

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: All Full-time Undergraduate Programmes Bachelor of Education (Honours) (History)
Programme QF Level	: 5
Course Title	: History of Modern France
Course Code	: HIS2036
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the history of modern France from the late eighteenth to the early twenty-first century. It starts with the French Revolution and follows the political history with the Napoleonic Empire, Restoration, the July Monarchy, Second Republic, Second Empire, Third Republic, Vichy France, and the Fourth and Fifth Republics. More crucially, however, the course develops key themes that shaped French society during the last two hundred years. These include the emergence and political rise of the middle classes and the success of Republican nationalism. The religious domain saw the rise of secularism while Catholicism remained an influential reference. Industrialization and the economic take-off entailed major internal and cross-border migratory movements and the rise of the working class. The dominant role of Paris will be highlighted in relation to the provinces. A particular emphasis will be put on the Third Republic from 1871 to 1939 that saw the full embrace of bourgeois modernity. All in all, the course provides an overview as broad as possible, paying attention to political, social, demographic, economic and cultural developments. It situates French history in European and global contexts and also integrates the theme of imperialism into the narrative.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate an understanding of the chronological unfolding of French history;
- CILO₂ Acquire knowledge of historical key events and structures in French politics, society, economy and culture;
- CILO₃ Distinguish different approaches to the history of France;
- CILO₄ Analyse primary and secondary sources;
- CILO₅ Demonstrate an understanding of French history in a global context, in particular in relation to the histories of Hong Kong, China and East Asia;

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">Chronological study of French history<ul style="list-style-type: none">➤ French Revolution➤ Napoleonic Empire➤ Restoration and July Monarchy➤ Second Republic and Second Empire➤ Third Republic➤ Vichy France➤ Fourth and Fifth Republic	CILO _{1,2,3,5}	Lectures, seminars, group discussions, readings, discussion of images and film sequences.
<ul style="list-style-type: none">In-depth discussion of selected themes in French history, including<ul style="list-style-type: none">➤ Imperialism	CILO _{1,2,3,4,5}	Seminars, group discussions, readings, analysis of selected primary and secondary

<ul style="list-style-type: none"> ➤ Immigration ➤ Industrialization and economy ➤ Paris as a cultural capital ➤ Religion and Secularization ➤ Bourgeois culture ➤ The Role of Intellectuals ➤ Gender ➤ France and Germany ➤ France in/and East Asia 		materials
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4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Three reading response summaries (300 words each).	30%	CILO _{1,2,3,4,5}
(b) Round-table discussion. Students have to prepare for and participate in one round-table discussion on a selected topic	20%	CILO _{2,3,4,5}
(c) One final essay on a designated topic to be handed in at the end of the semester (1,500 words).	50%	CILO _{1,2,3,4,5}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

TBC

7. Recommended Readings

Textbooks:

Alexander, M.S. (Ed.) (1999). *French History since Napoleon*, London/New York: Arnold/Oxford University Press.

Conklin, A.L., Fishman, S., Zaretsky, R. (2011). *France and Its Empire since 1870*. New York/Oxford: Oxford University Press.

Crook, M. (Ed.) (2001). *Revolutionary France, 1788-1880*. Oxford: Oxford University Press.

- Gildea, R. (2009). *France since 1945*. Oxford: Oxford University Press.
- Kedward, R. (2006). *France and the French: A Modern History*. Woodstock/New York: Overlook Press.
- Larkin, M. (1997). *France since the Popular Front: Government and People 1936-1996*. Oxford: Clarendon Press.
- McMillan, J. (Ed.) (2002). *Modern France, 1880-2002*. Oxford: Oxford University Press.
- Sowerwine, Ch. (2000). *France since 1870: Culture, Politics and Society*. New York: Palgrave.
- Stovall, T. (2015). *Transnational France: The Modern History of a Universal Nation*. Boulder: Westview Press.
- Tombs, R. (1996). *France 1814-1914*, London: Longman.

Research Monographs and Articles:

- Auslander, L. (1996). *Taste and Power: Furnishing Modern France*. Berkeley: University of California Press.
- Brubaker, R. (1992). *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press.
- Charle, Chr. (1994). *Social history of France in the nineteenth century, translated by Miriam Kochan*. Oxford: Berg.
- Conklin, A.L. (1998). "Colonialism and Human Rights, A Contradiction in Terms? The Case of France and West Africa, 1895-1914". *American Historical Review*, 103 (2), 419-442.
- Conklin, A.L. (2013). *In the Museum of Man: Race, Anthropology, and Empire in France, 1850-1950*. Ithaca/London: Cornell University Press.
- Daughton, J.P. (Ed.) (2008). *An Empire Divided: Religion, Republicanism, and the Making of French Colonialism, 1880-1914*. Oxford/New York: Oxford University Press.
- Forrest, A., Middell, M. (Eds.) (2015). *The Routledge Companion to the French Revolution in World History*. Oxon/New York: Routledge.
- Forth, Chr., Taihe, B. (Eds.) (2007). *French Masculinities. History, Culture and Politics*. Basingstoke/New York: Palgrave Macmillan.
- Green, N. (2014). *The Other Americans in Paris: Businessmen, Countesses, Wayward Youth, 1880-1941*. Chicago: University of Chicago Press.
- Guy, K.M. (2003). *When Champagne became French. Wine and the Making of a National Identity*. Baltimore: The Johns Hopkins University Press.
- Hazareesingh, S. (1994). *Political Traditions in Modern France*. Oxford: Oxford University Press.
- Jordan, D.P. (1995). *Transforming Paris: The Life and Labors of Baron Haussmann*. New York: The Free Press.
- Mayeur, J.-M., Reberiou, M. (1984). *The Third Republic from Its Origins to the Great War, 1871-1914. Translated by J.R. Foster*. Cambridge/Paris: Cambridge University Press/Maison des sciences de l'homme.
- Nora, P. (1996-1997). *Realms of Memory: Rethinking the French Past. English Language Edition Edited and with a Foreword by Lawrence D. Kritzman. Translated by Arthur Goldhammer*. New York: Columbia University Press.
- Nord, Ph. (1995). *The Republican Moment: Struggle for Democracy in Nineteenth-Century France*. Cambridge: Harvard University Press.
- Paxton, R.O. (1972). *Vichy France: Old Guard and New Order, 1940-1944*. New York: Knopf.
- Rogers, R. (2005). *From the Salon to the Schoolroom: Educating Bourgeois Girls in Nineteenth-Century France*. University Park: Pennsylvania State University Press.

8. Related Web Resources

Hypothèses – Research Blogs:
http://hypotheses.org/?lang=en_GB

9. Related Journals

Annales. Histoire, Sciences Sociales
French History
French Historical Studies
Genèses
Revue d'histoire moderne et contemporaine

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

14 August 2025