

College of Arts & Sciences
Program in Religious Studies
Oakland University

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4 Credits, Summer II

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Course Section: TBA
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Welcome to *Cross and Crown!*

Course Descriptor:

The Tudor sixteenth century is one of the most fascinating yet challenging periods in English history, even as it was England's most formative. This course will survey the events that brought the Tudors to the throne, and England out of the medieval period and into the early modern world. Particular focus will be given to the Tudor establishment of the Church of England, but other topics will be addressed such as the English Reformation, the development of the nation state, the monarchy, and the blossoming of English literature and music.

General Education:

This class satisfies the General Education requirement in the Knowledge area of Western Civilization or Global Perspectives. This class prepares you to demonstrate:

1. Knowledge of the environments, political systems, economies, societies and religions of one or more regions outside the United States and awareness of the transnational flow of goods, peoples, ideas and values;
2. Knowledge of the role that different cultural heritages, past and present, play in forming values in another part of the world, enabling the student to function within a more global context.

Course Objectives:

The course will clarify for students the important ways in which England responded to changing ideas about religion, government, economics and society—and help students understand the interplay between these entities. Students will gain a better understanding of some of the conflicts that engaged peoples' minds and souls during this turbulent era. Studying this context is imperative to comprehend fully the Church of England that emerged from this era. Students will also grasp how the Elizabethan religious settlement shapes current religion and the state church of England.

Cross and Crown course is offered as a Summer II course, as a special offering of Religious Studies. The first half of the course, on campus lectures and readings, will provide historical background of the Tudor monarchy that enables the students to understand and analyze the religious and cultural development of England. The second portion of this course, ten days in England, is designed to provide a vivid travel experience that immerses the students in English culture and encourages analysis of England's cultural and ecclesiastical development. Journaling and daily meetings will guide this understanding and analysis.

Evaluation will be class participation, readings, exams, and an individual project that will be offered as a class presentation. Class sessions will be held at our own Tudor mansion, Meadowbrook Hall!

How will we achieve the course objective?

1. **Attendance and participation** at all lectures (see schedule below). 10% of your grade can be achieved by showing up and participating actively in the class discussions. I will review my attendance policy and expectations the first day of class.
2. **Read** the assigned primary text and handouts. Reflect. Come ready to dialogue. There will be short reading quizzes throughout the term.
3. **Sit** for the reading quizzes, mid-term and final examinations (20% each).
4. **Journal** daily during our trip. Each evening the professor will give a question inspired from that day's travel site that you answer in your journal. Your hand-written journal entries will typically run 1 page single-spaced minimum. You will also journal the details of the day's events, and record your observations: What did you do each day? What did you observe? What surprised you? What is still confusing? What did you find yourself wanting to learn more about? It is required that you update your journal each day or you will forget things and your entries will not have the required accuracy and content. On this course's Moodle site I will post stellar examples of journal entries that would receive the highest marks. 10% of grade. Feel free to ask me to check your journal throughout the course to ensure that they are written at the highest level for the best possible grade.
5. **Enjoy** an international travel experience! Words, print, lecture and history become color, form, sound and context (Priceless).

Primary Text (provided):

~The class *Reader* (provided).

Lecture and Classroom Schedule:

Introductions:

Session 1: Introductions! Review the diary. Logistics. Syllabus review. Expectations. Calendars.
Break
The monarchy, beginning with the first Tudor, Henry VII

Foundation One: A brief political history of the Tudors with a direct line to the establishment of the modern Church of England. What influences, movements and communities (religious and political) were at work in Britannia to usher in the new church?

Session 2: **Reading Quiz 1**
Henry VIII
Break
Edward VI, Mary I, Elizabeth I

Session 3: **Reading Quiz 2**
The Stuarts
Break
The Hanoverians

Session 4: Victoria and Prince Albert (and Bertie!)
Break
Edward VII

Foundation Two: The Anglican world. With history of the Tudors reviewed, and understanding the Church of England, we now enter the 20th century to visit the Tudor and Church of England sights of England.

Session 5-16: Class meets in London, England. Detailed itinerary will be distributed. In London, we will hear lectures on the English parliament and the Church of England. There will be mandatory evening gathering sessions in the professor's apartment; a time to check in, and review the next day's itinerary. A preliminary itinerary:

Gross and Brown

Itinerary

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Day 1, Departure

Overnight flight from Detroit across the Atlantic. In-flight food and beverage service.

Day 2, London

Prof. Engle will meet you at Heathrow airport upon your arrival, and take you on your first “tube” ride in London! Settle in at your Ability Towers flat, text your parents that you have arrived safely, but no napping! We’ll do quick market runs to get breakfast supplies for your flat. Once the group is assembled, we’ll tube to “the Walkie-Talkie’s” Sky Garden observation deck for a bird’s eye view of London. Prof. Engle will point out major landmarks so you can get your bearings. Dinner will be at a local pub, and then, having survived day one of jet lag, you may finally go to bed.

Day 3, Tudor Beginnings: Bosworth Field and Leicester.

Today’s dress: walking casual

Prepare your own breakfast in your flat and meet in the lobby at 8:00am. Today we’ll travel to where it all began for the Tudors: Bosworth Field. Departing from the King’s Cross railroad station, we’ll enjoy a train ride through lush English countryside. We will be met in Leicester by a 16-person coach, and our driver will take us directly to Bosworth Battlefield Heritage Centre. Here we will take in the exhibits, the museum, and see the actual battle field where Henry VII Tudor defeated Richard III. After lunch at the Tithe Barn Café, our coach will take us to Leicester Cathedral. We’ll enjoy a tour and see the tomb of Richard III, the last Plantagenet to rule. After our tour, we’ll have free time to enjoy the main streets of Leicester, and grab dinner before our 19:03 train (=7:03pm) return train to London.

Group “good night” meeting and journaling in Dr. Engle’s flat at 9:00pm.

Dress Code Key:

Walking Casual: Comfortable, layered outfits for walking and sight-seeing. Comfortable, broken-in, shoes are a must! However, *never* sweatpants, hoodies, baseball hats or crocs.

Smart Casual: No denim, no sneakers. Open dress shirts for men with optional blazer.

Formal: Ties and jackets for gentlemen, dresses for women with covered shoulders.

Remember, we’ll be on an island in the North Atlantic in July. It *will* rain, and nights could be chilly. Layered choices are best, and always have an umbrella.



Day 4, The Tudors arrive in London

Today's dress: walking casual

Prepare your own breakfast in your flat, and meet in the lobby of Richmond Court at 9:00am. Today begins with a tube ride to Trafalgar Square—Dr. Engle will offer commentary along the way.

We'll poke our heads inside at *St. Martin's In the Field* church, spend some time in Trafalgar Square, and then enjoy a **walking tour** up the Mall. Dr. Engle will point out such landmarks as Speaker's Corner, St. James Palace and Gardens, Clarence House, the Ritz~Carlton, Buckingham Palace and 10 Downing Street.

Jet lag will be lessened, but still present, so we'll enjoy a pizza dinner in Oxford Circus before returning to our flats.

A group "good night" meeting and journaling ends the day at 9:00pm.

Day 5: Lambeth Palace and Hampton Court, Henry's Escape from London

Today's dress: walking casual

Prepare your own breakfast in your flat, and meet in the lobby at 8:30am. Today we journey through rush hour to arrive at Hampton Court Palace—about 11 miles south of London on the river Thames—with a stop at Wimbledon for a quick "look see." First, Prof. Engle will point out many (obvious) allusions to our Meadowbrook Hall (remember, Wilsons sent their architect here for inspiration). Then, once inside Hampton Court, your ticket includes admission to the incredible Tudor museum and gardens via a self-guided headset. See the Chapel Royale where Henry's only son was baptized (the baptismal font is still there, as is the King's crown). Watch optional exhibitions on medieval jousting or falconry. Enjoy luncheon on grounds, in their café, or across the bridge in the quaint village.

Meet Dr. Engle at the train station for our 1:30pm return train to London. We arrive in Waterloo Station, and take a quick walk up the Thames to Lambeth Palace Archives.

Day 6, Parliament

Today's dress: Smart casual

Prepare your own breakfast in your flat and meet in the lobby at 9:00am. Today requires smart dress as we will be on a guided behind the scenes tour of Parliament. View the magnificent architecture (though Lady Elizabeth Tower is under wraps, literally, for restoration along with the Big Ben Bell). You'll see the royal robing rooms, the House of Commons, the House of Lords, and get a thorough understanding of English government from behind the scenes.

When we're finished, you'll be on your own for Saturday free time. The options for your free afternoon and evening are endless: consider the British Museum, Beefeater Gin distillery, Sherlock Holmes Museum, the London Eye, a boat ride on the Thames, Harry Potter Museum, the British Library, The Tate, Buckingham Palace and Mall, Covent Gardens, the Victoria and Albert Museum, the Handel House, Kensington Palace, the Queen's Mews

He who is tired of London is tired of life (Samuel Johnson).

Day 7 (to be a Sunday) St Paul's

Today's dress: formal

Prepare your own breakfast in your flat and meet in the lobby of Richmond Court at 9:00am. Today requires smart dress as we will attend Choral Eucharist at 11:30am at St Paul's Cathedral to experience Anglican worship at its finest. We'll take a double-decker bus through London (with no traffic on a Sunday morning!) for an early arrival at St. Paul's so that we may enjoy coffee and scones and pigeons in the plaza. Dr. Engle will save seats for us under the dome for the 11:30am choral Eucharist led by the London sinfonia and the St Paul's boy choir.

After church, free time.

We'll all meet up for a pizza dinner before our 9:00pm "goodnight" and journaling meeting at 9:00pm.

Day 8: Cambridge, and The Goring for the gentlemen

We'll meet at 8:30am and train together to the quintessential collegiate town of Cambridge. We'll walk into the city center from the train station, and enjoy a guided foot tour. We'll see many sights influenced by the Tudors and the Church of England, and enjoy a taste of a European town. There will be free time to explore the shops and restaurants—you could even go punting on the River Cam! But we'll gather for 3:00pm choral evensong in King's Chapel before taking the train back to London.

Day 9:

The Tower and Treasure Hunt

Today's dress: walking casual

Prepare your own breakfast in your flat and meet in the lobby at 8:00am. We begin today at the Opening Ceremony at Tower Hill, the Duty Yeoman Warder and a military escort will open the Middle and Byward Towers. We'll grab a quick cup of coffee and watch traffic on the River Thames until the tower opens to the public at 10:00am when we can view the crown jewels, the ravens and Beefeaters! We'll also see the execution sight of Anne Boleyn. If time allows, we'll search for Anne Boleyn's crypt in St. Peter's Church. Then we'll walk up the hill to return to St. Paul's—where we'll keep climbing! For those who dare, we'll go to the cupola atop St. Paul's copper dome.

Speaking of treasure, it's now time for the event we've all been waiting for: Treasure Hunt. Dr. Engle will present each of two teams with 10 clues. The first team to figure out the clues, visit the sights and photograph the answer, and return to the flat will be declared the winner! Game on!

[If budget allows: After a quick change, we'll head back to Tower Hill and cross the Thames on the Millennium foot bridge to the Globe Theatre. We'll be treated to a pre-theater lecture before seeing an 8:00pm performance of ????.]

Day 10. Windsor and Westminster

Prepare your own breakfast in your flat, and meet in the lobby of Richmond Court at 8:00am. Today we'll leave London for Windsor, and spend our day in the Castle, grounds, and city. We'll arrive and queue in time to see the 11:00am changing of the guards and military band concert below the steps of St. George's chapel (wedding site of Harry and Meghan 2018 wedding). Then you may tour Windsor on your own: St. George's chapel (be sure to tour the crypt, and see Henry VIII's grave), your ticket will allow you to tour the working palace. Luncheon can be taken on the grounds, or at any of the wonderful pubs in Windsor.

Behavioral practices:

Learning and respect for each other are integral to the University experience. Specific expectations include the following:



- A. **Internet functions on your computers may not be accessed during class time.** Students are permitted to bring laptop computers to class for the *sole* purpose of note-taking and ordering online gifts for the professor. Any use of computers for e-mail, Face booking, text-messaging, twittering, doing extraneous projects, playing Pac-Man (or whatever it is you kids do nowadays) or other forms of entertainment during class will result in the banishment of your computer to outer darkness, where there will be much weeping and wailing and gnashing of teeth – or some other suitable judgment. You will be next. You decide.
- B. Coming **late for class** mandates a word of apology, just as it would in professional and work environment. A pattern of lateness is not acceptable.
- C. **Skipping** class is disrespectful, and then requires more work from your colleagues and professor to update you on class discussion. Please be sure to inform me by email or text if you cannot attend class.
- D. **Extensions** for assignments are negotiable but must be discussed ahead of time, otherwise your grade for a late paper will be lowered.
- E. All Oakland University students are expected to conduct themselves in a manner conducive to an environment of **academic integrity** and respect for the educational process and the safety and well-being of all members of the community. Adherence to the Student Code of Conduct will be expected; violations of this code will be reported to the Dean of Students. The Code of Academic and Student Conduct can be found at <http://www2.oakland.edu/deanofstudents/handbook/conduct.cfm>.

Below are examples of academic dishonesty in our class. Students, faculty or staff who know of possible academic violations are expected to report the alleged violation to the Dean of Students Office. The report will include a brief written statement and relevant evidence (original material when available). A copy of this report with supporting evidence is given to the accused student as the statement of the charge. When appropriate, the faculty member will issue a grade of Incomplete until the academic conduct matter has been resolved.

1. **Cheating** on assignments and examinations. This includes, but is not limited to, the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, works completed for a past or concurrent course, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.

2. **Plagiarizing** the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect,

claiming credit for someone else's thinking. This can occur in drafts, papers and oral presentations. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.

3. **Unauthorized collaboration** on assignments. This is unauthorized interaction with anyone in the fulfillment of academic requirements and applies to in-class or take-home coursework. Individual (unaided) work on exams, homework, computer assignments and documentation of sources is expected unless the instructor specifically states in the syllabus or verbally that it is not necessary. Collaboration can also include calculating homework problems with another person, having another help to rewrite a paper, sharing information/sources with others and checking coursework with others.

4. Completion of **original work**. When an instructor assigns coursework, the instructor intends that work to be completed for his/her course only. Work students may have completed for a course taken in the past, or may be completing for a concurrent course, must not be submitted in both courses unless they receive permission to do so from both faculty members.

5. **Important note:** Wikipedia and/or google are NOT acceptable nor reliable research tools for collegiate academic work.

Oakland University Writing Center:

Students are encouraged to seek help with writing first from the Professor. If additional help is needed, students may seek assistance from the university writing center, 212 Kresge Library (<https://www.oakland.edu/ouwc/>).

The Tutoring Center:

Tutoring assistance may be found at the Tutoring Center, 103 North Foundation Hall (<https://www.oakland.edu/tutoring/>). The Tutoring Center offers a host of free support services — individual and group peer tutoring, Supplemental Instruction and study skills assistance through a number of instructional and informational videos. The students and staff of the Tutoring Center understand that everyone learns differently. Their mission is to coach and challenge you to take control of your own academic success. All services and support programs are available at no cost to currently enrolled OU students.

Counseling:

The Oakland University Counseling Center, located in the Graham Health Center, provides a broad range of mental health services which include:

- Personal Counseling
- Psychological and Psychoeducational Testing
- Career Testing and Counseling
- Substance Abuse Evaluation, Treatment, and Prevention
- Consultation and Outreach
- Crisis Intervention

More information can be found at <https://oakland.edu/oucc/> Counseling is provided by licensed psychologists and interns. Staff that are not fully licensed are supervised by licensed psychologists. Counseling services are based on a short-term model. If long-term counseling is indicated, the staff is happy to help with outside referrals. In order to meet with a counselor, you can call or come in to the Counseling Center and schedule an appointment. Same day appointments may be available, subject to counselor availability.

Identification:

If you do not identify with the name that is listed with the registrar, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me.

Disabilities:

Students with Disabilities: Students who require any special arrangements due to disabilities should contact me so that we may resolve the issue with in-classroom alterations, or so that we may take advantage of university offerings. A student with a documented learning or physical disability must contact the Office of Disability Support Services, 103A North Foundation Hall, (248) 370-3266, and inform the professor of special needs during first week of classes. For more information, visit <http://www.oakland.edu/dss>. Disability Support Services acts as an advocate for students with disabilities.

Add/Drops & Incompletes:

The University add/drop and incomplete grade policies will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.