

From Page to Stage: Adapting the Modern Musical

IDH3931 Section: 1C99

Thursdays 3:00pm-3:50pm

Location: HUME Hall Room 119

Instructor: Jeffrey Pufahl

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Office Hours: by appointment: Wed 1-4pm in Fine Arts D

Course Description & Objectives

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 40 minutes in length and will be followed by 10 minutes of class discussion.

Students will be required to attend a performance of **Kinky Boots on Oct 30, 7:30pm at the Phillips Center, and a performance of **Kiss Me Kate** on Nov. 2, 7:30pm, at the Constans Theater as part of the class.

Oral Presentations will address the following:

- Discuss the historical significance of both works including: who are the authors and composers and talk about their other important works. What are the performance histories of both shows, original directors, and original designs? Discuss each shows' box office success, length of runs, impact on the genre, and reviews. Compare this information side by side.
- Give a short plot synopsis of the play and then the musical highlighting the differences and similarities.
- Identify the theme of both works. Discuss the thematic similarities and differences in each work. Was the theme manipulated in the musical version?
- Discuss the setting (location & era) of each work. How is the setting different from play to musical? Era? Location? What liberties did the musical take? How did changing the elements of setting change the show? Why do you think this is the case – was it cultural, political, racial?
- What material (scenes, subplots, etc.) from the play was left out of the musical? What was added? Why do you think this happened?
- What material from the play was turned into song? Show us one scene from the play (or the lines from the play) that was turned into a song. Read the scene; play the song.

Written Analysis will address/include the following:

- Create an action analysis chart for the play and for the musical. Compare each work by placing the charts next to each other. Is the structure of the play retained in the musical? What differs? What remains the same? What was added or removed?
 - Identify the 3 climaxes of each work – are they the same or different
- The seed of a play is what the play says about the theme; it is the reason the play exists – the play says something about a universal theme (eg:). What is the seed of the play? What is the seed of the musical? Are they the same or different? Discuss the relevance of the seed in each work.
- 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?

Presentation Grading:

Oral Presentation	Historical Significance	20 points
	Plot Synopses	20 points
	Theme Discussion	20 points
	Setting Discussion	20 points
	Material used/discarded	20 points
	Organization	10 points
	Visual Aids	10 points
	Creativity	5 points
Total		125 points
Written Analysis	Action Analysis	50 points
	Seed Discussion	20 points
	Character analysis	20 points
	Bibliography	10 points
Total		100 points
Grand Total		225 points

CLASS SCHEDULE

Aug.	24	Seminar	Plot, theme, character & central idea.
Sept.	31	Seminar	Action Analysis
Sept.	7	Special Collections	Introduction to the shows Presentation Groups Assigned
	14	Seminar	Presentation La Boheme/ Rent
	21	Seminar	Smathers Library Special Collections
	28	Presentation 1	Romeo and Juliet / West Side Story
Oct.	5	Assignment	No Class
	12	Presentation 2	Spring Awakening/ Spring Awakening
	19	Presentation 3	I am a Camera /Cabaret
	26	Presentation	Kinky Boots intro/Film
	30	Attend Kinky Boots	7:30pm, Philips Center
Nov.	2	Discussion	Kinky Boots
	2	Attend Kiss Me Kate	Constans Theater, 7:30pm
	9	Presentation 4	The Taming of the Shrew / Kiss Me Kate
Nov.	16	Presentation 5	La Ronde / Hello Again
Nov.	23	Thanksgiving Holiday	NO CLASS
Nov.	30	Reflections	Discussion Written: Students will respond to 3-4 questions.

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 and show attended (15 x 2) 2 bonus points will be awarded if no classes are missed.

Class Participation: Students are expected to participate in all class discussions. 6 points will be awarded for each full class discussion (3 x 2). 2 bonus points will be awarded for a completed course evaluation.

2 points will be awarded for a completed final reflection.

DUE DATES: Oral and Written Presentations are due on the date of the ORAL PRESENTATION.

Grading:

Attendance	30 points
Class Participation	10 points
Oral Presentation	125 points
Written Analysis	100 points

Total **265 points**

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		

A Note on Collaboration

Collaboration is a negotiation and can often present many challenges. It is up to you to negotiate the work load of your projects and divide the work equally among the group. Start early and divvy up the work equally and fairly. Select sections of work for each other to accomplish and put your project together collaboratively.

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/) 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>