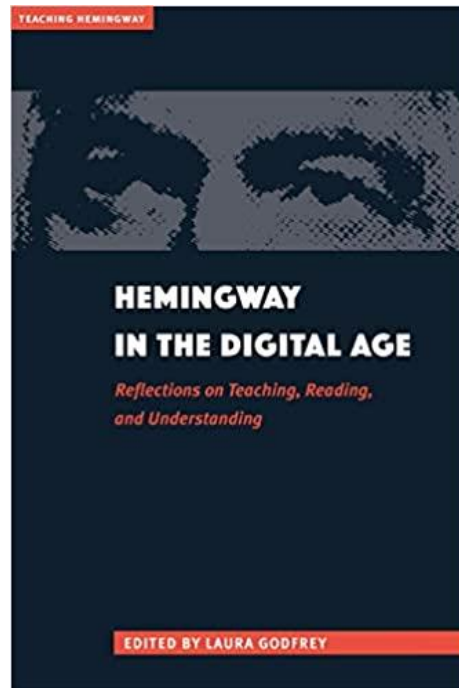


# JoLLE@UGA<sup>®</sup>

JOURNAL OF LANGUAGE & LITERACY EDUCATION

**Review of *Hemingway in the Digital Age: Reflections on Teaching, Reading, and Understanding*  
Edited by Laura Godfrey**

Reviewer: Eun Young Yeom  
University of Georgia  
Athens, GA



Godfrey, L. (2019). *Hemingway in the digital age: Reflections on teaching, reading, and understanding*. The Kent State University Press.

ISBN: 1606353810

Ernest Hemingway is one of the most famous writers of the 20<sup>th</sup> century, and his legacy still continues in the 21<sup>st</sup> century, both in physical and virtual environments. His novels and writings are still taught at schools. People can get a glimpse of his life via offline archival collections of his writings and photos such as the ones in JFK library. However, we are also able to have easy access to his life and writings via the Internet. To understand Hemingway's works and his life, people might turn to search engines or Wikipedia with just a few clicks. Considering that there are myriad digital platforms and online teaching tools, there could be various creative ways of learning about and teaching Hemingway's writings and his personal life. *Hemingway in the Digital Age: Reflections on Teaching, Reading, and Understanding* provides us with creative ideas regarding how to teach Hemingway as a writer and as a person by integrating digital tools and platforms in this day and age.

The first section of the book, "Virtual Hemingways," proffers various ways to meet with Hemingway as an adventurous and complicated human being and as a great modern-day writer from diverse perspectives. For example, Lisa Tyler provides the examples of online information regarding Hemingway that can demystify his official iconic image as a writer and as a person shaped by academic elites and mass media. She asserts the online information searched by students can interrupt such centralizing rhetoric regarding Hemingway produced by elites and media. Michael Steinberg and Jordan Cissell show how students can know better about Hemingway as a fisherman by searching on readily accessible search engines. They explain that students can dive deeper into Hemingway's life as an angler while studying his biographies with the photos they find on the Internet. Next, Kirk Curnutt explores how humorous Hemingway memes with his inspirational quotes circulated on the Internet can be a medium to teach the significance and complexity of canonical literature. That is, canonical literature is recreated by

such unofficial and everyday meaning-making practices, while students are pondering upon the profound meanings embedded within the serious Hemingway quotes used for humorous memes.

The second section, "Hemingway for Digiphiles," presents the creative ways of teaching Hemingway's writing to young students, who are often known as digital natives who have spent their lives in different textual environments than Hemingway's. For example, Brian Coxwell illustrates how his "Introduction to Digital Humanities" course with the use of data mining enabled his students to learn about and have insights about Hemingway's writing techniques and textual patterns without closely reading his writing collections. As an alternative to canonical close reading, he suggests uncanonical nonreading. The suggested nonreading is a data mining technique of Hemingway's entire body of work to study his narrative patterns. By examining Hemingway's narrative patterns across his whole collection of writing, students can have an in-depth interpretation of his writing styles.

In contrast to the nonreading integrated with digital technologies, Mark Ebel proposes teaching practices that focus on the close reading of concrete particulars. The physical world that Hemingway inhabited, such as the duck hunting context that is vividly portrayed in his novel *Across the River and into the Trees*, is quite different from the practices of current society in which instantaneous information often dominates. Ebel asserts that meticulous analysis of the particulars of Hemingway's novel can make the physical activities that are uncommon in the 21<sup>st</sup> century more understandable to young students. He reiterates that such detail-oriented reading and analysis of the concrete particulars of duck hunting may require contemporary students to use visual imaginations and ponder upon details, which can lead them to understand subtle meanings beneath the details.

Next, Nicole Camastra presents an “I-Search Paper” assignment she incorporated in her class while teaching *The Sun Also Rises*. Camastra argues that young people living in the current digital age often cannot have immersive experiences to understand various perspectives of the realities due to an expansive amount of information they cannot wholly digest. These fragmented understandings of information are also in line with the struggles that the characters in *The Sun Also Rises* go through. That is, the characters in the novel also cannot fully understand large amounts of information that they receive. Camastra explains that the I-Search Paper assignment can assist students in learning how to selectively choose and understand information from various viewpoints instead of being trapped within pigeon-holed perspectives with only the fragmented information that the students want to see.

The third section of this book introduces accessible and immersive ways of virtually experiencing Hemingway’s spaces depicted in his writing by using digital mapping. Richard Handcuff describes how students can feel and reproduce Hemingway’s sense of space by following Google Maps, thereby connecting the distant past and the present. Via digital mapping applications, Laura Godfrey and Richard Godfrey explore how teachers can help 21st-century students better understand Hemingway’s narratives, which are charged with social, sensory, emotional histories intertwined with physical locations. Also, Rebecca Johnston shares classroom ideas for teaching Hemingway to visually-oriented iGenerations, such as incorporating Google Maps, Google Earth, and YouTube videos for students to have a deeper sense of place within Hemingway’s fiction. In the final chapter of section three, by providing various digital archives and library databases, Michelle Moore offers classroom practice ideas for 21-century students to rebuild Hemingway’s literary history and his life. Lastly, following these

valuable essays, teaching materials are shared in the appendix.

In this digital age, the borderlines between physical environments and online spaces increasingly blur. Especially during the pandemic, many classes and meetings are held using online platforms. Human interactions take place both in physical and virtual realities. Younger generations, who are often called Generation Z, iGeneration, or digital natives, naturally learn to communicate via online platforms using digital tools. It is highly likely that students in current society generate meanings and communicate by integrating such digital tools and resources. Moreover, their communications are highly multimodal, combining visuals, verbal words, audios, and videos, as often seen in online spaces like TikTok or Instagram. Therefore, it would be beneficial for educators and researchers to ponder upon how to integrate the digital tools and resources into classroom practices to align with how young students in this day and age make meanings.

In this regard, *Hemingway in the Digital Age: Reflections on Teaching, Reading, and Understanding* is full of practical and insightful ideas. It provides ideas that can help educators at all levels teach Hemingway’s literary works and his personal history in depth while aligning with students’ multimodal meaning-making processes. More importantly, the ideas and resources provided in this book recognize the active roles of the students in searching for and organizing information using digital resources. Students take on the role of meaning-making agents, just like they do in their online social network accounts. Using the lesson plans and teaching ideas shared in this book, teachers can help their students reorganize information and to reproduce the images and history of Hemingway. That is, by connecting the two disparate and interconnected physical and virtual worlds, Hemingway as a person and as a writer can be reproduced from students’ perspectives.

Combined with easily accessible and familiar online platforms, the splendid potential of students' meaning-making repertoires can be remixed with the resources they search. This is what makes this book distinctive, because this is not about didactic

unidirectional lectures but about students' active searching, mining, and reassembling information from various viewpoints while teachers serve as a facilitator and provider of creative lesson plans.