

## **From Page to Stage: Adapting the Modern Musical**

IDH3931 Section: 2729

Thursdays 1:55pm-2:45pm

Location: HUME Hall

**Instructor: Jeffrey Pufahl**

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Office Hours: by appointment: Tuesdays 1-3pm, Wed 1-4pm in the Facilities Administration Building.

### **Course Description & Objectives**

What makes a musical sparkle? Is it the music or the book? Or is it a mystical combination of both? A song can be great, but if it doesn't tell a good story, will the audience be moved? Where do musical theatre writers find their stories and why are so many musicals based on plays and novels? In this course students will explore a selection of musicals based on plays and novels that are significant to the musical theatre genre, and, through analysis and discussion develop an understanding of the process of how plays are made and how musicals are adapted from sources.

Students will form small groups and prepare a presentation for the class on a selected musical/source play combination. This presentation will contrast and compare the two works of theatre with a focus on what elements were retained in both versions and what elements were not. Students will submit a written analysis of both shows and present their findings to the class using visual aids (visual plot comparison chart), video clips, and other creative methods. Presentations will be 30 minutes in length and will be followed by 20 minutes of class discussion.

Students will be required to attend a performance of *Rent* on October 5/16, 8pm, at the Phillips Center as part of the class.

### **Presentations will address the following:**

- Discuss the historical significance of both works including: performance history, box office success, length of run, impact on the genre, etc. and discuss the similarities and differences of both works.
- Chart out the plot of the source play and corresponding musical and compare. What is the structure of each work? Does the structure fit an existing model?
- Discuss the theme and main idea of both works. Discuss the thematic similarities and differences in each work. How was the theme manipulated in the musical version to strengthen the thematic relevance?
- Discuss the setting (location, era, etc.) of each work. How is the setting different from play to musical? Era? Location? What liberties did the musical take? How does changing the elements of era and setting change the delivery of the main idea? Why do you think this is the case?
- What material (scenes, subplots, etc.) from the play was left out of the musical? What was added? What material from the play was turned into song? Why?
- Prepare a detailed character analysis of the main characters in the play and the characters in the musical. What characters were changed? What characters remained the same? Were characters added? Why?

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### **Presentation Grading:**

Written Analysis	Historical Significance	10 points
	Plot Comparison Chart	10 points
	Theme/Main Idea	10 points
	Setting/location/era	10 points
	Material used/discard	10 points
	Character analysis	10 points
	Bibliography	10 points
Oral Presentation	Organization	10 points
	Visual Aids	10 points
	Creativity	10 points
<b>Total</b>		<b>100 points</b>

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### **CLASS SCHEDULE**

Aug. 25	Seminar	Plot, theme, character & central idea. Presentation Groups Assigned
Sept. 1	Seminar	Musicals and Shakespeare
Sept. 8	Special Collections	Special Library Presentation
15	Presentation 1	Kiss Me Kate / The Taming of The Shrew
22	Presentation 2	West Side Story/ Romeo and Juliet
29	Seminar	Musicals and the Classics
Oct. 6	Discussion	La Boheme/ Rent
13	Presentation 3	Hello Again/ La Ronde
20	Presentation 4	Spring Awakening/ Spring Awakening (Wedekind)
27	Seminar	Musicals and the Modern Play
Nov. 3	Presentation 5	Cabaret/ I am a Camera
10	Presentation 6	110 in the Shade/ The Rainmaker

## **CLASS SCHEDULE (Con't)**

Nov. 17	Seminar	Musicals and Novels Man of La Mancha/ Don Quixote Les Miserables/ Les Misérables
Nov. 24	Thanksgiving Holiday	NO CLASS
Dec. 1	Reflections	Discussion Written: Students will respond to 3-4 questions.

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Plays, musical libretti, recordings, and other relevant books have been put on reserve at the Fine Arts/Architecture Library.

Attendance is required for all classes. 2 points will be awarded for each class attended ( $14 \times 2$ ) 2 bonus points will be awarded if no classes are missed.

Class Participation: Students are expected to participate in all class discussions. Two points will be awarded for each discussion ( $8 \times 2$ ). 2 bonus points will be awarded for a completed course evaluation. 2 points will be awarded for a completed final reflection.

DUE DATES: Final written presentations are due the class following the oral presentation. Eg: Your oral presentation is on Nov. 10, your written work is due Nov. 17.

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### **Grading:**

Attendance            30 points  
Class Participation    20 points  
Major Presentation    100 points

**Total                150 points**

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### **Grading Scale:**

A	93 — 100	D+	67 — 69.9
A-	90 — 92.9	D	63 — 66.9
B+	87 — 89.9	D-	60 — 62.9
B	83 — 86.9	E	less than 60
B-	80 — 82.9		
C+	77 — 79.9		
C	73 — 76.9		
C-	70 — 72.9		

## **Attendance/ Absences:**

One excused absence is permitted during the course. An excused absence must be approved by the instructor before the absence occurs with the exception of medical emergencies (doctor's note required). Participation and discussion points will not be awarded to a student for an excused absence. Unexcused absences are strongly discouraged. An additional 4 points will be deducted from the student's final tally for each unexcused absence.

**UF Grading Policies:** <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

**Course Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Contact information for the Counseling and Wellness Center:**

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**UF Honor Pledge:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'

**The Honor Code:** (<http://www.dso.ufl.edu/sccr/process/studentconduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or student teacher in this class."

**Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>