

The post-Holocaust Development of Legal Remedies as a Learning Process

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Academic Curriculum

of the 2023 International Summer School of the “Post-Holocaust Remedies” Project

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This academic curriculum aims to provide a comprehensive overview of the curriculum developed for the international Summer School of the “Post-Holocaust Remedies” Project, which took place in 2023 and offers recommendations for implementing similar teaching concepts.



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A. Background

No Shoah survivor will be alive to tell their story in the next few years. This is a circumstance that humankind has to face and a fact that makes remembering the atrocities very difficult. To this day, the academic discourse revolves around coming to terms with history and the hitherto superficial remedies process. One attempts to deduce patterns by summarizing the chronological sequence when researching history. This filtering of patterns and warning signs is intended to provide clarification. It follows the idea of being able to recognize a deterministic system, which should serve to prevent future crimes and abuses. This idea is human, as it corresponds to the notion that people can regain control over the course of time. However, this idea misses the reality that history is not deterministic but always influenced by chance. As things stand today, it is impossible to predict an inter-deterministic system. Against this background, the reappraisal of crimes of National Socialism takes on even greater significance. The history of Holocaust remedies is a crucial part of the history of the Shoah but, to this day, a neglected field of research. The volumes of “Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland” published by the Federal Ministry of Finance,¹ which were the background for the study of this project, are written strictly from the perspective of a federal ministry. The perspective with regard to the subject of Holocaust remedies is, therefore, necessarily narrower and unsuitable for didactic purposes. Additionally, it should be recognized that, for instance, some sections of the third volume were written by the former NSDAP member Ernst Féaux de La Croix. The lawyer and economist Ernst Féaux de La Croix, who was responsible for all restitution payments in the Bonn Ministry of Finance at the time, joined the NSDAP on 1 April 1933, and was also a member of the SA (“Sturmabteilung”) and the “NS-Rechtswahrerbund”.² In 1938, he co-authored a memorandum on race, people, state, and space, which stated, among other things: “Foreign races cannot belong to the German people.”³ Féaux de La Croix seemed to interpret the compensation process as a hostile attack on the Federal Ministry of Finance.⁴ This circumstance is also evident from the writing style of the volumes. For instance, in these volumes, the compensatory measures taken do not appear to have been examined in a truly neutral manner; instead, they occasionally have a negative connotation. To deepen the example: In the chronology of the compensation measures in the third volume, Féaux de la Croix criticizes the advocates: “However, a reference seems inevitable. Throughout the history of compensation law, it has been a – mostly extraordinary demagogically dressed-up – battle cry for better compensation to point out the allegedly far too generous regulation of civil servants’ salaries and pensions.”⁵ He also constantly uses terms with negative connotations like “burden of remedies” (German: “Wiedergutmachungslast”) that subliminally emphasize remedies as a burden for Germany.⁶ In addition, he believes that Germany has already incurred high costs: “Attempts have often been made to trivialize the extraordinarily high burden of compensation in absolute terms by means of a relative

¹ Cf., for example, Ernst Féaux de la Croix, Vom Unrecht zur Entschädigung: Der Weg des Entschädigungsrechts, in: BMF in Zusammenarbeit mit Walter Schwarz (eds.), Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band III – Der Werdegang des Entschädigungsrechts, München, 1985, pp. 1-118.

² Bundesarchiv R 9361-IX KARTEI/8381268; Ernst Klee, Das Personenlexikon zum Dritten Reich, Frankfurt am Main, 2007, p. 145.

³ Translation by Sabrina Ohm. With regard to the original text and the references, see Bundesarchiv R 9361-IX KARTEI/8381268; Ernst Klee, Das Personenlexikon zum Dritten Reich, Frankfurt am Main, 2007, p. 145; Susanna Schrafstetter, Verfolgung und Wiedergutmachung. Karl M. Hettlage: Mitarbeiter von Albert Speer und Staatssekretär im Bundesfinanzministerium, Vierteljahrshefte für Zeitgeschichte, vol. 56, no. 3, 2008, p. 456.

⁴ Susanna Schrafstetter, Verfolgung und Wiedergutmachung. Karl M. Hettlage: Mitarbeiter von Albert Speer und Staatssekretär im Bundesfinanzministerium, in: Vierteljahrshefte für Zeitgeschichte, 3/2008, p. 457.

⁵ Translation by Sabrina Ohm. German: „Ein Hinweis scheint freilich unumgänglich. Es ist auf dem ganzen Wege des Entschädigungsrechts ein –meist ausgesprochen demagogisch herausgeputzter – Kampftruf für eine bessere Wiedergutmachung gewesen, auf die angeblich viel zu großzügige Regelung der Beamtengehälter und -pensionen hinzuweisen.“; Ernst Féaux de la Croix, Vom Unrecht zur Entschädigung: Der Weg des Entschädigungsrechts, in: BMF in Zusammenarbeit mit Walter Schwarz (eds.), Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band III – Der Werdegang des Entschädigungsrechts, München, 1985, p. 7.

⁶ Ernst Féaux de la Croix, Vom Unrecht zur Entschädigung: Der Weg des Entschädigungsrechts, in: BMF in Zusammenarbeit mit Walter Schwarz (eds.), Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band III – Der Werdegang des Entschädigungsrechts, München, 1985, p. 8.



calculation.”⁷ The entire presentation seems to trivialize the problem of legal remedies on some levels and has a justifying character.⁸ It follows that nearly all information found on this is unsuitable for an academic presentation of the topic and, in some cases, even biased. The conclusion is that there is no comprehensive or adequate information on the subject, which makes a discourse for non-experts difficult or even impossible.

The patterns drawn from history can be used to derive possibilities for the future development of society and political events. However, the probabilities always result in a multitude of potential options. Nevertheless, it is never guaranteed that we will avoid repeating the past in a different way. This project is supposed to be an impetus for the learning process of legal remedies. As research on Holocaust remedies is still in its infancy, further patterns still need to be derived and made publicly visible in order to create a basis for a larger discourse. The issue is complex; apart from the fact that it is impossible to value the suffering caused by the Shoah in monetary terms, the compensation process has been made increasingly difficult or even impossible for those affected. Complicated applications, payments limited to certain groups of people, and victim groups who did not receive any payments – these are all errors and points of criticism that are part and parcel of academic research. Exhibitions in museums and school lessons usually end with the end of the Second World War in 1945 and the liberation of prisoners in the concentration camps. But the injustice does not end there. The fact that the victims had to go through a complicated process afterward in order to possibly receive a one-time payment or a pension for their time in the Ghettos or Concentration Camps leads to the continuation of the injustice. The remedies are, therefore, an inseparable part of the history of the Shoah and should be addressed in the same way. Awareness is also required here to foster the learning process. Recognizing the mistakes in the compensation process can be a sign that the injustice of the Shoah continues to this day and that it is crucial to invest a lot of work in coming to terms with this history to learn from it. To prevent history from repeating itself, a continuous reappraisal is essential, and only if the public is aware of the issue can the people, by virtue of their sovereignty, ensure that the reappraisal is further advanced in order to strengthen the fight against injustice.

This academic curriculum opens new ground by analyzing the development and impact of legal remedies in the context of the Holocaust in a four-week international Summer School. The international Summer School as part of the project “The post-Holocaust Development of Legal Remedies as a Learning Process (Post-Holocaust Remedies)” was organized by the Chair of Public and International Law at Justus Liebig University (JLU) Giessen under the supervision of Prof. Dr. Thilo Marauhn and Dr. Ayşe-Martina Böhringer in cooperation with the Reichman University, Herzliya, Israel. The aim was, among other things, to create an academic curriculum through its organization and implementation. The project is funded by the Foundation Remembrance, Responsibility and Future (EVZ) and the Federal Ministry of Finance as part of the Education Agenda NS-Injustice. 30 Israeli, Colombian, and German students were to spend two weeks each at Reichman University in Herzliya, Israel, and at JLU in Giessen, Germany, studying the legal aspects of coming to terms with Nazi crimes. The knowledge gained from this was to be incorporated into the design of a corresponding academic curriculum, which did not previously exist at German universities. In addition to

⁷ German: „Es ist oft versucht worden, diese in absoluten Zahlen außerordentlich hohe Wiedergutmachungslast durch eine Relativitätsrechnung zu bagatellisieren.“, Ernst Féaux de la Croix, Vom Unrecht zur Entschädigung: Der Weg des Entschädigungsrechts, in: BMF in Zusammenarbeit mit Walter Schwarz (eds.), Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band III – Der Werdegang des Entschädigungsrechts, München, 1985, p. 8.

⁸ Similar examples can be found in other parts of the volumes, for example, in “Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band VI – Entschädigungsverfahren und Sondergesetzliche Entschädigungsregelungen”, see also Working Paper No. 5: Lina Kost, A Summary of “Die Wiedergutmachung nationalsozialistischen Unrechts durch die Bundesrepublik Deutschland Band VI – Entschädigungsverfahren und Sondergesetzliche Entschädigungsregelungen”, in: Prof. Dr. Thilo Marauhn and Dr. Ayşe-Martina Böhringer (eds.), The post-Holocaust Development of Legal Remedies as a Learning Process, Working Paper, June 2024, Gießen, p. 2.



the intercultural exchange, the focus should also be on the interdisciplinary scope of the Summer School. However, legal remedies in connection with the Holocaust do not only consist of legal problems. Historical, political, sociological, and psychological perspectives are essential in order to conduct a debate, as are comparisons with other (modern) peace and compensation processes. It was, therefore, all the more important that academics from different disciplines and different countries were involved in shaping the Summer School, including academics from Reichman University, Israel, and the Instituto Colombo-Alemán para la Paz (CAPAZ). Different perspectives from the legal, historical, and social sciences were thus included, taking transitional justice into account.

In this work, we provide templates for the organization of an international Summer School, suggestions on how the content of the Summer School could be integrated into university curricula in general, examples of relevant content, as well as suggestions and proposals for improvement. It should be mentioned in advance that the organization of such a relatively long-term international Summer School is a challenge, especially for the first time. Therefore, there is still plenty of room for improvement. However, the practical implementation of the program has the advantage that the concrete suggestions for improvement result from the feedback of the students. This implies that the results can also be generally transferred to the form of teaching used here. The number of participants of 30 students is not particularly high, but the problems were clearly perceived by all involved and are logically comprehensible.

B. The Schedule

The enormous complexity of the topic can make students feel overwhelmed. In 2021, § 5a of the German Judiciary Act (“Deutsches Richtergesetz” – DRiG)⁹ was amended. This section now stipulates that prospective lawyers must deal with National Socialist injustice in depth during their studies. This reform is a step in the right direction, but does not guarantee a confrontation with the compensation law or legal remedies as such. Dealing with this topic should not only be the responsibility of lawyers, as it is about more than the dogmatic application of law. A comprehensive interdisciplinary exchange is essential, but there are usually more people with extraordinary historical interests among lawyers. For this reason, it was intended that as many students from different disciplines as possible should take part in the international Summer School. Additionally, it is not possible to predict the level of knowledge of the students. Although the history of NS injustice is part of the school curriculum, it is difficult to predict how far-reaching this is. Within the Summer School, this circumstance had a further particular dimension, as students from three different countries participated, and the curriculum at the schools in the countries differed.

Figure 1 shows the first week of the curriculum developed for the Summer School 2023. The aim was to divide the days thematically as far as possible and to provide a comprehensive overview of the various disciplines. As many scholars accepted our invitation, a comprehensive interdisciplinary program could be offered. In the following sections, the basic structure of the individual weeks of the curriculum is discussed, the practical application is analyzed, and specific suggestions for improvement are made based on this. This is followed by more general feedback with a modified draft curriculum.

⁹ “[...] the teaching of the compulsory subjects also includes a critical analysis of the injustice of the National Socialist regime [...]” Section 5a (2) DRiG.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Overview & Welcome Round	Introduction to Holocaust Remedies	Introduction to Holocaust Remedies	The Colombian Peace Process	Excursion to Jerusalem with Working Session	Remembrance Compensation for Survivors	
10:30	Introduction to the Summer School	The Luxembourg Agreement	European Law & Global Compensation Agreements International Litigation and Holocaust	Transitional Justice Social Inequalities	Supreme Court Guided Tour	Legal Practices Evolution of Hardship Funds	
10:45	Break	Break	Break	Break	Break	Break	Break
	Introduction to Holocaust Remedies Development of the Federal Compensation Law	Introduction to Holocaust Remedies Recognition of Individual Rights Under International Law	Introduction to Holocaust Remedies Constructions for Reparations (International Litigations)	The Colombian Peace Process Paramilitaries FARC	Foreign Office with Discussion	Remembrance Memory Forgetting Silencing the Past	
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15	Excursion to Jerusalem Guided Tour Get Together Afternoon & Evening Dinner in Jerusalem	Introduction to Holocaust Remedies Israeli Compensation Laws Compensation & Diplomacy Visit of the Ambassador of the Federal Republic in Israel with Discussion	Totalitarianism Constitutional Aspects The Creation of the Nazi State	The Colombian Peace Process Compensation & Satisfaction The Framework of Law 1448/2011 System of Truth, Justice, Reparation, and Non-Repetition	Yad Vashem Guided Tour		
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	

Fig. 1: Schedule Summer School – Week 1 (Remark: This is a schematic representation of the curriculum under thematic aspects; for reasons of reproduction, the original titles have not been mentioned.), © Sabrina Ohm.

I. Introduction to Holocaust Remedies – Week 1

After the Colombian and German students arrived in Israel on Friday, 18 August 2023, they first had Saturday at their disposal to get to know their new surroundings. The first three days were intended as an introduction to the Holocaust Remedies. As students from various disciplines took part, and on top of that, the Holocaust legal remedies are not part of the curriculum at German universities, it could not be assumed that they already have in-depth prior knowledge. The participants were, therefore, first introduced to the historical development of the principles of legal remedies regarding NS injustice. One focus of the introductory lectures was on the development of the aforementioned remedies for Holocaust survivors. The lecturers relayed to the students how, in September 1951, Chancellor Konrad Adenauer addressed the German Bundestag, acknowledging the crimes committed in the name of the German people.¹⁰ This acknowledgment marked the beginning of Germany's formal recognition of its responsibility towards the victims of the Holocaust and opened the door for the negotiations to follow with Israel, which laid the groundwork for following reparations agreements¹¹: The Luxembourg Agreement of 1952 was the first agreement allocating individual compensation to victims of genocide with West Germany, Israel and the Claims Conference as signatory parties. From

¹⁰ Avraham Weber, The Federal Republic of Germany's Creation of Compensation Laws for Nazi Wrongdoing, Justice – International Association of Jewish Lawyers and Jurists, no. 69, 2023, p. 30.

¹¹ Deutscher Bundestag – 165. Sitzung, Sept. 27, 1951.



the 1950s onwards, West Germany moved to pass a series of laws, including the law entitled “Bundesentschädigungsgesetz” (BEG). With its introduction in 1956, affected individuals were entitled to compensation payments if they had suffered personal injuries, deprivation of liberty, or property losses during the Nazi regime.¹² Soon the BEG Schlussgesetz followed, setting a deadline for survivor claims to be submitted no later than 31 December 1969,¹³ providing a clearer picture of the number of Holocaust survivors eligible for compensation.¹⁴ The administrative path to compensation via the BEG was the main channel for restitution claims until the late 1970s. Still, many Holocaust survivors struggled to have their rights and claims recognized in the former Eastern Bloc states due to a mixture of lack of historical knowledge and political circumstances limiting BEG payments behind the Iron Curtain.¹⁵ In addition to the ongoing struggle to recognize more victim groups, some states specifically exclude state immunity in cases of breaches of international law,¹⁶ such as in the US under the Foreign Sovereign Immunity Act of 1976.¹⁷ Decisions of the US Supreme Court, such as in the case of *Altmann v. Austria*¹⁸, demonstrate the scope of legal remedies. Legal mechanisms can include administrative law, private law solutions, the creation of funds within NGOs and by states, international agreements with third parties and international settlements, as well as other further legal structures for compensation law.¹⁹ Some states enacted local laws for compensation, while others, like France and the Netherlands, came to settlement agreements for their part in transporting Jews to the East in the form of the Rails Companies settlements.^{20 21} The next step was to clarify the challenges posed by legal implementation. This background on the development and limitations of existing compensation law frameworks is crucial for understanding the challenges survivors faced when filing claims and allows for a reframing of survivors’ narratives upon closer examination.

The first week was mainly characterized by frontal lectures. The choice of teaching method is obvious, as the introduction to this topic was oriented toward the transfer of knowledge. Consequently, it was also the most efficient method of familiarizing students with legal remedies. Students, therefore, do not need any theoretical background or prior legal knowledge. It is a simple didactic method that requires far less preparation time than a workshop. In addition, the invited lecturers were experts in their field and were able to convey their insights to the students in a very enlightening and detailed manner. It enabled a quick, precise, and compact presentation of the existing resources, which the students would encounter again in the course of the Summer School. The content taught also seemed to attract a high degree of interest from the participants, many of whom enthusiastically contributed to the question-and-answer sessions and clearly appreciated the in-depth insight into compensation law right from the start. Accordingly, the frontal lecture is indispensable for the implementation of the Summer School, especially at the beginning, but should also form the basis for a seminar (or similar) on this topic.

Nevertheless, the transfer of knowledge could be optimized in this regard. As efficiently as the first week of the Summer School was planned, by the end of the week, the long days were already wearing on the students. Due to the

¹² § 1 (1) BEG.

¹³ See Art. VIII (1) BEG-Schlussgesetz.

¹⁴ Sven Simon and Avraham Weber, *Ghetto Pensions*, German Law Journal, vol. 14, no. 9, 2013, p. 1789.

¹⁵ Avraham Weber, *The Federal Republic of Germany’s Creation of Compensation Laws for Nazi Wrongdoing*, Justice – International Association of Jewish Lawyers and Jurists, no. 69, 2023, p. 32.

¹⁶ Emanuela-Chiara Gillard, *Reparation for Violations of International Humanitarian Law*, IRRIC 2003, vol. 85, no. 851, pp. 529 et seq.

¹⁷ H.R. 11315 – 94th Congress (1975-1976).

¹⁸ See also: David P. Vandenberg, *In the Wake of Republic of Austria v. Altmann: The Current Status of Foreign Sovereign Immunity in United States Courts*, University of Colorado Law Review, vol. 77, no. 3, 2006, pp. 739-766.

¹⁹ Jewish Claims Conference: History of Compensation.

²⁰ BBC: French Settlement Agreement.

²¹ See Jewish Claims Conference on Dutch Railway Settlements.



very one-sided application of the educational method, there was a great deal of input, but the students did not have the opportunity to consolidate the new knowledge due to the tight program with additional excursions. A human's capacity for absorption is limited, and the first week, in particular, offered plenty of information for the students due to the new environment, new contacts, excursions, and lectures. Consequently, it would have made more sense in retrospect to limit the frontal lectures to the morning and to deepen the newly acquired knowledge in the afternoon through group work and discussion rounds. It cannot be assumed that the students still had the cognitive capacity to work through the material on the evening of the full program day. It would, therefore, have made sense to offer them time for a direct exchange within the group after the corresponding lecture series and to deepen the theory through practical application. This would have been particularly useful in the special framework of the Summer School. After all, it is not commonplace for participants to share their perspectives with students from other countries. Finally, a small conclusion can be drawn at this point: The curriculum was very ambitious overall. From this experience, less input would most likely have been more efficient. This was also confirmed by the students.

Teaching would also benefit from providing students with an overview of the Holocaust remedies discussed, especially as part of the introduction. As there was no visual chronological presentation of legal remedies, which summarizes the process as an overview, one was created parallel to the Summer School (Fig. 2). This presentation can be used for teaching purposes and is a general presentation of the most important compensation measures to date. The presentation is not exhaustive. Given the complexity of the compensation measures (individual payments, reparation payments, etc.), it is useful to provide students with an overview to illustrate the process and place it in the political context of the time.

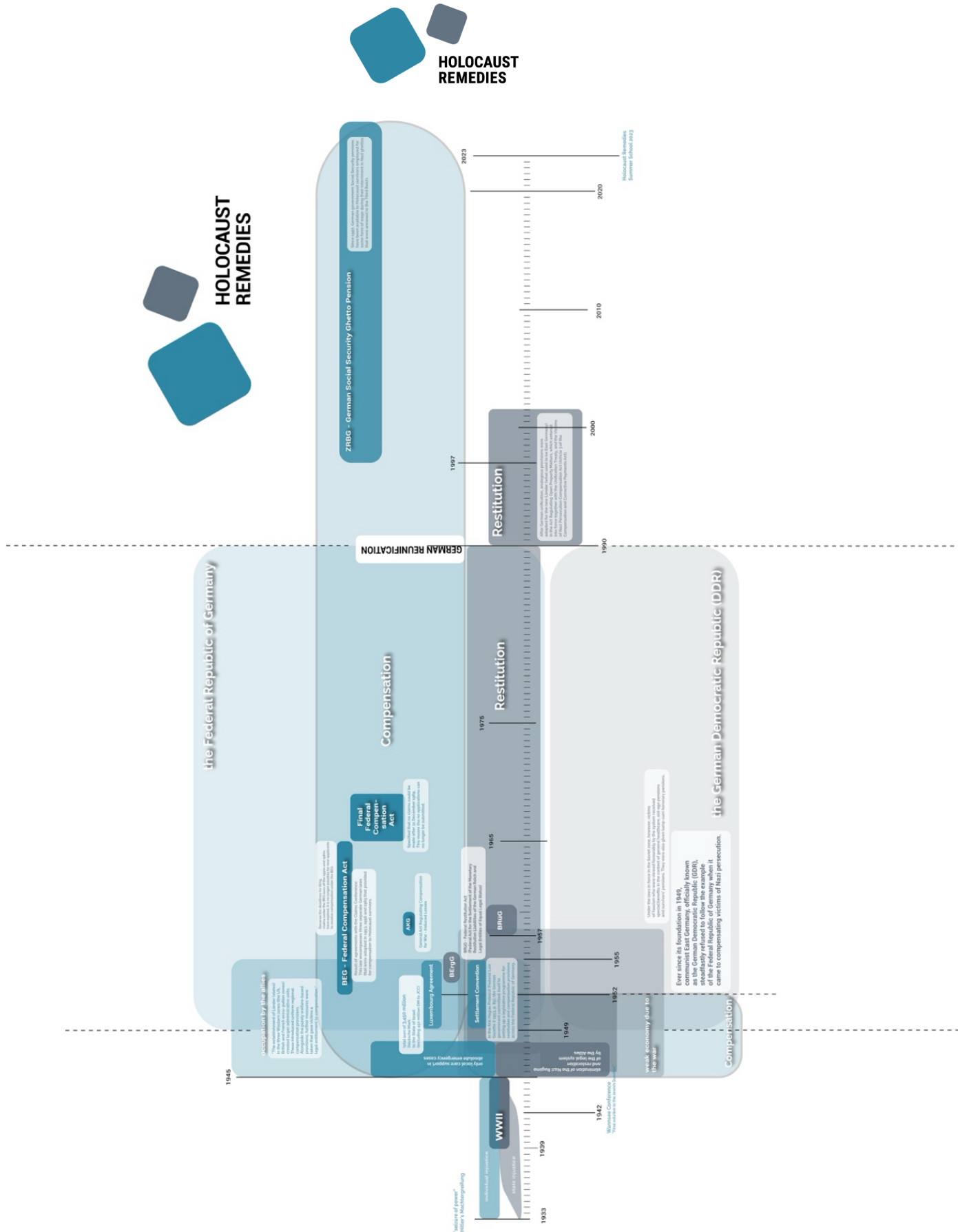


Fig. 2 Chronological Development of the post-Holocaust Remedies (not exhaustive), © Sabrina Ohm.

II. The Colombian Peace Process – Week 1

At first glance, it might seem odd that the Colombian Peace Process is given so much space in the curriculum, particularly in the first week. However, it is advantageous to compare different compensation-oriented approaches, especially the processing of more modern conflicts. It shows students how different conflicts can be resolved. For a number of years, Colombia has struggled with its internal conflicts and peace efforts between various paramilitary groups and other actors. In an effort to alleviate the situation faced by a large number of victims after more than fifty years of conflict, several institutions with a background in transitional justice have been created.²² The most recent one is the SIVJNR, ²³ which is comprised of three further institutions that serve different purposes each. The first and arguably the one that is given the most importance in public discourse is the JEP, short for “Jurisdicción Especial para la Paz”. Its task is to tackle the legal prosecution of important actors within the conflict while employing a mix of restorative as well as retributive justice mechanisms.²⁴ The largest criticism the JEP is faced with is that it facilitates impunity.²⁵ This claim is likely based on the fact that the JEP imposes varying degrees of sanctions on perpetrators depending on how quickly they confess, which is accompanied by conditional amnesty and pardon.²⁶ However, serious crimes are still prosecuted, such as war crimes and crimes against humanity. This aligns with the JEP’s general approach, which largely focuses on the prosecution of large-scale cases.²⁷ The other institutions within the SIVJNR, the CEV (“Comisión para el Esclarecimiento de la Verdad, la Convivencia y la No-Repetición”) and UBPD (“Unidad de Búsqueda de Personas Dadas por Desaparecidas”) while intertwined with the JEP, have their own purposes. The Truth Commission, also known as the CEV, serves to uncover violent patterns of the past, while the UBPD investigates cases of forced disappearance.²⁸

However, attaining various forms of victim participation has been challenging, especially in the context of the JEP, which aims to ascribe a more meaningful role to victims in the cases investigated due to its highly victim-centered approach.²⁹ In order to make this possible despite the large number of victims and limited resources, the collectivization of victim participation has been introduced, wherein victim groups are assigned a legal representative for voluntary statements.³⁰ In contrast, a critical point is to be made about the extent to which collective victim participation can occur in a meaningful manner,³¹ as victim groups are at risk of being homogenized due to the limited number of available legal representatives. Furthermore, there is a large number of displaced victims outside of Colombia who would be equally entitled to participate in the legal proceedings held by the JEP. These people are also faced with similar difficulties in addition to the geographical circumstances hampering their in-person participation.³²

Additionally, it is easy to retrospectively criticize the compensation process in connection with the Shoah. Mistakes that have been made or unfavorable events are always easier to identify in retrospect. This is also referred to as “hindsight

²² Stefan Peters, The Special Jurisdiction for Peace in Colombia, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 233.

²³ Sistema Integral de Verdad, Justicia Reparación y No-Repetición.

²⁴ Kai Ambos and Susann Aboueldahab, The Special Jurisdiction for Peace and Impunity, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 42.

²⁵ Stefan Peters, The Special Jurisdiction for Peace in Colombia, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 237.

²⁶ Kai Ambos and Susann Aboueldahab, The Special Jurisdiction for Peace and Impunity, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, pp. 43, 45.

²⁷ *Ibid.*, p. 52.

²⁸ Stefan Peters, The Special Jurisdiction for Peace in Colombia, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 234.

²⁹ Juliette Vargas Trujillo, The Collectivisation of Victim Participation, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 162.

³⁰ *Ibid.*, p. 171.

³¹ *Ibid.*, p.181.

³² Indira Murillo and Laura Pedraza, Access to Justice Beyond Borders, in: Kai Ambos and Stefan Peters (eds.), *Transitional Justice in Colombia*, Baden-Baden, 2022, p. 205.



bias”.³³ Developing solutions that do not cause similar or other mistakes is much more difficult. It is highly desirable that students not only analyze but also develop their own ideas for conflict resolution based on their various impressions and learn how complex this process is. This includes not only the analysis of one specific compensation-oriented reappraisal but also a comparison with other processes. Many of the students have never dealt with the Colombian Peace Process so intensively before this teaching unit. The new perspective was received with great interest, and the Colombian students were particularly keen to share their personal stories and experiences with the peace process and explain their situation. There were many stimulating discussions, and the students were motivated to elaborate on the relevance of this topic and exchange perspectives. Overall, this teaching unit can be rated positively and should not be omitted in similar teaching concepts. In most conventional curricula (with the exception of specialized courses), there are rarely changes in perspectives. It is very valuable to put oneself in the perspective of other states and to develop empathy. If there is a change of perspective at all, it tends to be superficial, and the focus is primarily on world powers, less often on states like Colombia. The practical implementation confirms the advantages offered by this subject. The only suggestion for improvement is more time for discussions. But this point is rather marginal.

³³ *Hindsight bias* refers to the tendency to overestimate in hindsight what one has known in foresight. Rüdiger F. Pohl, Hindsight Bias, in: Rüdiger F. Pohl (ed.), *Cognitive Illusions: A Handbook on Fallacies and Biases in Thinking, Judgment and Memory*, Hove/New York, 2004, pp. 363-378.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Case Law Social Law & Holocaust Compensation	Criminal Law The Prosecution of SS-Officers	Cultural Belongings Stolen Artworks Historical Implications	Excursion to Acre Tour in the Old City of Acre			
10:30	German Social Courts	Legal Challenges					
10:45	Break	Break	Break	Break	Break	Break	Break
	Case Law Regulations for Compensation of NS Injustice Development of Jurisdiction	Criminal Law The Legal Representation of Victims and Their Family Members Concentration Camp Trails	Cultural Belongings History Behind Artworks That Were Looted During Various Periods	Excursion to Acre Guided Tour in the Old City of Acre	Constitutional Law General Principles of Holocaust Remedies		
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15	Politics & History Totalitarianism Restitution Proceedings Controversies History & Law Criminally, Evidentially, Comparative	History The Formative Years, 1945-1989 Ghetto Pensions From Hiawatha to the Present Day	Cultural Belongings The Washington Conference The Concept of "Provenance" The Role of Digital Databases	Ghetto Fighters' House Museum Guided Tour	Closing Session Israel Feedback, Summary, and Commentaries		
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information		

Fig. 3: Schedule Summer School – Week 2 (Remark: This is a schematic representation of the curriculum under thematic aspects; for reasons of reproduction, the original titles have not been mentioned.), © Sabrina Ohm.

III. Case Law and Cultural Property – Week 2

The curriculum in the second week was a little less time-intensive than the first week but still ambitious, partly because the students only had one day off to recover. Case law, politics, history, and cultural property were the main topics. Case law presented by a judge, among others, gave the students a realistic insight into the practical application of legal remedies. The focus was on the Ghetto Pensions Act (“Gesetz zur Zahlbarmachung von Renten aus Beschäftigungen in einem Ghetto” – ZRBG) – the only payment to individuals that continues to this day. Those affected can still apply for the pension today. The kind of pension is paid at a monthly rate. With the implementation of the ZRBG in 2002, the administration laid out a new path to compensation for former ghetto workers. The requirements set for it, however, posed a variety of administrative issues, leading to a wave of denied claims.³⁴ This was due to several reasons, including the basic requirements for recognizing employment in ghettos. According to the law, persecuted persons needed to have freely chosen their employment with remuneration.³⁵ An additional restriction was the requirement for the ghetto in which the claimant was employed to be part of the German-controlled territories.³⁶ A central problem was, however, that the burden of proof for the fulfillment of the listed criteria lay on the claimant, which further complicated the process.³⁷ After waves of international criticism concerning the handling of

³⁴ Sven Simon and Avraham Weber, Ghetto Pensions, German Law Journal, vol. 14, no. 9, 2013, p. 1814.

³⁵ Ibid., p. 1794.

³⁶ Cf. § 1 (1) ZRBG.

³⁷ Sven Simon and Avraham Weber, Ghetto Pensions, German Law Journal, vol. 14, no. 9, p. 1802.



these compensation claims, the Federal Social Court later provided a clearer path to compensation for former ghetto workers with a series of decisions within social security law.³⁸ One such notable development is represented by a decision of the German Federal Social Court, in which the definitions of ghettos and labor within a ghetto are revisited.³⁹ On the one hand, the topicality of this subject is clear; on the other hand, the problem is that the voluntary nature of (forced) labor in the ghettos sounds like an oxymoron, but in reality, it is a prerequisite for receiving a pension. These practical impressions gave rise to intensive discussions and offered an alternative to pure theory.

The historical example of the “Concentration Camp Trials” and the prosecution of the SS officers gave the students further insights into the role of criminal law during the remedies process. In general, only a few historical court proceedings are dealt with in the preparation phase for the first bar exam in law in Germany. In general, case law is often referred to, but there are no intensive discussions about the practical application of law in trials. It seemed to be very stimulating for the students to gain such deep insights during the Summer School and experience a different perspective on the practice of law. Among other things, the practical application of the law revealed more problems than pure theory would suggest.

Cultural property of Holocaust victims was another major topic. This topic is also still relevant, as not all artworks have yet been repatriated. The students were also given an understanding of the role of digital databases and museums. Furthermore, the aim was also to think beyond the horizon and not just focus on looted art in connection with the Holocaust.

In general, the students seemed to be highly engaged with the individual topics. The composition of academics and experienced practitioners as lecturers proved to be enlightening, as desired, and is therefore highly recommended. The lecture units of this week also consisted mainly of frontal lectures, which means that the same points can be criticized as in the first week. The same applies to the comprehensiveness of the curriculum. In retrospect, after the visits by the practitioners, it would have been logical to let the students solve a case themselves in group work in order to give them an opportunity not only to see the practical side but also to apply it. This would also have offered a meaningful change from the frontal lectures and would have consolidated the knowledge once again. A variety of theoretical and practical teaching methods is generally recommended for a four-week Summer School.

³⁸ Ibid., p. 1815.

³⁹ BSG – Urteil vom 20.05.2020, B 13 R 9/19 R.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00		Welcome Speech & Introduction	Cultural Belongings Restitution of Nazi-Looted Art	International Law Reparations for Victims of Armed Conflict	History The Artificial Intelligence Challenge	Excursion to Berlin	Excursion to Berlin
10:30							
10:45	Break	Break	Break	Break	Break	Break	Break
		Workshop The Nazi Genocide on Sinti and Roma Postwar Struggles for Compensation Justice in Eastern Germany	Cultural Belongings Comparative Perspectives	International Law Reparations for Victims of Armed Conflict	History Peace Processes in History	Excursion to Berlin	Excursion to Berlin Memorial for the Murdered Jews of Europe Guided Tour
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15		Group Work Presentation of the Group Work				Excursion to Berlin City Tour	
16:45		Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	

Fig. 4: Schedule Summer School – Week 3 (Remark: This is a schematic representation of the curriculum under thematic aspects; for reasons of reproduction, the original titles have not been mentioned.), © Sabrina Ohm.

IV. International Law and History – Week 3

In addition to a follow-up on the topic of cultural property, the third week focused on “History and International Law”. The third week was the first week of the Summer School to take place in Germany. On the first day, there was a workshop on the National Socialist genocide committed against the Sinti and Roma, as well as on the role of justice in East Germany regarding Holocaust remedies. After an introduction to the topic in the morning, the students were able to delve deeper into the topic themselves during group work in the afternoon. At the end, each group was allowed to present their results. This teaching unit was particularly suitable for introducing students to the underrepresented victim groups. The thematic coverage is often limited to the Jewish victims of the Shoah, numbering 6 million. This teaching unit also made it clear to the students that the division of Germany added another layer to the legal process of coming to terms with Nazi crimes, making it even more complex. In East Germany, the process could only really begin after the reunification of Germany in 1990, which means that it has not yet been completed, and research is comparatively new. The students contributed to the workshop with extraordinary enthusiasm. The workshop offered a refreshing change from frontal lectures. For teaching concepts on post-Holocaust remedies that have a long duration (weeks, months), care should be taken to offer more workshops during the program. The students were delighted by the exchange and motivated to make their own contributions. Especially in relatively young fields of research, an exchange among students is preferable in order to offer them the opportunity to develop their own innovative ideas.



The already comprehensive overview of post-Holocaust legal remedies was expanded to include explanations of public international law. Here, too, students were able to draw comparisons and learn about differentiated perspectives, as the aim was to provide students with a general overview of compensation for victims of armed conflicts. This rounded off an already wide-ranging interdisciplinary program.

The third week's curriculum was also well received by the students. The briefer lecture days gave them more time to exchange thoughts and experiences with the other students. Additionally, the extended rest periods were also beneficial so that the students could continue to participate fully in the lectures and workshops. The curriculum of the third week was subsequently adapted during the Summer School at the request of the participants. From this, it can be deduced that it would have been advisable to end the days earlier in the first two weeks and to divide the curriculum more evenly. Especially if there was an excursion the day before and the students did not get home until late. Traveling, in general, and the transfers to the excursion destination are exhausting for the participants and should not be underestimated as a factor that influences the ability to concentrate. Accordingly, it can be evaluated from the third week that the lectures can be better distributed over the four weeks with additional workshops.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Excursion to Berlin	Photoshoot (optional)	Summary & Closing Feedback Session Feedback	Free Day for Own Ex-cursions			
10:30							
10:45	Break	Break	Break	Break	Break	Break	Break
	Excursion to Berlin Jewish Museum	Cultural Belongings Music & Art in Nazi Concentration Camps Copyright					
12:15							
13:15	Excursion to Berlin						
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information

Fig. 5: Schedule Summer School – Week 4 (Remark: This is a schematic representation of the curriculum under thematic aspects; for reasons of reproduction, the original titles have not been mentioned.), © Sabrina Ohm.

V. Summary and Feedback Session – Week 4

In the fourth and thus last week, the participants were given some free time in Germany to do a few last joint activities. The summary and feedback sessions were consistently positive. Overall, all participants were highly motivated and very committed. Some even brought previous knowledge with them. The criticism was mainly limited to the points already mentioned above. Overall, however, it can be said that the Summer School was a success despite being held for the first time. It managed to provide a beneficial learning environment for the participants. The intercultural exchange, extraordinary interdisciplinary scope, and the two venues made the Summer School 2023 on post-Holocaust remedies a unique experience for all participants as well as lecturers.

VI. Excursions

The excursions were a particular highlight of the curriculum. In fact, the visits to Vad Vashem and the Ghetto Fighters' House Museum were exceptionally insightful for the thematic approach of the Summer School. It was noticeable to observe how the students lingered in front of the exhibits for a long time, began to discuss the exhibits in question, and needed considerably more time for a circuit than planned. The atmosphere of the museums did the rest. The faces of the participants, who were previously so enthusiastic in their discussions, showed serious expression and compassion.

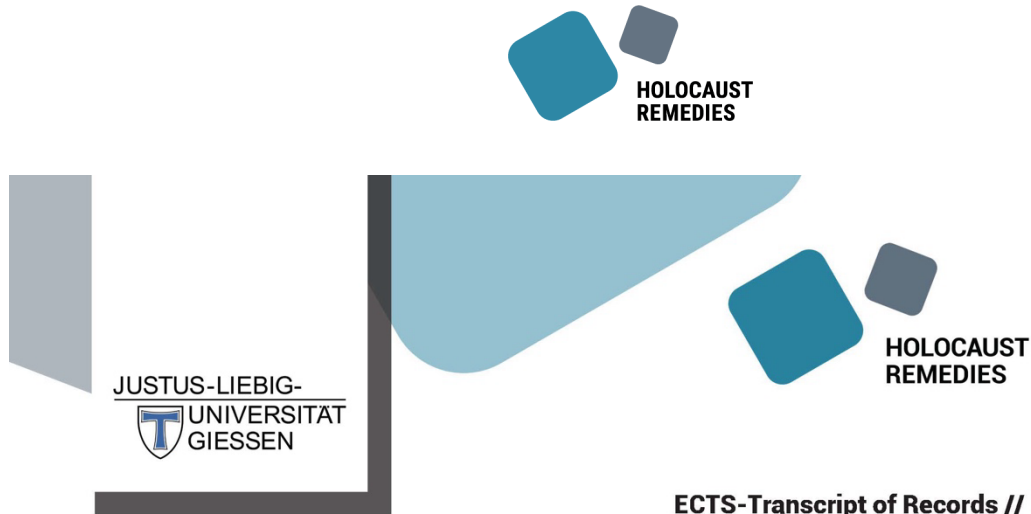


Although the Shoah is an integral part of the relevant school curricula in various states, the exhibits in the museum tell the story more vividly and sensitize the students more intensively. The Museum of Holocaust History at Yad Vashem presents the history from a uniquely Jewish perspective in both a multidisciplinary and interdisciplinary manner. With the help of original objects, personal belongings, and eyewitness accounts from survivors, the exhibition sheds light on the experiences of the individual victims. This impressive place should, therefore, be included in any curriculum on the Holocaust if the financial resources are sufficient. In general, it can be concluded that the educational method of excursions is very cost-intensive, but at the same time, an invaluable experience for the participants. The learning process is intensified and leaves participants with unforgettable impressions. History cannot be told much more vividly. In retrospect, all the excursion destinations listed in the curriculum can be recommended as part of a summer school or similar course and support theoretical teaching immensely.

However, it is highly recommended to schedule enough time for an excursion. This was particularly evident on the excursion to Yad Vashem. Due to traffic or similar external influences, it can happen that you arrive a little late at the excursion destination. Even if a guided tour lasting 1.5 hours has been booked, additional time should be planned that students can use to explore the exhibition themselves. Interests vary here, and some participants prefer to read through the information provided. This was neglected during the excursion to Yad Vashem based on this curriculum. The museum closed immediately after the end of the booked tour, and students who wanted to examine the exhibits more closely were asked to leave the museum by security. Some participants also expressed their disappointment that there was no further time for this. Apart from this problem resulting from the tight schedule, the feedback on the excursions was exceptionally positive.

VII. Working Paper

Students who wished to have their participation in the Summer School credited had to submit a short working paper on a topic of their choice after completing the course. This written work was required as concrete proof of performance in order for students to be credited with ECTS points. Fig. 6–9 show a corresponding draft for a transcript of records.



**ECTS-Transcript of Records //
ECTS-Transkript der erbrachten Leistungen**

XXXXXXXXXXXXXXXXX _____ XXXXXXXXXXXX _____
Name of student // Name der/des Studierenden First name(s) // Vorname(n)

XX.XX.XX _____ **female/male** _____
Date and place of birth // Sex //
Geburtstag und -ort Geschlecht

University
XXXXXXXXXX _____ **Justus Liebig University Giessen, Faculty of Law, Chair for
Public Law and International Law
Licher Strasse 76, D-35394 Giessen
Phone: +49 (0)641 99 211 51 | Fax: +49 (0)641
99 211 59**

Sending institution // Entsendende Institution Receiving institution // Gastgebende Institution

18.08.23 - 14.09.23 _____
Duration of program // Programmdauer

**Summer School on "The post-Holocaust
Development of Legal Remedies as a Learning
Process (Post-Holocaust Remedies)"
at Justus Liebig University Giessen, Germany,
and Harry Radzyner Law School, Reichman
University, Israel**

Course title // Kurstitel	4,59 Local/ Colombian grade // Note	9 Total ECTS credits* // ECTS Leistungspunkte gesamt
---------------------------	----------------------------------------------	---------------------------------------------------------------

Giessen, 11.12.2023 _____ **Prof. Dr. Thilo Maruhn** _____
Place, date // Ort, Datum Signature of ECTS coordinator // Unterschrift der
ECTS Koordinator/in Stamp of institution //
Stempel der Institution

Ein Projekt der Bildungsagenda NS-Utrecht

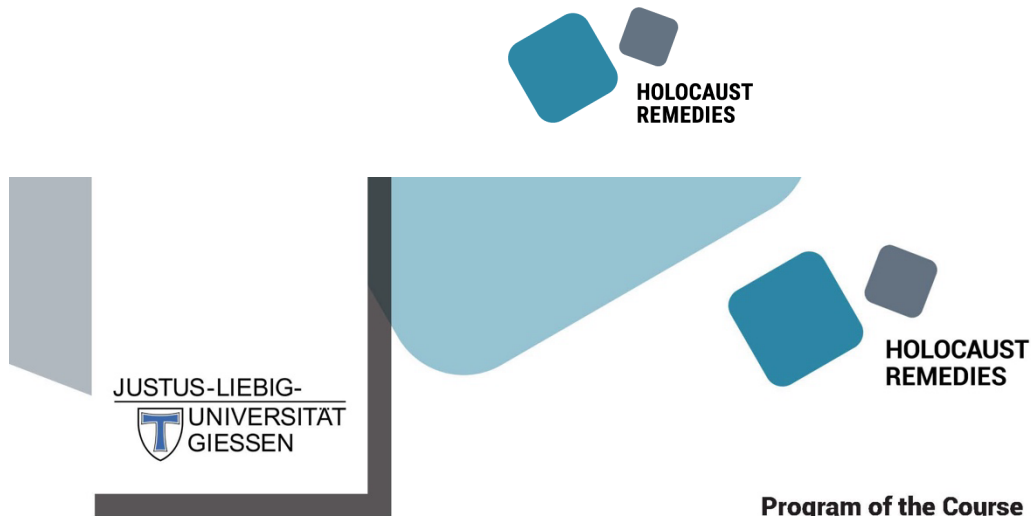
Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

* ECTS credits // ECTS-Leistungspunkte: According to the European Credit Transfer System (ECTS) one credit point is equivalent to an average student's work load of 25-30 hours. // Ein Leistungspunkt steht für einen studentischen Arbeitsaufwand in Höhe von 25-30 Stunden. Dies entspricht der Leistungspunktbemessung im Rahmen des Europäischen Systems zur Anrechnung von Studien- und Prüfungsleistungen / European Credit Transfer System (ECTS).

Fig. 6: Draft for a Transcript of Records, © Sabrina Ohm.



Program of the Course

Program of the course//Kursprogramm	Status	ECTS credits* // ECTS Leistungspunkte
Introduction to Holocaust Remedies Overview of Compensation Measures/ Holocaust Remedies The Luxembourg Agreement Federal Compensation Law Israeli Compensation Laws Recognition of Individual Rights Under International Law European Law & Global Compensation Agreements International Litigation and Holocaust Construction for Reparations (International Litigations)	participated	
Compensation and Diplomacy Expert talk and discussion	participated	
Totalitarianism Constitutional Aspects The Creation of the Nazi State	participated	
The Colombian Peace Process Transitional Justice Social Inequalities Paramilitaries & the FARC Compensation & Satisfaction The Framework of Law 1448/2011 System of Truth, Justice, Reparation, and Non-repetition	participated	
Remembrance Compensation for Survivors Legal Practices Evolution of Hardship Funds Memory Forgetting & Silencing the Past	participated	
Case Law Social Law & Holocaust Compensation German Social Courts Regulations for Compensation of NS Injustice Development of Jurisdiction	participated	
Politics & History Totalitarianism Restitution Proceedings Controversies History & Law Criminally, Evidentially, Comparative	participated	

Ein Projekt der Bildungsagenda NS-Unrecht

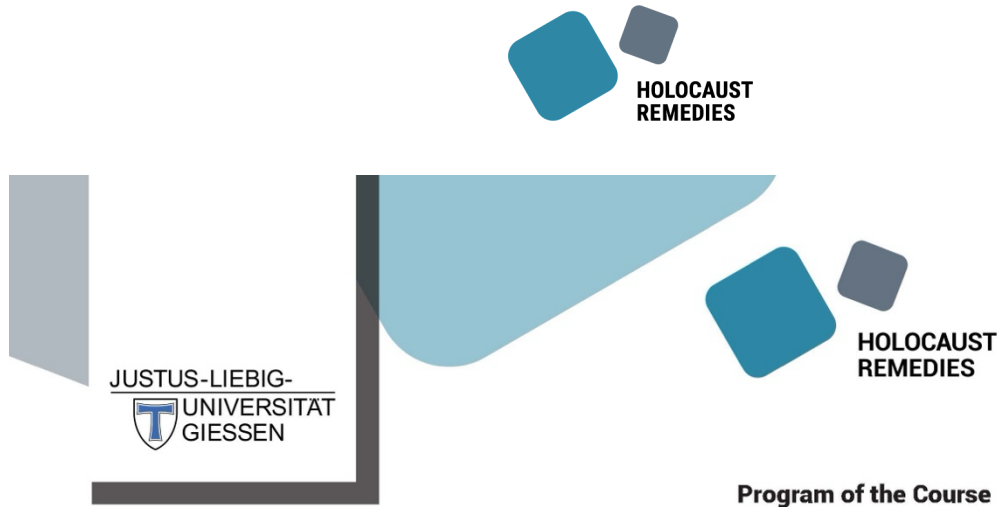
Gefördert durch:



aufgrund eines Beschlusses des Deutschen Bundestages

* ECTS credits // ECTS-Leistungspunkte: According to the European Credit Transfer System (ECTS) one credit point is equivalent to an average student's work load of 25-30 hours. // Ein Leistungspunkt steht für einen studentischen Arbeitsaufwand in Höhe von 25-30 Stunden. Dies entspricht der Leistungspunktbemessung im Rahmen des Europäischen Systems zur Anrechnung von Studien- und Prüfungsleistungen / European Credit Transfer System (ECTS).

Fig. 7: Draft for a Transcript of Records, © Sabrina Ohm.



Program //Programm	Status	ECTS credits* // ECTS Leistungspunkte
Criminal Law The Prosecution of SS-Officers Legal Challenges The Legal Representation of Victims and Their Family Members Concentration Camp Trials	participated	
History The Formative Years 1945–1989 Ghetto Pensions From Hiawatha to the Present Day The Artificial Intelligence Challenge Peace Process in History	participated	
Cultural Belongings Stolen Artworks Historical Implications History Behind Artworks That Were Looted During Various Periods The Washington Conference Concept of "Provenance" The Role of Digital Databases Restitution of Nazi-Looted Art Comparative Perspectives Music & Art in Nazi Concentration Camps Copyright	participated	
Constitutional Law General Principles of Holocaust Remedies	participated	
Workshop The Nazi Genocide on Sinti and Roma Postwar Struggles for Compensation Justice in Eastern Germany	participated	
International Law Reparations for Victims of Armed Conflicts	participated	
Paper with the following topic: "XXXXXXXXXXXX"	submitted	
	Total credits for participation:	6
	Total credits for the paper:	3
	Total:	9

Ein Projekt der Bildungsagenda NS-Unrecht

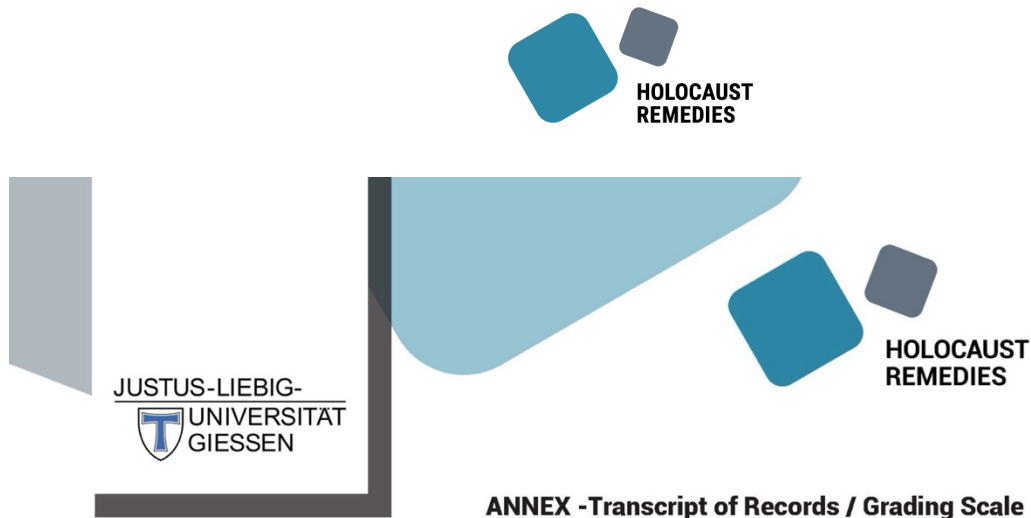
Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

* ECTS credits // ECTS-Leistungspunkte: According to the European Credit Transfer System (ECTS) one credit point is equivalent to an average student's work load of 25-30 hours. // Ein Leistungspunkt steht für einen studentischen Arbeitsaufwand in Höhe von 25-30 Stunden. Dies entspricht der Leistungspunktebemessung im Rahmen des Europäischen Systems zur Anrechnung von Studien- und Prüfungsleistungen / European Credit Transfer System (ECTS).

Fig. 8: Draft for a Transcript of Records, © Sabrina Ohm.



Description of the institutional grading system at Justus Liebig University Giessen for the Post-Holocaust Remedies Summer School:

National Grade in points for modules	Conversion to Columbian Grade
18	
17	4,6 – 5,00
16	
15	
14	
13	
12	4,00 – 4,59
11	
10	
9	
8	3,50 – 3,99
7	
6	
5	
4	3,00 – 3,49
3	
2	< 3,00
1	
0	

Ein Projekt der Bildungsagenda NS-Unrecht

Gefördert durch:



aufgrund eines Beschlusses
des Deutschen Bundestages

Fig. 9: Draft for a Transcript of Records, © Sabrina Ohm.

C. Summary and Suggestions for Improvement

One intention was to give as many insights as possible during the Summer School on Post-Holocaust Remedies since legal remedies are an underrepresented topic, and you cannot expect that the students participating already have a comprehensive knowledge of the individual legal instruments. This resulted in an ambitious timetable that was extraordinarily filled with lectures. In retrospect, this cannot be recommended. The students reported that the days were too long, and the input provided by the lectures should be less. This constellation also meant that, particularly in the first two weeks, there was little time for group work as an alternative learning method to the lectures. In addition, the time for discussion was limited and there was a high risk of not keeping to the schedule with lively question-and-answer sessions. During frontal teaching, the lecturer often acts solely as a knowledge provider, leaving less room for interaction with the students. Questions and oral contributions are moderated by the lecturer. This often results in a question-and-answer pattern and the articulation of knowledge rather than a discussion among the students themselves. This was also the case in the first two weeks of the Summer School on Post-Holocaust Remedies. Although the students were highly motivated to take part in the discussion rounds, the interaction was less among the students themselves and more of a conversation with the lecturer. Most of the contributions were also questions. This could be improved by introducing more group work, which would have promoted social ties among the students in the first weeks as well. In this case, the group work or workshops should have been taken over by the organizers of the Summer School. The invited experts cannot be expected to convert their lectures into workshops or similar methods specifically for the Summer School; after all, their profession is, to a large extent, the pure transfer of knowledge, and frontal lectures are the didactically simplest, most effective as well as most common method in academia,⁴⁰ although there are always a variety of additional didactic tools that can be used, like educational talks, partner/ group work, individual work, role play/simulations, and digital teaching methods, such as video recordings or teaching platforms.⁴¹ However, the selection of teaching methods should always be goal-oriented.⁴² To this purpose, the learning objective should be determined, and the addressed group's size should be considered.⁴³ If the aim is to present a basis, i.e., to convey as much information as possible to a large group of students within a certain period of time, the frontal lecture is a suitable method.⁴⁴ However, suppose you have a small addressed group of 30 participants, as in the Summer School, who are intensively involved with a topic. Using partner/group work to consolidate and deepen the material is beneficial in that case.⁴⁵ Accordingly, such an adaptation would mean additional time for the organization. However, an additional effort can be worthwhile in order to offer students an ideal learning environment with variety in teaching. Resorting to modern learning methods would also be an option that could be integrated into the lessons. Although teaching materials were made available online via Stud.IP, this offer could have been supplemented by video or audio recordings of the lectures.⁴⁶ It would also be conceivable to design an interactive platform with subsequent questions to the lectures that arise during the individual consolidation of the material.⁴⁷ Both methods make it easier for students to deepen their knowledge of the material individually in order to guarantee sustainable learning success. The stories of the survivors and the museums, in particular, seem to touch the participants. The enormous complexity of the subject matter can initially create a feeling of being overwhelmed. In addition to the vast amount of history, there are

⁴⁰ See in this context Achim Zimmermann and Derya Aksoy, *Kompetenztrainer Rechtsdidaktik: Juristisches Lehren Und Lernen Gestalten*, Nomos Studium, Baden-Baden, 2023, p. 42.

⁴¹ *Ibid.*, pp. 18 and 42.

⁴² *Ibid.*, pp. 41-42.

⁴³ *Ibid.*, p. 42.

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*, p. 47.

⁴⁶ Cf. in this context *ibid.*, pp. 18-19.

⁴⁷ *Ibid.*



also legal and political dimensions. The excessive confrontation with figures and data within the four weeks covers an immense need for knowledge. An in-depth psychological and quantitative-representative study conducted by the rheingold Institute on behalf of the Arolsen Archives⁴⁸ shows precisely this: The young generation shows a greater interest in the Nazi era than their parents' generation and associates it with acute social problems such as racism and discrimination. In addition, the young generation places demands on education; they want modern, digital approaches that pick them up in their living environment. They also want an open exchange and the opportunity to participate in concrete ways. The type of direct interaction should take place without "consensus pressure" and preconceived opinions. They would also like to have the opportunity to delve into different subject areas and make global and regional connections to the topic.

It seems utopian to be able to satisfy all these requests on the first attempt. Nevertheless, as a special teaching concept, the Summer School on Post-Holocaust Remedies already offered some of these requirements. In particular, the excursions, discussions and the workshop gave the participants the opportunity for an open exchange and to immerse themselves in the subject areas. The international and interdisciplinary framework also made it possible to establish a global connection and, by visiting monuments, a regional one. The wide variety of stimuli was rated very positively overall by the participants in the feedback round. All in all, the four weeks were an intensive journey for the students into the Nazi era and the associated remedies process. Fig. 10–14 show a draft for an alternative curriculum, including suggestions for improvement provided in this paper. This presentation does not claim to offer a comprehensive curriculum that can be realistically implemented, as many factors play a role during the organization that influence the implementation of the program. For instance, it is difficult to obtain a commitment from the experts for the desired period. This was also one of the reasons why the program was not evenly distributed. The scope of the excursions is also dependent on financial resources, which unfortunately have to be adjusted accordingly. The same applies to the overall travel costs for the Summer School (flights, accommodations, etc.). But here, as well, a digital exchange of students and participants would be conceivable in order to avoid the high costs. Video calls and digital teaching make it way easier than ever before to create an international scope and offer a global exchange. There are even digital offers like the USC Shoah Foundation's Visual History Archive (VHA), which contains over 57,000 videos of testimonies of survivors and witnesses of genocide, crimes against humanity, and related persecution,⁴⁹ that can be used to incorporate the individual stories of survivors into the curriculum.

Even if it is difficult to achieve the supposed optimum of a curriculum, the Summer School 2023 was a thoroughly positive approach to an academic curriculum on this topic. The participants acquired an above-average amount of knowledge about post-Holocaust remedies in a short period of time, had a lot of fun according to their statements and contributed significantly to the learning success of the Summer School through their motivation and active participation. Such intensive engagement with the topic is desirable.

Remark: The use of the curriculum presented in this working paper requires the prior consent of the Chair of Public Law and International Law (Prof. Dr. Thilo Marauhn) and the corresponding copyright holder.

⁴⁸ Cf. https://arolsen-archives.org/content/uploads/abstract_arolsen-archives_studie-genz-1.pdf and https://arolsen-archives.org/content/uploads/studienergebnisse-gen-z-ns-zeit_arolsen-archives.pdf (accessed 10/05/2024).

⁴⁹ Cf. <https://vha.usc.edu/home> (accessed: 10/05/2024).

Schedule Summer School Draft

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Overview & Welcome Round	Introduction to Holocaust Remedies The Luxembourg Agreement	Introduction to Holocaust Remedies European Law	The Colombian Peace Process Transitional Justice	Excursion to Jerusalem with Working Session	Remembrance Compensation for Survivors	
10:30	Introduction to the Summer School	Federal Compensation Law	Global Compensation Agreements International Litigation	Social Inequalities The Framework of Law 1448/2011	Supreme Court Guided Tour	Legal Practice Evolution of Hardship Funds	
10:45	Break	Break	Break	Break	Break	Break	Break
	Introduction to Holocaust Remedies Overview of Compensation Measures/ Holocaust Remedies	Introduction to Holocaust Remedies Israeli Compensation Laws	Compensation & Diplomacy Visit of the Ambassador of the Federal Republic in Israel	The Colombian Peace Process Paramilitaries FARC	Foreign Office with Discussion		
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15	Excursion to Jerusalem Guided Tour Get Together Afternoon & Evening Dinner in Jerusalem	Introduction to Holocaust Remedies Group Work Presentation of Results Discussion	Compensation & Diplomacy Discussion	The Colombian Peace Process Group Work & Discussion	Remembrance Memory Forgetting Silencing the Past Get Together with Discussion		
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	

Fig. 10: Draft for an Alternative Curriculum – Week 1, © Sabrina Ohm.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Yad Vashem Guided Tour	Criminal Law The Prosecution of SS-Officers	Case Law Social Law & Holocaust Compensation	Excursion to Acre Tour in the Old City of Acre			
10:30		Legal Challenges	German Social Courts				
10:45	Break	Break	Break	Break	Break	Break	Break
		Criminal Law The Legal Representation of Victims and Their Family Members Concentration Camp Trails	Case Law Regulations for Compensation of NS Injustice Development of Jurisdiction	Excursion to Acre Guided Tour in the Old City of Acre	Constitutional Law General Principles of Holocaust Remedies		
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15	Yad Vashem Get Together with Discussion	Workshop Concentration Camp Trails Group Work Presentation of Group Work Discussion	Politics & History Totalitarianism Restitution Proceedings Controversies History & Law Criminally, Evidentially, Comparative	Ghetto Fighters' House Museum Guided Tour	Closing Session Israel Feedback, Summary, and Commentaries		
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information		

Fig. 11: Draft for an Alternative Curriculum – Week 2, © Sabrina Ohm.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00		Welcome Speech & Introduction	Cultural Belongings Restitution of Nazi-Looted Art Stolen Artworks Historical Implications	International Law Reparations for Victims of Armed Conflict	History The Formative Years, 1945-1989 Ghetto Pensions From Hiawatha to the Present Day	Excursion to Berlin	Excursion to Berlin
10:30							
10:45	Break	Break	Break	Break	Break	Break	Break
		Workshop The Nazi Genocide on Sinti and Roma Postwar Struggles for Compensation Justice in Eastern Germany	Cultural Belongings Comparative Perspectives	International Law Reparations for Victims of Armed Conflict	History Peace Processes in History The Artificial Intelligence Challenge	Excursion to Berlin	Excursion to Berlin Memorial for the Murdered Jews of Europe Guided Tour
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15		Workshop Group Work Presentation of the Group Work	Totalitarianism Constitutional Aspects The Creation of the Nazi State	International Law Group Work Presentation of Group Works		Excursion to Berlin City Tour	
16:45		Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	

Fig. 12: Draft for an Alternative Curriculum – Week 3, © Sabrina Ohm.

Schedule Summer School 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00	Excursion to Berlin	Cultural Belongings The Washington Conference The Concept of "Provenance" The Role of Digital Databases	Cultural Belongings History Behind Artworks That Were Looted During Various Periods	Summary & Closing Feedback Session Feedback	Free Day for Own Excursions		
10:30							
10:45	Break	Break	Break	Break	Break	Break	Break
	Excursion to Berlin Jewish Museum	Cultural Belongings Music & Art in Nazi Concentration Camps Copyright	Workshop The Role of Museums	Photoshoot (optional)			
12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
13:15	Excursion to Berlin		Workshop Group Work Presentation of Group Work				
16:45	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	Review & Information	

Fig. 13: Draft for an Alternative Curriculum – Week 4, © Sabrina Ohm.





D. Bibliography and List of Other Sources

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E. Reading Material for the Summer School Program

As an extension of the curriculum on Holocaust remedies, a collection of additional reading material has been provided. These resources aim to deepen understanding of the topics discussed, offering a more individualized and comprehensive exploration of the subject matter as well as the opportunity to develop a similarly themed curriculum.

I. International Human Rights Law after WW II

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IV. The Jewish Claims Conference

Heilig, Karen, From the Luxembourg Agreement to Today: Representing a People, Berkeley Journal of International Law, vol. 20, no. 1, 2002, pp. 176-196.

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VIII. Why Law Should be Taught Interdisciplinary

Bell, Christine, Transitional Justice, Interdisciplinarity and the State of the "Field" or "Non-Field", *The International Journal of Transitional Justice*, vol. 3, no. 1, 2009, pp. 5-27.

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Project “The post-Holocaust Development of Legal Remedies as a Learning Process (Post-Holocaust Remedies)”

The research project “The post-Holocaust Development of Legal Remedies as a Learning Process (Post-Holocaust Remedies)” is carried out by the Chair for Public Law and International Law, Justus Liebig University (JLU) Giessen in cooperation with scholars from Reichmann University in Herzliya/Israel and the Instituto Colombo-Alemán para la Paz (CAPAZ) in Bogotá/Colombia. The project, conducted by Prof. Dr. Thilo Marauhn and Dr. Ayşe-Martina Böhringer, began in late summer 2022 and is dedicated to the in-depth analysis of compensation law in connection with the Holocaust and the legal framework that has been developed since 1945 for dealing with the consequences of Nazi crimes.

The project, funded by the Foundation Remembrance, Responsibility and Future (EVZ) and the Federal Ministry of Finance (BMF) from August 2022 until June 2024 as part of the Education Agenda NS-Injustice, focuses on the critical analysis of the development of political and legal instruments in dealing with the consequences of the Nazi atrocities. The following questions, among others, are addressed: After the atrocities of the Holocaust, what lessons can be learned from the compensation law measures taken to date? Which instruments are suitable for legal remedies? An important main feature of this project is the international summer school, which offered students from Israel, Colombia and Germany the opportunity to take an in-depth look at the legal process of addressing Nazi crimes. The program covered two weeks each at Reichmann University in Herzliya, Israel and JLU Giessen and included a variety of courses and excursions to relevant institutions to ensure a practice-oriented perspective. The summer school took place from 18.08.2023 to 14.09.2023. This unique way of teaching the subject of this project should also inspire future generations to engage in research-based learning, practice-oriented knowledge transfer and academic responsibility.

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