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Faculty of Letters and Human Sciences
Dhar Al Mahraz—Fez
Department of English Studies

Module : Diaspora literature

Semester : 6

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In response to novel coronavirus outbreak, in-person classes are cancelled. Teachers are encouraged by the administration to find ways of delivering course material through online formats.

We, as professors, acknowledge that migrating classes to online formats is a real challenge. The rapidly evolving COVID-19 situation is disconcerting to many of us. The university has been working diligently to monitor and adjust as necessary out of concern for the health and safety of students and their academic success too.

We trust that students, in these difficult times, will be as hard-working as they have always been and count on their collaboration and sense of responsibility to go through this ordeal. United and determined, we shall prevail !

Since we are moving classes to online formats in place of in-person instruction, students are invited to follow instructions given below. They can use internet resources (there are very useful ones !) and other resources as well to study Liam O'Flaherty's *Going into Exile* and George Moore's *Homesickness*. They should consider the following questions :

--The potato blight, which struck Ireland in September 1845, had all the effects of a 'nuclear explosion' upon Irish society (Bartlett, 2010). By 1851, it had killed one million people, and a further two million people had emigrated by 1856. Within the space of ten years, Ireland's population had declined by almost one quarter. It would in fact never recover : Ireland is the only country in Europe today that has fewer people than it did in 1845.

But how did this catastrophic event happen ? Why was its impact on Ireland so severe ? And, most controversially of all, why was it allowed to happen ?

Students are required to acquire and organize information. Databases could be consulted to review background information on the Great Irish Famine. They are required to fulfill the following :

- Identify key events and contributions in the chronology of the Great Irish Famine.
- Comprehend how the Great Famine affected the attitude of the Irish people towards hunger and homelessness.
- Since the course looks at how Irish Literature was shaped by England's colonization of Ireland and other historical contexts, such as the Irish Potato Famine and Irish Nationalism, students should investigate how both Liam O'Flaherty and George Moore portrayed all these events in their short stories.
- Read short biographies of both writers as they could help in understanding their work.
- Study both O'Flaherty and Moore as diasporic writers, or writers in exile.
- Take into consideration the elements of the short story, which have been discussed in class. Further study of these elements could be of great help in the analysis of both short stories.

- Research the custom of The American Wake to understand one of the major themes of *Going into Exile*. Other important themes should be worked on.
- In *Homesickness*, James Bryden, as an Irish immigrant suffering from blood poisoning, is advised by his doctor to take a long sea voyage to recover his health. He decides to go back to his native Irish village of Duncannon to speed his convalescence. So did he enjoy his return home ? How was the village different from his life in the Bowerey of New York City ? How did the sense of home spur Bryden's recovery ? How does the short story resolve ? How could he simultaneously give a view from the inside and the outside ? How did religion widen the gap between Bryden and the people of Duncannon ? Why did he grew disenchanted with their submissiveness and incompetence ? Why did he feel that they are pathetic in "accepting the priest's opinion without questioning" ? What made his attitude turn into hatred ? Did his return to the USA resolve his inner conflict and was his pursuit of happiness ever resolved ? In other words, could he find a balance between the two homelands ?

Samples of previous exams are being included in the index to allow students to have a fair view of what the exam consists of. It provides also guidance on ways in which the student might prepare and practice for the assessment.