



**Embodied Cognition and the Pedagogical Spaces of Paris:
Unveiling the Influence on Hemingway's Literary
Education in *A Moveable Feast* (2011)**



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Abstract: *This study explores the impact of pedagogical space in Paris on Ernest Hemingway's literary education as portrayed in his work, *A Moveable Feast* (2011) through a meticulous analysis of the text, it elucidates the significant pedagogical space, mentorship and collaboration that influenced Hemingway's cognitive development as a writer. It investigates his assimilation of the city's cultural heritage, historical backdrop, and diverse individuals into his literary creations, capturing the essence of Parisian life. By shedding light on the interplay between Hemingway's embodied cognition and the pedagogical spaces, this research offers insights into the significance of such environments in literary education. It emphasizes the enduring relevance of these insights for contemporary writing and artistic communities. The study is unraveling the relationship between pedagogical spaces and the development of his writing style. It underscores the transformative power of physical environments and embodied cognition in shaping the creative journey of a literary genius.*

Key Words: Pedagogical space, Ernest Hemingway, Literary education, *A Moveable Feast*, Embodied cognition, Parisian milieu, Writing style, and artistic vision

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Introduction

Ernest Hemingway's literary education and artistic development have long been subjects of fascination and study. In his renowned work, *A Moveable Feast* (2011), Hemingway provides readers with a vivid account of his time in Paris during the 1920s, a period often referred to as the "Lost Generation." The term

"Lost Generation" was coined by Gertrude Stein and popularized by Ernest Hemingway (1926) in his novel *The Sun Also Rises*. "You are all a lost generation" (p.09).

This study delves into the profound impact of the pedagogical space in Paris on Hemingway's literary education, as depicted in *A Moveable Feast* (2011). By undertaking a meticulous analysis of the text and relevant

secondary sources, this research aims to unveil the captivating literary and artistic milieu that thrived in Paris during Hemingway's sojourn and elucidate the significant pedagogical spaces he encountered. Drawing upon Mark Turner and Mark Johnson's seminal works, *The Body in the Mind* (1987), and *The Cognitive Science of Fiction*, this study employs a conceptual framework grounded in the idea of embodied cognition. This framework offers a theoretical lens through which to understand the intricate relationship between the mind, body, and environment and their influence on the creative process. Hemingway's experiences in Paris provide a rich context for exploring the interplay between embodied cognition and the pedagogical spaces he inhabited.

This research aims to provide valuable insights into the significance of pedagogical spaces in literary education. It aims to highlight the enduring relevance of these insights by discussing their potential application within contemporary writing and artistic communities. This study holds significant implications for the field of literary studies and the understanding of the creative process. It expands our understanding of Hemingway's literary education, deepens our comprehension of embodied cognition, and highlights the transformative power of physical environments in shaping the creative journey of a writer.

This study enriches our understanding of Hemingway's creative development and offers valuable insights into the significance of pedagogical spaces in literary education. By examining the interplay between Hemingway's embodied cognition and the pedagogical spaces in Paris as depicted in *A Moveable Feast* (2011), this research illuminates the profound influence of physical environments on the artistic journey of a writer.

The present study contributes to ongoing

discussions in contemporary writing and artistic communities. By examining Hemingway's experiences in Paris, it offers a lens through which writers and artists can appreciate the importance of immersive environments and sensory stimuli in fostering creativity and enriching their own artistic practices. The study invites contemporary writers to reflect on how their physical surroundings and embodied experiences influence their creative output and encourages them to draw inspiration from the vibrant literary and artistic communities that have thrived throughout history.

To conduct this study, a qualitative research methodology is employed. A meticulous analysis of the primary text, *A Moveable Feast* (2011), is conducted, complemented by relevant secondary sources. Thematic analysis is employed to explore Hemingway's depictions of pedagogical spaces and their connection to his writing style and artistic vision. By employing this rigorous research methodology and data analysis process, this study aims to provide a comprehensive understanding of Hemingway's embodied cognition in Paris. It aims to uncover the ways in which his physical environment, sensory perceptions, and interactions shaped his writing style and artistic vision. Through this exploration, the study offers valuable insights into the role of embodied cognition in literary education, deepening our understanding of the creative process and inspiring further investigations into the interplay between physical environments, cognition, and creativity.

This research contributes to the understanding of Hemingway's literary education and artistic development, shedding light on the significance of pedagogical spaces in his work as portrayed in *A Moveable Feast* (2011). It expands our comprehension of embodied cognition, emphasizing the transformative power of

physical environments on the creative journey of a writer. By investigating Hemingway's experiences in Paris, this study provides valuable insights for contemporary writers and artists, encouraging them to consider how their surroundings and embodied experiences shape their creative processes. Ultimately, this study advances our understanding of the intricate connections between mind, body, and environment in the pursuit of artistic expression.

Research Questions

In what ways did Hemingway's embodied cognition in the vibrant city of Paris shape his distinctive writing style and artistic vision?

How did the pedagogical spaces in Paris influence Ernest Hemingway's literary education, as portrayed in his work *A Moveable Feast* (2011)?

How did Hemingway skillfully assimilate the rich cultural heritage, historical backdrop, and diverse array of individuals in Paris into his literary creations, capturing the essence of Parisian life within the tapestry of his narratives?

What role does the embodied nature of cognition play in shaping artistic development, and how does Hemingway's experience in Paris exemplify this interconnection between mind, body, and environment?

How do the insights gained from this study enhance our understanding of the transformative power of physical environments and embodied cognition in shaping the creative journey of a literary genius?

Research Objectives

To explore the role of embodied cognition in shaping Hemingway's distinctive writing style and artistic vision during his time in Paris.

To examine the influence of the pedagogical spaces in Paris on Ernest Hemingway's literary education, as depicted in his work *A Moveable Feast* (2011)

To analyze how Hemingway assimilated the cultural heritage, historical backdrop, and diverse individuals of Paris into his literary creations, capturing the essence of Parisian life within his narratives.

To investigate the interplay between Hemingway's embodied cognition and the pedagogical spaces he encountered, providing insights into the significance of such environments in literary education.

To explore the transformative power of physical environments and embodied cognition in shaping the creative journey of a literary genius, with Hemingway's experiences in Paris as an illustrative example.

Significance of the Study

This study holds significant implications for the field of literary studies and the understanding of the creative process. By examining the embodied cognition of Ernest Hemingway in Paris and its influence on the pedagogical space portrayed in his masterpiece, *A Moveable Feast* (2011), the study contributes to a deeper comprehension of the interplay between the mind, body, and environment in shaping artistic development. The study sheds new light on Hemingway's literary education by uncovering the role of the pedagogical spaces in Paris and their impact on his writing style and artistic vision. It adds to the existing body of knowledge on Hemingway's works and provides fresh insights into his creative process. The study explores how Hemingway's sensory perceptions, bodily movements, and interactions with the cultural and historical backdrop of Paris influenced his narrative choices and character development. This expands the understanding of how embodied experiences

shape artistic expression.

The research underscores the transformative power of physical environments in shaping the creative journey of a writer. By examining Hemingway's experiences in Paris, it highlights the significance of the cultural milieu, historical context, and diverse individuals in influencing artistic development and enriching literary narratives. The insights derived from this study have practical implications for contemporary writers and artistic communities.

Literature Review

Here we are going to explore the concept of embodied cognition, a growing research program in cognitive science that emphasizes the role of the environment in shaping cognitive processes. Embodied cognition posits that cognitive processes develop through real-time interactions between organisms and their environment, with the nature of these interactions influencing the formation and specification of cognitive capacities. This interdisciplinary field of study has gained traction in various sub-fields of cognitive science, including developmental psychology, artificial life/robotics, linguistics, and philosophy of mind. While specific formulations of embodied cognition may vary, they all share the central tenet that embodiment is a necessary condition for cognition, enabling organisms to successfully interact with their environmental niche. We discuss the influence of embodiment on the type of cognition and the constructive nature of cognition. These theoretical assumptions are supported by examples and insights from researchers in the field.

Embodied Cognition

Embodied cognition is an emerging research program in cognitive science that highlights the significance of the environment in the

development of cognitive processes. Unlike the traditional view of cognition as a disembodied, purely mental phenomenon, embodied cognition argues that cognition arises from an organism's interactions with its environment. This paper aims to explore the central concepts and theoretical assumptions of embodied cognition, as well as their implications for understanding the relationship between mind, body, and the external world.

The field of embodied cognition is still evolving, and there is no universally agreed-upon set of tenets. However, common theoretical assumptions can be identified across various embodied accounts of cognition. Embodied cognition theorists assert that cognitive capacities develop through goal-directed interactions between organisms and their environment. These interactions occur in real time and shape the formation and specification of cognitive processes. Developmental psychologist Esther Thelen emphasizes that cognition is embodied, meaning it arises from bodily interactions with the world. An organism's sensorimotor capacities, inextricably linked and integrated, form the matrix within which cognitive processes, including memory, emotion, and language, emerge. This perspective challenges the prevailing cognitivist stance that views the mind as a symbol-manipulating device and focuses on formal rules and processes.

Embodied cognition theorists argue that an organism's embodiment plays a crucial role in determining the type of cognition that develops. The unique sensorimotor capacities of an organism enable successful interactions with its environmental niche. Different formulations of embodied cognition share the common goal of understanding how the mind, body, and world mutually interact and influence each other to enhance an organism's adaptive success. The understanding of embodiment broadens our perspective beyond a purely

mental approach to cognition, recognizing the inseparable connection between an organism and its environment.

Embodied cognition posits that cognition is not a passive retrieval of pre-given features from an observer-independent environment. Instead, cognition is an active and constructive process. The organism's embodiment, including its sensorimotor modalities and goal-oriented actions, actively constructs a representation of the environment that is relevant to the ongoing goal-directed activity. This constructive nature of cognition challenges the traditional cognitivist/classicist assumption of passive retrieval and argues for the evolutionary viability of embodied understanding. Embodied cognition theorists assert that an organism's sensorimotor experiences actively shape and structure its cognitive processes, as they are inseparable from the embodied actions and interactions in the environment. To further illustrate the principles of embodied cognition, this section highlights examples and insights from research conducted in various domains. These examples demonstrate how the environment influences cognitive processes and how embodiment plays a crucial role in cognition.

Research in developmental psychology has provided valuable insights into the embodied nature of cognition. Studies on infant development have shown that infants acquire cognitive skills through their physical interactions with objects and their environment. For example, infants learn about object permanence by reaching, grasping, and exploring objects in their environment. These actions allow them to form mental representations of objects and understand that objects exist even when they are not currently perceived. This research emphasizes the importance of embodied actions in cognitive development and challenges the notion that cognitive processes are purely internal and detached from the body and environment.

Embodied cognition research in robotics and artificial life investigates how physical embodiment influences cognitive abilities. Robotic systems that are designed with a body and sensorimotor capabilities demonstrate how the environment can shape cognition. For instance, robots equipped with sensors and actuators can learn to navigate their environment, recognize objects, and interact with them. The robot's body and its interactions with the environment are integral to its ability to perceive, reason, and adapt to different situations. These findings support the notion that cognition is not solely a product of internal mental processes but emerges from the dynamic coupling between the body, brain, and environment.

The field of linguistics has also contributed to the understanding of embodied cognition through research on language processing. Embodied approaches to language argue that language comprehension and production are grounded in sensorimotor experiences. For example, studies have shown that when people read or hear action verbs, they activate the neural circuits associated with performing those actions. Similarly, when people describe spatial relations, they rely on their own spatial experiences. These findings suggest that language understanding relies on the simulation of sensorimotor experiences, emphasizing the embodied nature of linguistic cognition.

The recognition of embodied cognition has significant implications for various fields, including cognitive science, psychology, neuroscience, and robotics. By understanding how the environment and embodiment shape cognition, researchers can develop more accurate models of human and artificial intelligence. This understanding may also inform educational practices by highlighting the importance of providing interactive and sensorimotor-rich environments for learning. Additionally, the

study of embodied cognition raises philosophical questions about the nature of the mind-body relationship and the nature of knowledge.

In conclusion, we can say that Embodied cognition offers a compelling perspective that challenges traditional views of cognition as a purely mental process detached from the body and environment. By emphasizing the role of real-time interactions, embodiment, and the constructive nature of cognition, embodied cognition provides a framework for understanding how cognitive processes develop and operate in a situated and dynamic context. Continued research in this field promises to deepen our understanding of the complex interplay between mind, body, and the environment, opening new avenues for exploring intelligence and cognition in both biological and artificial systems.

Transformative Power of Pedagogical Spaces

Ernest Hemingway's *A Moveable Feast* (2011) provides readers with a vivid account of his time in Paris during the 1920s, offering insights into his literary education and artistic development. This study aims to delve into the profound impact of the pedagogical space in Paris on Hemingway's literary education, as depicted in *A Moveable Feast* (2011). It adopts a theoretical framework grounded in the concept of embodied cognition, which emphasizes the role of the environment in shaping cognitive processes. By analyzing the text and relevant secondary sources, this research aims to uncover the captivating literary and artistic milieu in Paris during Hemingway's stay and elucidate the significant pedagogical spaces he encountered.

Embodied cognition is an emerging research program in cognitive science that challenges the traditional view of cognition as a disembodied, purely mental

phenomenon. It posits that cognitive processes develop through real-time interactions between organisms and their environment, with embodiment playing a crucial role in the type and nature of cognition that develops. Embodied cognition recognizes the constructive nature of cognition, where an organism's sensorimotor experiences actively shape and structure cognitive processes. The understanding of embodied cognition has implications for various fields, including cognitive science, psychology, neuroscience, and robotics.

Pedagogical spaces refer to the physical environments and social contexts that facilitate learning and education. In the case of Hemingway's literary education in Paris, these spaces encompassed the vibrant literary and artistic milieu of the city during the 1920s. This study aims to explore how these pedagogical spaces influenced Hemingway's literary education as portrayed in *A Moveable Feast* (2011). By assimilating the rich cultural heritage, historical backdrop, and diverse array of individuals in Paris into his literary creations, Hemingway captured the essence of Parisian life within the tapestry of his narratives. The interplay between Hemingway's embodied cognition and the pedagogical spaces he inhabited provides valuable insights into the significance of such environments in literary education.

Hemingway's embodied cognition in the vibrant city of Paris deeply shaped his distinctive writing style and artistic vision. His sensory perceptions, bodily movements, and interactions with the cultural and historical backdrop of Paris influenced his narrative choices, character development, and thematic exploration. By immersing himself in the physical environment of Paris and actively engaging with the city's cultural and artistic offerings, Hemingway's embodied experiences informed his creative process. Through his embodiment, Hemingway assimilated the city's rich

cultural heritage and diverse individuals, resulting in a unique writing style that captured the essence of Parisian life.

This research has implications for contemporary writing and artistic communities. By recognizing the significance of pedagogical spaces and the interplay between mind, body, and environment, writers and artists can explore new avenues for inspiration and enhance their creative processes. Understanding the role of embodied cognition allows contemporary practitioners to appreciate the transformative power of their surroundings and sensory experiences, enabling them to incorporate elements of their physical environment into their artistic endeavors.

Research on Hemingway's *A Moveable Feast* (2011)

Previous research attempts on Hemingway's *A Moveable Feast* (2011) have focused on various aspects of the novel, providing valuable insights into its themes, literary techniques, and historical context. Here are some examples of previous research on *A Moveable Feast* (2011). As some scholars have examined the unique writing style employed by Hemingway in *A Moveable Feast* (2011), including his minimalist prose, concise dialogue, and the use of understatement. They have explored how Hemingway's writing style reflects his experiences in Paris and contributes to the overall narrative structure of the book.

A Moveable Feast (2011) is often considered a memoir, and researchers have analyzed the extent to which the events and characters in the novel correspond to Hemingway's real-life experiences. They have explored the blurred boundaries between fact and fiction in the book, examining how Hemingway used his memories and perceptions to construct his narrative. Some scholars have investigated the cultural and artistic milieu of Paris in the 1920s, as

depicted in *A Moveable Feast* (2011). They have explored the interactions between Hemingway and other prominent figures of the time, such as Gertrude Stein, F. Scott Fitzgerald, and Ezra Pound. These studies have examined the influence of the Parisian environment on Hemingway's literary development. And some researchers have examined the representation of gender and identity in *A Moveable Feast* (2011). They analyzed Hemingway's portrayal of women and the exploration of masculinity and femininity in the novel. These studies have delved into the cultural and social dynamics of the time and their impact on Hemingway's perspective.

Let's take a critical review and examine some research papers that focus on different aspects of Ernest Hemingway's *A Moveable Feast* (2011). The selected papers explore topics such as identity and language construction, memory and identity, lying and the lyric, fragments of memory, teaching and learning about food, the influence of Gertrude Stein, the pleasures of Paris, the French Revolution, and the persistence of Paris in Hemingway's work. These papers offer unique insights into the themes and literary techniques employed by Hemingway in his memoir. For example, Bussey, M. (2012) in his paper titled "Constructing Identity and Language in 'A Moveable Feast (2011)': A Hemingway Study" delves into the construction of identity and language in Hemingway's "A Moveable Feast (2011)." The study provides a comprehensive analysis of how Hemingway portrays his own identity and the use of language to shape his narrative. The exploration of Hemingway's linguistic choices and their impact on identity formation adds depth to our understanding of the memoir. And another author Coates, R. (2019) wrote "The Modernist Experience: Memory and Identity in Hemingway's 'A Moveable Feast (2011)' ". Coates focuses on the modernist experience, examining the interplay between memory

and identity in "A Moveable Feast (2011)." This paper offers a thoughtful exploration of how Hemingway portrays memory and its role in shaping one's sense of self. By examining Hemingway's use of memory as a narrative device, Coates sheds light on the modernist elements present in the memoir.

Donaldson, S. (2003) authored, "I Know that's How You Felt": Lying and the Lyric in "A Moveable Feast (2011)". Donaldson's paper explores the concept of lying and its connection to the lyric in "A Moveable Feast (2011)." This study highlights the complex relationship between truth, artistry, and the creation of personal narratives. Donaldson's analysis prompts readers to question the reliability of Hemingway's recollections and the blurred line between fiction and truth in the memoir. But Eidson, J. A. (2017) who wrote "Fragments of Memory in Ernest Hemingway's "A Moveable Feast (2011) " examines the fragments of memory present in "A Moveable Feast (2011)," emphasizing how Hemingway constructs a mosaic of recollections to capture the essence of his time in Paris. This paper provides valuable insights into the fragmented nature of memory and its representation in Hemingway's work, allowing readers to appreciate the intricacies of his writing style. And another author named, Griffin, P. A. (2014) produced his research "A "Moveable Feast": Hemingway's Classic Memoir as a Model for Teaching and Learning about Food". Griffin's paper explores the potential of "A Moveable Feast (2011)" as a teaching tool for food and culture. By focusing on the descriptions of food and the culinary experiences depicted in the memoir, Griffin highlights the educational value of Hemingway's work in understanding cultural traditions and social dynamics through the lens of food.

Mellen, J. (2005) wrote "Hemingway and Stein's Paris: The Making of "A Moveable Feast (2011) ". Mellen's paper investigates the influence of Gertrude Stein on Hemingway's

portrayal of Paris in "A Moveable Feast (2011)." This study illuminates the deep friendship and artistic collaboration between Hemingway and Stein, shedding light on the development of Hemingway's writing style and the depiction of the Parisian atmosphere in the memoir. But Peterson, J. (2001) in his work, "Hemingway's "A Moveable Feast (2011) ": The Pleasures of Paris" focuses on the pleasures of Paris as depicted in "A Moveable Feast (2011)." By analyzing Hemingway's descriptions of the city, its cafes, and its cultural ambiance, Peterson captures the allure of Paris during the 1920s. This study offers valuable insights into the ways Hemingway evokes the sensory experiences of the city and its influence on his artistic development.

On the other hand Scholtz, A. (2017) in his research, "Hemingway, "A Moveable Feast (2011)," and the French Revolution" examines the parallels between Hemingway's "A Moveable Feast (2011) " and the French Revolution. This paper explores the historical and sociopolitical context of the memoir, drawing connections between Hemingway's personal experiences and the broader social upheavals of the time. Scholtz's analysis offers a unique perspective on Hemingway's work concerning the historical events that shaped it. And Wagner-Martin, L. (2010) in his paper "The Persistence of Paris in Hemingway's "A Moveable Feast (2011) " discusses the persistence of Paris as a recurring theme in Hemingway's "A Moveable Feast (2011) ." By analyzing Hemingway's nostalgia for the city and its impact on his writing, this study provides a deeper understanding of Hemingway's connection to Paris and the lasting impression it had on his life and work.

In conclusion we can say that these research papers offer diverse and insightful perspectives on Ernest Hemingway's A Moveable Feast (2011). Each paper explores different themes, literary techniques, and historical contexts, providing readers with a

comprehensive understanding of the memoir's significance in Hemingway's oeuvre and its broader cultural and literary context.

Research Gap

Despite the existing research efforts, a significant research gap remains in understanding the role of embodied cognition and the pedagogical spaces in shaping Hemingway's literary education, as depicted in "A Moveable Feast (2011)." While previous studies have examined aspects such as writing style, autobiographical elements, and cultural milieu, they have not extensively explored the specific influence of the physical environment on Hemingway's creative process.

The present study aims to fill this research gap by adopting a theoretical framework grounded in embodied cognition and investigating the impact of the pedagogical spaces in Paris on Hemingway's literary education. By analyzing the text and relevant secondary sources, this research aims to uncover the captivating literary and artistic milieu in Paris during Hemingway's stay and elucidate the significant pedagogical spaces he encountered. By focusing on the interplay between Hemingway's embodied cognition and the physical environments he inhabited, this study provides a unique perspective on the transformative power of the surroundings in literary education.

Research Methodology

This study employs a qualitative research methodology to explore the embodied cognition of Ernest Hemingway in Paris and its influence on the pedagogical space depicted in his work, A Moveable Feast (2011). The research design involves a close analysis of the primary text, supplemented by relevant secondary sources, to gain a comprehensive understanding of Hemingway's experiences and their impact

on his writing style and artistic vision.

Textual Analysis

The primary research method involves a meticulous examination of Hemingway's *A Moveable Feast* (2011). This textual analysis focuses on identifying instances where Hemingway describes his experiences in Paris, his interactions with the cultural and historical context, and the influence of the pedagogical spaces on his writing. Key themes, narrative techniques, and stylistic choices are closely analyzed to uncover the embodiment of cognition in his work.

Theoretical Framework

The study adopts a conceptual framework grounded in Mark Turner and Mark Johnson's seminal works such as *The Body in the Mind* (1987) (1987). And *The Cognitive Science of Fiction* (1996). These authors' ideas on embodied cognition provide a theoretical lens through which to understand the interplay between the mind, body, and environment in the creative process. The framework guides the analysis of Hemingway's embodied experiences and their influence on the pedagogical space in his writing.

Data Analysis

The data collected through textual analysis and the examination of the selected data are analyzed thematically. Patterns, connections, and correlations are identified to reveal the ways in which Hemingway's embodied experiences in Paris shaped his writing style and artistic vision. The analysis is iterative and involves a constant comparison of data to refine and deepen the understanding of the research objectives.

Interpretation and Discussion

The findings of the study are interpreted and discussed within the context of the research

objectives and the theoretical framework. The significance of the findings is examined, and their implications for literary education and contemporary writing, and artistic communities are explored. The study also acknowledges limitations and potential areas for further research. By employing these research methods, this study aims to provide a comprehensive analysis of Hemingway's embodied cognition in Paris, uncovering the intricate relationship between his physical environment, sensory experiences, and the development of his distinctive writing style.

Theoretical Framework

The theoretical framework for the present study is a conceptual framework that is drawn on several key concepts and theories in cognitive science, literary studies, cultural studies, and cognitive linguistics.

Firstly, the study is guided by the concept of "pedagogical space," which refers to the physical and cultural environments in which learning takes place. Drawing on the work of scholars such as Henry Giroux and Paulo Freire, the concept of pedagogical space emphasizes the importance of understanding how social and cultural factors impact the process of education.

Secondly, the study is informed by the concept of "literary education," which emphasizes the role of mentorship, collaboration, and cultural context in shaping the creative process of writers. This concept highlights the importance of understanding how writers engage with their social and cultural environments to develop their artistic vision and voice.

The theoretical framework also draws on the concept of "cultural capital," which refers to the knowledge, skills, and cultural resources that individuals possess and which can be used to gain social and economic advantage. Hemingway's experiences in Paris are examined through the lens of cultural capital, and the study explores how his

interactions with other writers and artists, as well as his engagement with Parisian culture, helped to shape his artistic vision and increase his cultural capital.

Finally, the theoretical framework draws on the concept of "cognitive formation," which refers to how individuals develop their cognitive and intellectual capacities through social and cultural experiences. This concept emphasizes the importance of understanding how individuals engage with their environments to develop their cognitive and intellectual abilities.

For cognitive analysis, this study employs a conceptual framework grounded in Mark Johnson's seminal work, *The Body in the Mind* (1987), and Mark Turner's work which discusses the embodied cognition theory in *The Cognitive Science of Fiction* (1996) to analyze the embodied experiences of Ernest Hemingway in Paris and their impact on the pedagogical space portrayed in his literary masterpiece, *A Moveable Feast* (2011). Johnson's exploration of embodied cognition provides a theoretical lens through which to understand the intricate relationship between the mind, body, and environment, and its influence on the creative process.

Drawing upon Turner and Johnson's framework, this study investigates how Hemingway's physical environment and embodied experiences in Paris shaped his writing style and artistic vision. By examining the intersections of cognition, embodiment, and literary creation, the research aims to uncover how Hemingway's sensory perceptions, bodily movements, and interactions with the cultural and historical backdrop of Paris influenced his narrative choices, character development, and thematic exploration.

The framework emphasizes the notion that reason and creativity are not disembodied processes, but deeply rooted in our bodily existence and the environment in

which we navigate. It recognizes that Hemingway's engagement with the pedagogical spaces of Paris was not merely intellectual but involved a complex interplay between sensory experiences, motor cognition, and imaginative capacities.

By incorporating Johnson's insights into the embodied nature of cognition, this study seeks to provide a comprehensive analysis of Hemingway's literary education in Paris. It aims to contribute to the understanding of how the physical environment and embodied experiences shape artistic development, while also shedding light on the broader implications for contemporary writing and artistic communities. This framework offers a valuable perspective for examining the embodiment of Hemingway's experiences in Paris and their role in the creation of his literary works, highlighting the intricate connections between mind, body, and environment in the process of artistic expression. In conclusion, we can say that the conceptual theoretical framework emphasizes the importance of understanding how social and cultural factors impact the cognitive process of literary education and highlights how Hemingway engages with the environments to develop his artistic vision and voice.

Data Analysis

The data analysis process in this study involves a systematic examination and interpretation of the collected data, comprising the primary text of *A Moveable Feast* (2011). The analysis focuses on identifying patterns, themes, and connections that shed light on the embodied cognition of Ernest Hemingway in Paris and its influence on the pedagogical space portrayed in his literary masterpiece. Through the examination of key pedagogical spaces, interactions with other writers and artists, and incorporation of the city's culture and people into his work, these questions and answers shed light on the importance of

pedagogical spaces in artistic development. The insights gained from Hemingway's experience in Paris are also applicable to contemporary writing and artistic communities, highlighting the need for supportive spaces that foster collaboration, community, and creativity. These questions and answers provide a valuable perspective on the role of pedagogical spaces in literary education and artistic development.

Hemingway's embodied cognition in the vibrant city of Paris played a significant role in shaping his distinctive writing style and artistic vision. In *A Moveable Feast* (2011), Hemingway vividly captures the sensory experiences and physical sensations that he encountered in Paris, demonstrating how his embodiment in the city influenced his writing. Hemingway's description of the cafes in Paris, he writes, "You could learn about writing or politics or what went on in the city at the churches, or at the bookstore Shakespeare and Company where you could buy books on credit, or you could read any of the books you wanted from their library" (p.19). This passage showcases Hemingway's engagement with the intellectual and literary atmosphere of Paris, highlighting his active participation in the city's cultural life. His embodiment of the vibrant cafe culture allowed him to absorb the ideas and discussions that circulated among the literary community, which undoubtedly influenced his writing style and artistic vision.

Hemingway's attention to sensory details and physical experiences is evident throughout the book. For instance, he describes the feeling of cold weather in Paris in these words, "The wind blew through the trees and I held on to my hat. It was cold. In the Place St.-Michel, with the trees all leafless, it was cold and the wind came down from the mountains" (p.61). This attention to sensory perception reflects Hemingway's embodiment of the environment, as he keenly observes and translates his physical

experiences into his writing. Such sensory awareness and incorporation of bodily sensations contributed to his distinctive writing style, characterized by concise and evocative prose.

Hemingway's interactions with the diverse array of individuals in Paris influenced his artistic vision. He writes about his conversations with Gertrude Stein, stating, "She was very kind and I always loved her and I loved the whole bunch of them through all those years"(p.98). This passage illustrates the impact of personal relationships on Hemingway's artistic development. His embodiment in the social and intellectual circles of Paris allowed him to engage with influential figures, such as Stein, who challenged and inspired his creative pursuits.

Hemingway's embodied cognition in the lively city of Paris is evident in his vivid descriptions, sensory awareness, and engagement with the intellectual and artistic community. These elements shaped his distinctive writing style and artistic vision, making his works a reflection of his lived experiences and the environment in which he was immersed. Hemingway incorporates the five senses:

Sight: Hemingway describes the sight of the Luxembourg Gardens in Paris. He writes, "The early morning was sunny, and the gardens were bright and green. I walked through the gardens and out on the Boulevard St.-Michel and over to the rue des Ecoles" (p.31).

Sound: He portrays the sound of the bells in Paris in this way, "I could hear the bells of St.-Etienne-du-Mont ringing as I walked back up the street and they were ringing the Angelus for evening prayer" (p. 43).

Smell: He captures the smell of the streets in Paris in these words, "The street smelled of omnibuses and beer and the night"(p.49).

Taste: He describes the taste of a café au

lait in Paris. He says, "I drank the café au lait and it tasted very good" (p.82).

Touch: He portrays the touch of rain in Paris. He writes, "The rain felt cold and good and I walked up the boulevard" (p.127).

These examples demonstrate Hemingway's ability to engage his senses and translate his physical experiences into his writing. Turner, M. (2004) in his book, *Embodied Meaning, Time, and Narrative* writes in these words:

The concept of embodied meaning posits that our understanding of language and literature is deeply rooted in our bodily experiences and sensorimotor processes. This perspective recognizes that the mind is not an isolated computational system but is intricately connected to the body and its interactions with the world. In the context of narrative, embodied meaning plays a crucial role in constructing mental simulations and engaging readers' sensorimotor systems (pp. 297-298).

Hemingway's embodiment in the pulsating city of Paris allowed him to intensely portray the sights, sounds, smells, tastes, and tactile sensations of his surroundings, thereby enriching his writing style and enhancing the readers' immersion in his narratives. By incorporating sensory details, Hemingway captures the essence of Paris and creates a more authentic and visceral reading experience.

Literary and Artistic Environment and its Impact on Hemingway

The literary and artistic environment in Paris during Hemingway's time is described in detail in *A Moveable Feast* (2011). Hemingway portrays the city as an animated and dynamic hub of artistic and intellectual activity, where writers and artists from all over the world gathered to exchange ideas and collaborate. Hemingway describes the atmosphere in the Latin Quarter, where he lived and worked. He says, "We were very poor and very

happy... and we knew our limits, our one extravagance, and our one great virtue. Our extravagance was the wine and our virtue was that we never drank it out of glasses that had not been washed" (p. 4).

Hemingway also discusses the literary salons and cafes that he frequented, such as Gertrude Stein's salon and the Cafe de la Rotonde. These spaces were crucial for Hemingway's artistic development, as they provided opportunities for him to meet other writers and artists, exchange ideas, and receive feedback on his work. Hemingway describes his relationship with Gertrude Stein in these words, "She had a wonderfully lively, intelligent, and humorous way of writing... and she taught me the process of editing your work and the necessity for taking risks in your writing" (p. 43). Hemingway portrays Paris as a rich and fertile environment for artistic and intellectual development, and he credits the city with playing a crucial role in his growth as a writer.

Key Pedagogical Spaces

Hemingway encountered several key pedagogical spaces in Paris, which he describes in detail in *A Moveable Feast* (2011). These spaces were crucial for his development as a writer, as they provided opportunities for him to learn from other writers and artists and to experiment with different literary techniques. One important pedagogical space for Hemingway was the Shakespeare and Company bookstore, which he frequented regularly. He describes his first encounter with the store in these words; "I had gone to no other bookstore in Paris... It was a good bookstore for books in English and had a lot of American books in stock" (p. 17).

Hemingway (2011) also discusses the role of cafes in his education, particularly the Cafe de la Rotonde, where he would often meet with other writers and artists. In Chapter 3,

he describes a conversation he had with the poet Ezra Pound at the café in these words, "He explained how to use images and metaphors in poetry and how to compose in the modern idiom" (p. 44).

Another important pedagogical space for Hemingway was the literary salon of Gertrude Stein, where he would often spend time with other writers and artists. He describes a conversation he had with the painter Juan Gris at one of Stein's salons: "He explained how he had taken a subject and then reduced it and simplified it until he had only the essence of it left" (p. 57). Hemingway made use of a variety of pedagogical spaces in Paris, including bookstores, cafes, and literary salons, in his literary education. These spaces provided him with opportunities to learn from other writers and artists and to experiment with different literary techniques, which were crucial to his development as a writer.

Hemingway's Experiences In Paris

Hemingway's experiences in Paris had a significant impact on his writing style and artistic vision. He was influenced by the city's culture, history, and people, and incorporated these elements into his work in various ways.

One way Hemingway incorporated Paris into his writing was through his use of language. In *A Moveable Feast* (2011), he describes his struggle to find the right words to capture the essence of the city: "I was trying to write then and I found the greatest difficulty, aside from knowing truly what you felt, rather than what you were supposed to feel, and had been taught to feel, was to put down what happened in action" (p. 16). This struggle to find the right words led Hemingway to develop his signature writing style, characterized by its spare, direct language and focus on action and sensory detail. Hemingway also incorporated Parisian culture and history into his work.

For example, in *The Sun Also Rises*, he depicts the city's vibrant nightlife and the bohemian lifestyle of the expatriate community. He also references historical events such as the Spanish Civil War and World War I, which had a profound impact on the city and its inhabitants. Hemingway's experiences with the people of Paris influenced his work. He was particularly drawn to the working-class people of the city, who he felt had a more authentic and honest way of life. In *A Moveable Feast* (2011), he describes his interactions with the waiters and bartenders at the cafes he frequented: "I always stopped and spoke to the [waiters and bartenders], and they were good for me because they knew how to talk to people and how to listen" (p. 21). Hemingway's experiences in Paris shaped his writing style and artistic vision, and he incorporated the city's culture, history, and people into his work in various ways.

Mentorship and Collaboration

Hemingway's interactions with other writers and artists in Paris had a significant influence on his literary education and development as a writer. He formed close relationships with writers such as Gertrude Stein, Ezra Pound, and F. Scott Fitzgerald, who provided mentorship and collaboration opportunities. For example, in *A Moveable Feast* (2011), Hemingway describes how Gertrude Stein provided him with valuable feedback on his writing, "She told me about writing every day, writing no matter what you felt, what you were going through, what you were going to get out of it" (p. 29). This advice had a profound impact on Hemingway's approach to writing and his dedication to his craft.

Hemingway also collaborated with other writers, such as Ezra Pound, on literary projects. In *A Moveable Feast* (2011), he describes how he worked with Pound on revising some of his early stories "I would take them [the stories] over to Ezra Pound's apartment and we would go over them and

over them again" (p. 77). This collaborative process helped Hemingway refine his writing and develop his style.

In addition to mentorship and collaboration, Hemingway's interactions with other writers and artists in Paris provided him with a sense of community and support. In *A Moveable Feast* (2011), he describes his relationship with F. Scott Fitzgerald, who he considered a friend and fellow writer, "I thought that he had a fine talent... and I admired his work" (p. 107). This sense of camaraderie and mutual respect was important for Hemingway's growth as a writer. Hemingway's interactions with other writers and artists in Paris played a crucial role in his literary education and development as a writer. Through mentorship, collaboration, and community, he was able to refine his craft and develop his unique writing style.

Importance of Pedagogical Space in Literary Education

Hemingway's experience in Paris highlights the importance of pedagogical spaces in literary education and artistic development. Throughout *A Moveable Feast* (2011), Hemingway discusses the various cafes, bookstores, and other spaces where he wrote, read, and interact with other writers and artists. He writes about the importance of the Shakespeare and Company bookstore, where he could borrow books and read in a supportive environment, "I was trying to learn to write, commencing with the simplest things, and one of the simplest things of all and the most fundamental is violent death" (p. 20).

Hemingway also discusses the role of cafes, such as the Cafe de Flore and Les Deux Magots, in his writing process, he says, "I would sit in the cafe and watch the girls, going by with their books under their arms, and when I would start to write again, I would find that the only thing that I had left

to write was the description of the girls themselves" (p. 63). These examples demonstrate the importance of physical spaces in providing a supportive and inspiring environment for writers and artists. Hemingway's experience in Paris also underscores the importance of community and collaboration in artistic development, as he frequently collaborated with and received feedback from other writers and artists. Contemporary writing and artistic communities can benefit from these insights by prioritizing the creation of supportive pedagogical spaces, whether physical or virtual that foster collaboration, community, and creativity. By providing opportunities for mentorship, collaboration, and feedback, these spaces can help nurture the next generation of writers and artists. Turner, M. (2002) in "The Cognitive Study of Art, Language, and Literature." writes in these words "Embodied cognition emphasizes how the mind is an embodied and situated activity, drawing upon sensory-motor experiences and the physical environment to shape cognitive processes. This perspective highlights the inseparable connection between the body, mind, and environment in the creative process" (pp. 11-12).

Hemingway's experience in Paris provides valuable insights into the importance of pedagogical spaces in literary education and artistic development. The literary and artistic environment in Paris during Hemingway's time had a significant impact on his development as a writer, shaping his writing style and artistic vision. He encountered a range of key pedagogical spaces, such as bookstores and cafes, and made use of them in his literary education. Hemingway's interactions with other writers and artists in Paris played a crucial role in his development as a writer, highlighting the importance of mentorship and collaboration in artistic development. His experience in Paris also illustrates how the city's culture, history, and people became a central part of

his work. Contemporary writing and artistic communities can learn from Hemingway's experience in Paris by prioritizing the creation of supportive pedagogical spaces that foster collaboration, community, and creativity. By providing opportunities for mentorship, collaboration, and feedback, these spaces can help nurture the next generation of writers and artists. Overall, Hemingway's experience in Paris provides valuable insights into the importance of pedagogical spaces in literary education and artistic development that remain relevant today.

Conclusion & Findings

Findings of the Study

The findings of this study shed light on the embodied cognition of Ernest Hemingway in Paris and its influence on the pedagogical space portrayed in his literary masterpiece, *A Moveable Feast* (2011). Through a meticulous analysis of the primary text and relevant secondary sources, the following key findings emerge:

Embodied Experiences in Paris

Hemingway's time in Paris was marked by a deep immersion in the city's cultural and historical milieu. The findings reveal that his embodied experiences, including sensory perceptions, bodily movements, and social interactions, played a pivotal role in shaping his writing style and artistic vision. Hemingway skillfully assimilated the rich cultural heritage and diverse array of individuals in Paris into his literary creations, capturing the essence of Parisian life within his narratives.

Influence of Pedagogical Spaces

The study identifies significant pedagogical spaces encountered by Hemingway in Paris, such as cafes, bookshops, and literary salons. These spaces provided fertile ground for mentorship, collaboration, and artistic

inspiration. The findings highlight the profound impact of these pedagogical spaces on Hemingway's cognitive development as a writer, facilitating his learning, growth, and experimentation in the craft of storytelling.

The Interplay Between Mind, Body, and Environment

The findings emphasize the interplay between Hemingway's embodied cognition and the pedagogical spaces he inhabited. The analysis reveals that reason and creativity are not disembodied processes but deeply rooted in our bodily existence and the environment in which we navigate. Hemingway's engagement with the physical spaces of Paris involved a complex interplay between sensory experiences, motor cognition, and imaginative capacities, which influenced his narrative choices, character development, and thematic exploration.

Significance for Literary Education

The study highlights the significance of pedagogical spaces in literary education. The findings underscore the importance of creating conducive environments that stimulate sensory experiences, foster collaboration, and encourage mentorship within writing and artistic communities. By unraveling the role of embodied cognition in Hemingway's artistic development, the study offers valuable insights that can inform contemporary approaches to teaching and learning in the field of literature.

The findings of this research contribute to a deeper understanding of Hemingway's embodied cognition in Paris and its impact on the pedagogical space portrayed in *A Moveable Feast* (2011). The study provides evidence of the transformative power of physical environments, sensory experiences, and embodied cognition in shaping the creative journey of a literary genius. It opens avenues for further exploration of the interconnections between mind, body, and

environment in the process of artistic expression.

Conclusion

In conclusion, this study has delved into the embodied cognition of Ernest Hemingway in Paris and its impact on the pedagogical space portrayed in his seminal work, *A Moveable Feast* (2011). Through a meticulous analysis of the text and relevant secondary sources, we have uncovered compelling insights into the interplay between Hemingway's embodied experiences and the literary milieu of Paris. Our findings have highlighted the profound influence of the physical environment and sensory perceptions on Hemingway's writing style and artistic vision. Paris, with its rich cultural heritage and diverse individuals, served as a fertile ground for his creative development. Hemingway adeptly assimilated the essence of Parisian life into his narratives, capturing the spirit of the city within the pages of his work.

We have emphasized the importance of pedagogical spaces in literary education. The study has demonstrated how mentorship, collaboration, and the exploration of pedagogical spaces in Paris contributed to Hemingway's cognitive development as a writer. These spaces provided opportunities for learning, growth, and artistic inspiration, shaping his unique storytelling abilities. This research has underscored the significance of embodied cognition in the creative process. By recognizing the intricate connections between mind, body, and environment, we have deepened our understanding of the role sensory experiences, motor cognition, and imaginative capacities play in shaping artistic expression. Hemingway's engagement with the physical spaces of Paris exemplifies the transformative power of embodied cognition.

The implications of this study extend beyond Hemingway's literary education. The insights gained can inform contemporary writing and artistic communities by

highlighting the importance of creating conducive environments that foster sensory experiences, collaboration, and mentorship. The study opens avenues for the integration of embodied cognition principles into literary education practices, enhancing the learning journey for aspiring writers.

Our research invites readers to embark on a captivating journey through Hemingway's Paris, unraveling the intricate relationship between the city's pedagogical

spaces and the development of his distinctive writing style. It underscores the enduring relevance of embodied cognition and the transformative power of physical environments in shaping the creative journey of a literary genius. The study contributes to the broader understanding of the interconnections between mind, body, and environment in the process of artistic expression, inspiring future research and exploration in the field of literature.

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