

**SPAN 350: La Movida madrileña**  
Department of Spanish and Portuguese

Professor: Laurie Lomask  
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Office hours: Monday 2-5 pm, or by appointment

Meeting time: Tues., Thurs., 2-3:30  
Location: BLDG RM. 123  
Division credits:

**Course description:**

Part youth movement, part art scene, part punk, kitsch, and controversy, "La Movida" denotes a unique cultural wave that originated in Madrid in the late 1970's and continued into the 1980's. Scholars often attribute La Movida to the feeling of freedom associated with the return of democracy to Spain after the death of Franco in 1975, but in this course students will explore the plurality of voices and perspectives that contributed to this social phenomenon by examining works of literature, film, music, and visual art. Students will also work with primary sources (newspaper articles, memoirs, and television clips) as they explore the dynamism of this period in its elements of provocation and individuality, as well as pop culture, nostalgia, night life, and drug use. They are encouraged to reflect on the lasting effects versus momentary refulgence of La Movida and to compare it with other international counter-culture movements. In Spanish.

**Texts:**

Blanca Andreu, *Báculo de Babel* (Madrid: Hipérion, 1983).  
José Luis Gallero, *Sólo se vive una vez: Esplendor y ruina de la movida madrileña* (Madrid: Árdora, 1991).  
Rosa Montero, *Te trataré como a una reina* (Barcelona: Seix Barral, 1986).  
Vicenti Molina Foix, *Los espías del realista* (Barcelona: Edicions 62, 1990).  
Leopoldo María Panero, *Contra España y otros poemas de no amor* (Madrid: Ed. Libertarias, 1990).  
Paloma Pedrero, *Juego de noches: Nueve obras en un acto* (Madrid: Cátedra, 1999).  
Giles Tremlett, *España ante sus fantasmas. Un recorrido por un país en transición* (Madrid: Siglo XXI de España, 2006).  
Francisco Umbral, "Spleen Madrid-2", "España como invento", "La belleza convulsa" (*El País*).

**Films:**

Pedro Almodóvar, *Pepi, Luci, Bom y otras chicas del montón* (1980).  
Fernando Colomo, *Estoy en crisis!* (1982).  
Pedro Almodóvar, *Entre tinieblas* (1983).

**Music:**

Songs by Alaska y los Pegamoides, Clavel y Jazmín, Kaka De Luxe, Kiki D'Aki, Nacha Pop, Radio Futura

**Visual art:**

Selection of works by Ceesepe, El Hortelano, Ouka Leele, Miguel Trillo, Iván Zulueta,

**Assignments:**

- 1) *Analysis of a newspaper article* (2 pp.): Much of the thrill and fervor La Movida could only be captured in the immediacy of the Press. Students are to find an article in a Spanish newspaper or magazine that documents an event of La Movida - a concert, art exposition, interview, gathering, or happening. The paper should analyze the tone and perspective of the article (Who is the writer? What is her/his background? What opinions are they expressing?), the orientation of the journal (Is this a liberal newspaper? An avant-garde art magazine?), as well as interpret the writer's reportage of the event.
- 2) *5 blog posts* (150-300 words each): Students are required to post at least five reading responses on the class blog over the course of the semester (see schedule for deadlines for each post). Did the reading remind you of anything else you have read? Did you find a part of the class discussion especially engaging? If this text were a movie, how would it be made? Do you see connections with other works of art from other countries or time periods? Posts can also be more creative, such as a review of a book or a playlist for a soundtrack to a novel. Students are encouraged to explore diverse

media in these posts, and may upload artwork, poems, or videos for up to two of these posts with an explanation of the connection that they see with the themes discussed in class. Beginning in the fourth week of class, students will sign up to do a report on what has been posted on the blog, offering a synthesis, evaluation, or brief discussion of what their peers have posted.

- 3) *Two short essays* (3-5 pp. each). Students may write the following two essays topics in either order.
  - Topic 1: A comparison of a poem and a song. Use close-reading to analyze the words of a poem with the lyrics of a song, as well as the rhythm and rhyme of each. Comment on how form and structure combine to create meaning and expression.
  - Topic 2: Rewriting of a scene from a novel, play, or film. In 2-3 pages, re-write a scene from one of the works discussed in class as if it took place in your hometown. In the following two pages, explain why you chose this scene, why it is significant to the original work, and how your rendition is similar or different.
- 4) *Final essay* (6-9 pp.): Taking into account that La Movida encompasses a total cultural phenomenon, students will research a socio-historical aspect of Spain and its presence in at least two works discussed in class, one of which must be literary. Topics may include gender, politics, religion, tourism, the film/music industry, television, fashion, class divisions, sexuality, or another theme discussed beforehand with the professor. Must use at least 5 secondary resources.

#### **Grading:**

Article analysis: 10% // Blog posts and participation: 20% // Two short essays: 40% // Final Essay: 30%

#### **Student expectations:**

The pastiche character of La Movida invites students to be creative in the way they approach and interpret works of art, be they literary, filmic, visual, or musical. Students should come to class prepared to discuss in detail the assigned works for that day, to hear the opinions of others, and to question ideas expressed in class, including those of the instructor. The instructor will often pose topics and ask students to work in small groups to develop their thoughts together, and lack of preparation will impede the exercise. Students are encouraged to explore digital media in their in-class work and presentations, when used appropriately. Written assignments should follow MLA format and cite appropriately. Plagiarism in any form will not be tolerated and will be dealt with in accordance with the University Policy.

#### **Plan of classes**

Readings will be adjusted according to the pace of the class.

**Week 1:** Introduction to the class. Historical context of la Transición.

**Week 2:** Tremlett, selección de ensayos. Almodóvar, *Pepi, Luci Bom*.

**Week 3:** Gallero. Ceesepe. Alaska y los Pegamoides. First blog post no later than this date.

**Week 4:** Gallero. Radio Futura. Kiki D'Aki. Miguel Trillo.

**Week 5:** Umbral. Clavel y Jazmín. Second blog post no later than this date.

**Week 6:** Panero. El Hortelano.

**Week 7:** Andreu. Almodóvar, *Entre tinieblas*. Iván Zulueta. First short essay due.

**Week 8:** Pedrero, *La llamada de Lauren; El resguardo personal*. Third blog post no later than this date.

**Week 9:** Pedrero, *Besos de lobo; El color de agosto*. Second short essay due.

**Week 10:** Foix. Colomo. Fourth blog post no later than this date.

**Week 11:** Montero. Ouka Leele.

**Week 12:** Montero. Kaka De Luxe. Nacha Pop. Final blog post no later than this week.

**Week 13:** Concluding comments. Presentations of final paper topics.

Final essays due the date of the final exam.