about Taiwan's transitional justice?**

We can see that there are still some people in Taiwan who are committed to the implementation of transitional justice, but the young people are inclined to forget, and the older people are promoting transitional justice.<sup>228</sup> Compared with Germany, there is still a lot of progress in Taiwan, and time is the enemy of transitional justice, but there are many opposing voices when transitional justice is mentioned in Taiwan. The majority of people will support or oppose transitional justice because of their party preference.

**After reading the article, will you discuss the issue with others around you? Why?**

I will discuss related issues with my friends and also with my elders, because some of them have experienced some historical events, so they will have different ideas about transitional justice.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I will want to pay attention to whatever type of transitional justice is being done. And I would like to know the latest status of Taiwan's transitional justice.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I will go to support. For example, I would like to attend an exhibition or attend a lecture on the transitional justice

**Lucy 22 University Canada**

**What is your concept of transitional justice before you read this article?**

I don't know anything about transitional justice, and I have never heard of any related issues.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

No, I haven't heard or read about transitional justice reports before.

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

I think it will, because few people in Taiwan know about the issue of transitional justice. After reading the report, I found that German transitional justice is more mature, and Germany also presents history in cities and education, such as installation art or museums, so that the public can understand this issue, which is less common in Taiwan. What's more, the report brought from German Transitional Justice to Taiwan's Transitional Justice, which will deepen my impression, and through this way I will want to understand

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

I think there is no help, because I feel that in the pursuit is only to return the truth to the victim, should be educated in a way that allows everyone to recognize the matter, to avoid committing again in the future

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

I think this will lead to mistrust because they will think that some older elders might be criminals. And now that the internet is spreading fast, some innocent people may get hurt.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

We should not use this method of transformational justice, not right or wrong, because there are many historical events that cannot be measured by right or wrong. Moreover, if we use this method to carry out transitional justice, people may have selfish motives, which may lead to unfair trials.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think it will be very difficult to order a person's sin. It is difficult to leave evidence of what happened before and the perpetrator may find many excuses. It is also possible that the previous records are wrong, so there is a high probability of a wrongful trial.

**Do you think education will help Taiwan's transitional justice? Why?**

I think that education will help transform justice in Taiwan, but education has to be changed because the current education system in Taiwan does not focus on critical thinking of students, so it is difficult to implement transitional justice. If schools could take students to visit museums that would help students understand the issue

**After reading the article, what do you think about Taiwan's transitional justice?**

I think there is still a lot of room for improvement compared to Germany, whether it is education or activities related to the transitional justice Taiwan can learn from Germany. Taiwan can increase public facilities like museums or make the 228 park more historically and educationally significant instead of a park or just a monument.

**After reading the article, will you discuss the issue with others around you? Why?**

I will also discuss with my parents, we grew up in different times and have different ideas, I think we should be able to discuss together

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I would like to know what other countries are doing to promote transitional justice.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I will go to events like concerts or exhibitions. But if it's a parade I don't want to go

**Ruby 22 University Kaohsiung**

**What is your concept of transitional justice before you read this article?**

I don't have any idea, no one around me will mention this topic

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I have not read about this issue because there are few media or articles that mention the issue of transformation justice. There is almost always more entertainment-related news on TV. So I don't pay much attention to related issues

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

After reading the article, I realized that Germany has also experienced some of the problems that are happening in Taiwan now. For example, they did not attach much importance to transitional justice at the beginning, even after the Nuremberg trials, and they only started to discuss related issues after the change of social climate. Taiwan people should also start to take the initiative to focus on this issue, so that we can improve.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

I think it is necessary, because you are helping or supporting this behavior, even if it is passive, but if it is forced, then the penalty can be imposed without such a heavy sentence. Because if not pursued, we will all pass the buck to each other, thinking they are not at fault

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

It is difficult to distinguish between forced and compelled. Historical information is incomplete, it will not be easy to pursue. Furthermore, social structure will have an impact, such as the accomplices are often the people you know best, they may be forced to do it for some reason, the pursuit may lead to distrust of each other

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

I think the accomplice system is causally related to tracing authoritarian crimes . However, if one simply traces authoritarian crimes , one might focus more on the person who gave the order (the dominant person). It would be helpful because even though it's over, the victim would still want the behavior because they deserve it.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think that at that time the people who committed the crime may be powerful in society or politics, if really go after it people will lose confidence to the government

**Do you think education will help Taiwan's transitional justice? Why?**

Yes, education can allow students to develop the concept of transformation and justice from a young age. However, I think there are also parts that need to be improved. In Taiwan, when teaching or testing students on relevant topics, students can be allowed to express their own ideas (essay questions) so that students can think further.

**After reading the article, what do you think about Taiwan's transitional justice?**

The government should think clearly about how to deal with the issue of transitional justice, whether to be aggressive or peaceful. South Africa's peaceful approach is very suitable for Taiwan, as there will be strong opposition from others if Taiwan tries to be punitive now. It is also possible to incorporate German measures, such as pursuing the system of accomplices and retroactive criminal acts during the authoritarian period, but not to impose such heavy sentences.

**After reading the article, will you discuss the issue with others around you? Why?**

I would want to discuss this topic with my friends, but not with my family, because we would fight. I try to avoid political topics when I talk to my family

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

Of course I will, because I will be interested in this topic and will look up the information on the Internet myself.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I will, but I will only discuss it. Personally, I don't go to parades or express my opinions on the internet, but I will discuss with my friends in private. If there is an exhibition, I will go to it.

**Judy 22 University Germany**

**What is your concept of transitional justice before you read this article?**

It is more biased to compensate people who were hurt during the authoritarian period and to restore the historical truth.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

Yes, such as the Chiang Kai-shek Memorial Hall and the removal of statues of Jiang Zhongzheng and 228 events.

**If yes, did you find any differences between the German and Taiwanese transitional justice reports?**

I think in Taiwan we should focus on clarifying the truth, what is the historical truth. But the implementation of monetary compensation and arrests in Taiwan is not very helpful, because almost all the people are gone. Germany's transition to justice is better known because it is a big event involving many countries, so the country is less likely to have political factors when doing the transition to justice. Compare to Germany's, Taiwan's transitional justice is a smaller issue, so people are less concerned about this issue.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

It is a little bit difficult because it is often treated as a political struggle, so it is a little bit dangerous to implement it in Taiwan. To implement it on a case-by-case basis, find the people at the top to find out why they gave the order, because sometimes the people below don't know why they did it and will do it because of pressure and authority, so it's pointless to try them. Find out the truth, like knowing why those lawyers and doctors were in the jail.

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

It may be very difficult to implement because people will blame each other. This measure cannot be implemented when the people of Taiwan do not understand the justice of transformation. If no one understands the justice of transformation, it may be ineffective to use this total approach. People will not take it seriously.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

This will help a little, because in this way the wrong decisions of the authoritarian period can be reversed, so that the victims can be cleared

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

In Germany, there is a high level of social trust in transitional justice, so when this measure is implemented, everyone will respect the outcome of the trial, but in Taiwan, many people do not trust the judges, so the outcome of the trial may not be satisfactory to society.

**Do you think education will help Taiwan's transitional justice? Why?**

I agree, but education is more important. Because the truth of the matter is important, so that future generations will know how to avoid it. Going to a human rights museum or a concentration camp for off-campus education because you have been there before, will make you pay more attention to these historical events and let them know the importance of transformation and justice, instead of just going and letting it go.

**After reading the article, what do you think about Taiwan's transitional justice?**

Taiwanese people do not like to discuss political issues in public and often decide what to support based on their political preferences, which makes young people avoid talking about politics and less likely to focus on historical issues. Many people will link many things to politics and will not logically criticize the government.

**After reading the article, will you discuss the issue with others around you? Why?**

Yes, but it depends on who you are discussing the issue with. For example, the elders in the family should be considered, because sometimes discussing related social issues can lead to many arguments. Discussing the issue with the elders will only lead to illogical arguments. I will discuss it with my friends.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I would like to know more about this issue. I would like to know what other countries' transitional justice Taiwan can learn from

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

The exhibition depends on the type of exhibition because every time I attend an exhibition, my emotions will fluctuate greatly. I will read relevant information from the Internet, such as the latest events, but I don't really want to participate in the parade.

**Andy 22 Master Kaohsiung**

**What is your concept of transitional justice before you read this article?**

My understanding of transformational justice is that a historical event that was considered correct in the past may be found to be wrong after a series of examinations, so society must return justice to the people involved.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

There were reports like the removal of the bronze statue, but at the time, I felt more like an observer to the incident and felt that the incident did not directly lead to me, so I did not want to know more about it.

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

Germany is much better than Taiwan in dealing with this matter, Germany is more like looking at the whole thing from the root, Taiwan will only pick some things to start with, but this will not help Taiwan's transitional justice. We should look for problems in society and solve them, like Germany, because this is the most effective way.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

It doesn't help because a big problem is that the perpetrators are still active in society, so if we go after them now, it may affect the whole social climate. And in Taiwan, people do not like to use extreme methods, if forced to implement will lead to a public backlash

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

I think people who are not victims may not feel it, but it will be of great help to the victims because they can clear their names in this way. And they can also know why they were put in jail in the first place.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think it is unlikely that there will be any problems with the implementation of this measure because the decision will be based primarily on the evidence.

**Do you think education will help Taiwan's transitional justice? Why?**

I think that education will help a lot in transitional justice, and we should let students know why these events are affecting us now. In Taiwan, education only allows students to understand the words of these events, but they are not very clear about how and why they happened. Teachers should also take some classes so that they know how to teach students about these issues.

**After reading the article, what do you think about Taiwan's transitional justice?**

Taiwan still needs to think about how to implement measures related to the transformation of justice, not to ignore the events and the truth just because the past has passed. I think this way can make people understand more about the importance of transitional justice, and because the drama will reenact the historical events in front of you, people will have more connection with it. I think the Taiwanese government has been treating this issue as a political struggle or an issue to help the election, instead of really wanting to deal with this issue. The Taiwanese government and the public should work together to deal with this issue.

**After reading the article, will you discuss the issue with others around you? Why?**

In the past, I have discussed with my classmates about the German-Jewish-Nazi issue and the social issues in Taiwan. At home, I will discuss with my parents, but I don't want to discuss this issue with my grandparents, because I don't share the same values.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

Yes, because I want to understand the causes of some historical events. I will look for movies or related articles to read.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I don't want to go to exhibitions and parades. I would like to read articles on the Internet, but would not want to share them with family or friends. I will initiate to learn more about it.

## **Liao 22 master Taichung**

### **What is your concept of transitional justice before you read this article?**

I think transitional justice is to make some changes to the culture or political parties, but I'm not quite sure what the specific things are

### **Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I have heard about this issue on the news, but usually on political programs, but I don't really listen to them because I find them super boring, and every time I listen to them I feel like they are talking about the same thing, mostly around the Kuomintang and the Democratic Progressive Party. But I have not read the article before.

### **If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

Not really, because the media is just a reference. We need to think about things for ourselves. But media reports can give people a deeper understanding. After reading the article, I have changed from being very negative towards Transitional Justice to being neutral towards it, because I found that there are many things to think about in between. I used to think it was only about political parties, but now I think it involves a lot of things.

### **Do you think accomplice systems will help Taiwan's transitional justice? why?**

I think this is very helpful for the transformation of justice in Taiwan, because we can clearly know who committed these mistakes and cannot use obeying orders as an excuse to escape the punishment they deserve.

### **What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

I think the perpetrators may be punished badly, and some people may be punished seriously for just doing something small. It is very difficult for judges to use the law to evaluate how these people should be tried. Therefore, the government should be very cautious before implementing this measure.

### **Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

A little help, because the authoritarian period was a dictatorship, by this measure can help us understand the disadvantages of dictatorial rule and the benefits of freedom. Because of this measure people will learn that there were many things that could not be done in the past and how the victims were treated. People will appreciate what they have now.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think there are some problems, such as if there is no standard, it is difficult to judge a specific person. And there is a risk that we may be judging innocent people because of bad judgment.

**Do you think education will help Taiwan's transitional justice? Why?**

It is better to use the education system to do transitional justice in Taiwan, because it is very rigid to use the law, but education can be brought in through discussion. It is a good direction to take history classes or tour history-related things. Watching documentaries or going outside to visit museums will make students more interested in this topic.

**After reading the article, what do you think about Taiwan's transitional justice?**

Taiwan is also a country that has been ruled by a dictatorship, so transitional justice is unavoidable, and culture is a major driving force for our society. However, the problem that Taiwan is facing now is that it does not want to bring up the past, which is the same as Germany's past, and we should discuss and understand what did not work well and improve it.

**After reading the article, will you discuss the issue with others around you? Why?**

Most of the people do not know the topic very well, so I will start from the simplest discussion to understand each other's views. If I am familiar with them, we can discuss it together. Because some elders do not recognize the views of young people.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

If I have time afterwards, I will further understand the related issues, but I am very busy recently, so I will not look up the related issues.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

If I have the opportunity later, I will participate in the Transitional Justice activities. I will also attend a speech or concert related to transitional justice.

**Arden 22 Master Taichung**

**What is your concept of transitional justice before you read this article?**

Basically, I don't know what transitional justice is. Because of some opinions on the Internet, I have always thought it's just a political game of the KMT and DPP.

Every time the discussion of transitional justice is mentioned in forums on the Internet, political parties are mentioned.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

No, I didn't read any related articles. But I have heard this term in the news, but since the news only focuses on the fight between the DPP and KMT over this issue, I focus on the political struggle.

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

I originally thought this was a private matter for Taiwan, but after reading the article, I would know Germany's point of view and would think about what would happen if this matter was placed in Taiwan. Taiwanese people may think that the economy is more important at this stage and not to think about the past, while Germany does not think that history should be allowed to pass, but after reading the report and the article, I think the two things are not in conflict and I think that while taking into account the country's economy, our culture should also follow up.

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

Yes, because it can help people understand the historical truth, but now people still focus on some specific people when they mention this topic. But in Germany, they don't just go after the person who gave the order, they also go after the person who obeyed the order. Therefore, if we want to implement real justice, we need to pursue all matters in order to heal the pain of the victims, but in accordance with the principle of proportionality.

**What problems do you think may arise from the implementation of an accomplice system in Taiwan?**

Some former political leaders, now in Taiwan's socio-economic status, are still quite high, so it will be difficult to pursue. Although what they did before is wrong, does not mean that what they do now or promote the project is not good, so the interests here are difficult to balance

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

If we do not investigate the crime, we will not achieve good results. The victims will not be able to see the previous perpetrators being punished accordingly.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

The ethnic group Age level confrontation will be a problem, the pursuit of the case may set off a hatred of the province outside the province

**Do you think education will help Taiwan's transitional justice? Why?**

It's good to add the justice of transitional justice to the syllabus because it allows students to use their own values to measure this matter. However, according to my previous experience in school, I found that teachers will teach relevant historical events, but will not go too deep into the understanding. Teachers are more focused on the main points of the test than to explore in depth the follow-up and the meaning behind Transitional Justice.

**After reading the article, what do you think about Taiwan's transitional justice?**

This is something worth doing. Germany uses the whole city to promote, there are many scenic spots in Taiwan that are concerned with historical buildings or public temples, but few of them are about the 228 Incident or the White Terror period, the government can promote related itineraries to make people understand more.

**After reading the article, will you discuss the issue with others around you? Why?**

It is less likely that I will discuss this issue with people around me because they do not know much about it. But if I have the opportunity, I would like to discuss this issue with my friends, but I will not discuss it with my elders because of the values and logic.

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I would like to learn about other transitional justice issues

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I won't go to the march because there are no victims around, so there I won't have such a big movement. But I will want to let people around me understand this issue, fb ig will share postings, exhibitions will also go to

**Patty 24 Master Taipei**

**What is your concept of transitional justice before you read this article?**

My impression of the term is that there is a group of people who revisit past events, but I can't say exactly what a way to do it.

**Before reading the German Transitional Justice article, have you ever read the transitional justice report before?**

I have not read the relevant reports, but I have heard friends talk about related issues

**If not, do you think that media coverage of transitional justice from Germany to Taiwan influences your views on this issue?**

I think it has changed my view on this issue. I was not interested in this issue at all, but after reading the article I started to be curious and want to learn more about the issues related to transformation justice. After reading the article, it also changed my view on tracing authoritarian crimes. At first I thought that this measure would not be very helpful and would be too extreme, but after reading the article, I found that it was quite useful for transitional justice and would also cause a change in the social atmosphere

**Do you think accomplice systems will help Taiwan's transitional justice? why?**

I think this measure is very effective in Germany, but the accomplice system in Taiwan is not a positive effect, because there is no trust in the politics of the Taiwanese people, this matter will become a political means, and it is easy to lose focus, so that the value of this matter cannot be realized.

**Do you think tracing authoritarian crimes will help Taiwan's transitional justice? Why?**

It is helpful, but if we simply tracing authoritarian crimes, it will not be taken seriously by the public. In Taiwan, education and media coverage should be implemented before tracing authoritarian crimes. Only by letting people know the reasons for implementing this measure will it help transitional justice.

**What problems do you think may arise from the implementation of tracing authoritarian crimes in Taiwan?**

I think that when people do not fully understand the truth of the matter, they will find it too extreme and repulsive to participate in this measure,so this measure should be implemented only when everyone knows the righteousness of transformation.

**Do you think education will help Taiwan's transitional justice? Why?**

I think education is very important, the content of the class and the attitude of the teacher will affect the students' attitude towards the transitional justice, because when I think back to the previous classes when I learned about the historical events in Taiwan, I actually couldn't think of anything important, almost all of them were memorized and forgotten afterwards, which led to no reflection, so when teaching the students, we need to let them think in order to make them feel resonant about these events.

**After reading the article, what do you think about Taiwan's transitional justice?**

I think it is very difficult to promote, there are still a lot of things to do, including the whole social atmosphere is not important or do not recognize this matter, these are still a lot of space for progress. For example, the 228 Memorial Park, people will only regard it as an ordinary park, will not know the story behind, to many people he is just a location. The government should encourage people to visit more of

the relics related to the transitional justice, such as prisons. Then people will start to want to know the stories behind these buildings.

**After reading the article, will you discuss the issue with others around you? Why?**

I think about it, but it's hard to discuss it with them because the people around me don't know about it. However, I would discuss transitional justice with my foreign friends, but if there is a related report or the issue becomes a hot topic, I will discuss it with the people around me. The elders will only want to hear their thoughts, but not to discuss

**Would you like to learn more about the issues related to Taiwan's transitional justice in the future?**

I would like to understand the development of Taiwan's transitional justice and the difficulties it has encountered.

**Will you take action to support the activities related to Taiwan's transitional justice in the future?**

I would like to participate in exhibitions, I think it's a pity that I missed many opportunities in the past because I didn't know there were relevant exhibitions. I would like to participate in the rally, but I think the chances of participating are less because it takes more time.