

Nazi Germany

A Class Timeline

**Students of HIST 4273/JWST 4998 Nazi Germany Course
Loyola Marymount University**

Abstract

In spring 2019, students in Nazi Germany (HIST 4373/JWST 4998), an undergraduate course at Loyola Marymount University in Los Angeles, collaborated on the creation of a digital timeline about the history of Nazi Germany. The timeline project explores the origins of Nazi ideology and its development over time, the nature of the Nazi state and German society under Nazism, and some of the legacies of Nazism in postwar Germany.

Introduction to the Digital Project

In spring 2019, students in Nazi Germany (HIST 4373/JWST 4998), an undergraduate course at Loyola Marymount University in Los Angeles, collaborated on the creation of a [digital timeline about the history of Nazi Germany](#), a project inspired by an assignment developed by Professor Jennifer Evans of Carleton University. The timeline project explores the origins of Nazi ideology and its development over time, the nature of the Nazi state and German society under Nazism, and some of the legacies of Nazism in postwar Germany. Each student chose a theme for their individual research and then contributed ten entries based on primary sources related to that topic. Students focused on a variety of topics in their individual research, including the nature of the Nazi state, the role of law, Nazi foreign policy, the role of the military, women in the Nazi state, sexuality, Nazi eugenics, the Catholic Church in Nazi Germany, and Nazi cultural policy. The primary sources used for the timeline included a mix of documents and images, with primary source documents accompanied by an image as illustration. Most of the primary sources came from the [German History in Documents and Images \(GHDI\)](#) digital archive, with additional sources from the [German Propaganda Archive](#) and other digital repositories. Some documents and images appear twice, with different students approaching the same document or image from different perspectives. Students also wrote analytical essays about their chosen topics on the basis of these primary sources. The timeline project thus required students to work closely with primary sources as a step in the process of writing a research paper.

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