TO LEARN ABOUT THE CURRENT FULBRIGHT ROVING SCHOLARS GO TO

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photos for this report provided by: Torran Anderson, Rachel Cohen, Ruth Fairbanks, Brianne Jaquette, Kevin McGuiness, and Andy Meyer
FULBRIGHT ROVING SCHOLAR REPORT

30 years ago the first Roving Scholar (Rover) spent a year visiting schools in Norway. The program was established to satisfy a request by the Council for Upper Secondary School Education for a “Roving American lecturer” to teach upper secondary school students in the areas of American Civilization and American Literature. Since then the program has expanded to comprise three Rovers, one of whom serves the lower secondary schools, but the core aims remain the same.

Fulbright Roving Scholars are experienced educators who spend a year traveling all over Norway to share their knowledge and skills with secondary school students, their teachers, and university students in teacher training programs. The workshops Rovers offer for students cover a variety of U.S.-related topics. They reflect each Rover’s subject expertise and are designed with the Directorate of Education’s English subject curriculum in mind. In addition to acquiring content knowledge, Norwegian students benefit from the opportunity to interact with a native speaker in English. Workshops for secondary school teachers and teachers-in-training offer in-depth subject content and/or pedagogical techniques.

Sponsored by the Norwegian Directorate of Education and Training, the Roving Scholar program is charged with serving schools throughout the country. This necessitates a considerable amount of travel. Collectively, the 2017-18 Rovers spent 392 days teaching at 163 different schools in every corner of Norway from Nordkapp to Kristiansand.

The success of the Fulbright Roving Scholar program is in part due to the invaluable support of the Norwegian National Centre for English and other Foreign Languages in Education (“Fremmedspråksenteret”). Beginning in August with an orientation about the Norwegian education system, Centre staff serve as a resource for Rovers throughout the year. The Rovers give back to the Centre at the end of the year by contributing lesson plans to the Centre’s online resource database for teachers.

Given the nature and extent of the Roving Scholar assignment, candidates go through the most extensive selection process of any Fulbright grantee in Norway. After their written applications are reviewed and cleared by a screening panel in the US, candidates are asked to submit a sample teaching video and to participate in a Skype interview. The Norwegian selection committee considers each candidate’s academic and professional background, commitment to teaching, interest in learning about Norway and from Norwegian peers, and ability to handle the demands and occasionally capricious nature of travel and visits to classrooms all over the country. All three selected candidates accepted the grant offer and came to Oslo in August to commence their Roving Scholar year.
Rachel Cohen teaches humanities at Colchester High School, a public school of ca. 700 students in Vermont. She graduated with degrees in History and Secondary Education from the University of Vermont and holds a Master’s degree in Curriculum and Instruction from Saint Michael’s College. She has also taught for the National Outdoor Leadership School, a wilderness education school in Alaska. Cohen is committed to personalizing learning for her students. She is particularly interested in developing authentic learning experiences, such as work and travel-based opportunities beyond the traditional classroom. In addition, Cohen has collaborated with colleagues around New England on school-improvement initiatives in the areas of assessment, grading and reporting, as well as adult-youth partnership as a tool for school change.

Ruth Fairbanks teaches gender studies and US history as an Instructor at Indiana State University. She holds a PhD and MA from the University of Illinois, and a BA from Hiram College, all in American history. In addition to teaching college students, she has taught math in middle school, art and Spanish at elementary school summer camps, and English in a Chilean preschool. Fairbanks is a proponent of active pedagogy and teaches interactive lessons utilizing role-playing games, talk shows, and reader’s theater. Currently working on a book on American maternity policy from 1940 to 1993, her teaching interests include women’s history, immigration history, labor history, utopian communities and social movements.

Brianne Jaquette came to Norway from the University of the Bahamas where she spent two years as an Assistant Professor teaching first year composition courses and a range of literature courses from the Short Story to Studies in Modern Drama. She has a PhD in English with primary focus in nineteenth-century American literature from the University of Missouri. She also has an undergraduate degree from Denison University and a MA from Boston College, both in American Literature. Jaquette co-edits a website, Pedagogy and American Literary Studies (PALS), dedicated to the teaching of American literature. She and her colleagues started the site when they noticed a lack of pedagogical resources on American literature freely available on the Internet. In addition, Jaquette is editing a collection with colleagues in The Bahamas and Jamaica about teaching writing in the Caribbean.
TOP 10 CITIES

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*Multiple cities tied at this number of teaching days
### TOP 5 COUNTIES

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### COUNTIES VISITED BY ROVERS IN 2017-18

The map and bar chart illustrate the counties visited by rovers in 2017-18, with the colors representing the frequency of visits. The top visited counties by rovers were Akershus, Hordaland, Møre og Romsdal, and Nordland, with Østfold being the least visited among the top 5.
2017-18 HIGHLIGHTS & NOTES
OSLO TEACHER TRAINING

All three Roving Scholars held workshops at a professional development day for secondary school teachers in Oslo. Held at Nydalen VGS, the training was attended by 31 upper secondary school teachers. The keynote talks and workshops offered a mix of subject content like “Sound and Segregation: Music and Race Relations in the United States,” resources like “Multicultural Literature in the U.S.,” and pedagogical techniques like “Process Writing: Helping Students Compose in English.” Attendees were active participants in the sessions and their feedback about the day was very positive. Given the level of interest and the fact that Rovers spend so much time on the road, another teacher training will be held for Oslo teachers next year with Edvard Munch VGS as a co-host.

LOWER SECONDARY SCHOOL STUDENTS CURIOUS ABOUT THEIR COUNTERPARTS

Norwegian lower secondary school students continue to be curious about the experiences of kids of their own age in the United States, hence the lower secondary school Rover is always asked to offer a workshop relating to this topic. Interest remained high this year also, with “Teenage Life in America: A Day in the Life of Generation Z” being the most popular student workshop at the lower secondary level – it was held at least once in 66% of all of the lower secondary teaching days.

In order to give American and Norwegian students a chance to present themselves directly to each other, Rachel Cohen hosted two Skype sessions in which Norwegian students got to talk about topics of interest with students at her home school in Vermont. One Skype session was held at Haugenstua skole in Oslo. Another three took place at Bjørnevatn skole near Kirkenes. All sessions were held after “Teenage Life in America” workshops so Norwegian students could build upon what they learned by interacting with their American counterparts.
CONTEMPORARY POLITICAL ISSUES PIQUE UPPER SECONDARY STUDENT INTEREST

Based on the number of days it was taught, Brianne Jaquette’s “Is it Real or Fake News?” was the most requested upper secondary student workshop of the year. The term “fake news” has been used often in U.S. political debate and popular culture, and is now common in Norwegian forums as well. In addition to exploring the concept, this workshop emphasized media literacy skills to help students better understand and interpret sources of information in their daily lives.

“Loaded Questions: Guns in the United States” was added to Ruth Fairbanks’s list of upper secondary student workshops on April 4th and proved to be extremely popular. During the period it was offered, Fairbanks held it on 57% of her teaching days – the frequency of the fake news workshop was 56%. “Loaded Questions” explored the political and cultural history of guns in the United States and the contemporary debate about gun control.

The next most popular workshops were “Black Lives Matter in Historical Context,” “HAMILTON: The Politics of Belonging,” and “Guarding the Golden Door: American Opposition to Immigration.” The topics of the most frequently requested workshops suggest that content addressing what is currently in the news is of particular interest for upper secondary school students.

ROVING SCHOLAR ALUMNI ACTIVITY

John Hanson ’15-’16 published an essay where he ruminated on common issues facing rural Iowa and small-town Norway. Entitled “Obedience and Resistance,” it appeared in the Spring 2017 edition of Rootstalk: A Prairie Journal of Culture, Science, and the Arts. He also held several presentations about his Fulbright experience for community organizations in Iowa.

In July, Torran Anderson ’15-’16 participated in a State Department sponsored US Alumni Thematic International Exchange Seminar (TIES) on “Building Resilient Communities: Religious and
Ethnic Diversity” last summer. He then received a TIES small grant to collaborate with an alumn of the Fulbright scholar program in Taiwan on a joint project to address a culture of intolerance in Tucson, AZ. The project brought together an ethnically and religiously diverse group of young people to lean about WWII Japanese internment camps in Arizona through a variety of activities including survivor interviews.

Carolyn Wedin ’96-’97 self-published a memoir, Lands of the Suspended Sun, about her experiences teaching in Scandinavia, twice at universities in Sweden and as a Roving Scholar.

In October, Lynn Janik ’16-’17 reported that a student from Finsland skole visited Chicago to meet her U.S. penpal. The friendship that led to the visit was an outgrowth of the letter exchange that Lynn facilitated during her Rover year.

Kathleen Ralls ’13-’14 and Renate Evjenth of the Centre for Foreign Languages worked together on an international lesson plan about September 11th for Ralls’ Westford Academy high school students.

Now at Auburn University, David Virtue ’10-’11 continued exchange with the English Teachers’ Network of Akershus County by facilitating a visit of 11 teachers to Alabama for a week in February. There they were given an introduction to southern history and culture with a particular emphasis on the civil rights movement. Faculty at the Department of Curriculum and Teaching also provided suggestions about how to teach about the civil rights movement and insight into the US educational system.

Flannery Burke ’13-’14 returned to Oslo in March to give a keynote presentation at a seminar for upper secondary school teachers. Burke and local teacher Tom Arne Skretteberg have had ongoing collaboration since her Fulbright year and received funding from the City of Oslo for the seminar. (The 2017-18 Roving Scholars also presented at the seminar. See page 7.)
RACHEL’S WORKSHOPS FOR UNGDOMSSKOLE STUDENTS

A Dream Deferred?: How American Authors and Artists Have Mirrored and Critiqued the American Dream
President Barack Obama’s called The Dream “…the basic American promise that if you worked hard, you could do well enough to raise a family, own a home, send your kids to college…The defining issue of our time is how to keep that promise alive.” This workshop will engage students in an evaluation of multimedia to explore their own dreams and discuss to what extent The Dream is unique to the United States. What aspects of the American dream are relevant to Norwegian teenagers? Students will engage in discussion, reflection and creation in order to answer these questions.

The Race for the White House: What Brought Americans to the Polls in 2016?
This modern politics workshop will investigate the attitudes, beliefs, frustrations and hopes that the American people brought with them to the polls in 2016. We will analyze the results of the election and consider the myriad issues the candidates addressed during their campaigns. The workshop will aim to consider how current events such as immigration, the rise of ISIS, domestic terrorism, the #blacklivesmatter movement, the economy and many more issues on the minds and in the hearts of Americans influenced the outcome of the election.

Teenage Life in America: A Day in the Life of Generation Z
Sports, fashion, slang, social media, pop-culture, new freedoms and responsibilities. These characteristics define what it’s like to be a teenager in the USA today. But what, exactly, does a day-in-the life of an American teenager look like? This workshop will explore the diversity of teen life across the United States, and will use the presenter’s students in a suburban community as a case study of what makes teen life in America unique, generating comparisons to the experiences of Norwegian teenagers as we go. This workshop may use Skype to communicate with an American class when possible.

Andy Meyer ’15-’16 gave a guest lecture at Luther College entitled “The Milk Route and Other Habits of Mind” about his Roving Scholar experiences.

2017-18 ROVING SCHOLAR WORKSHOPS
These are the descriptions of the workshops offered by the 2017-18 Rovers as they appeared on our website. Popular workshops that were either removed from or added to the website over the course of the year are also included.
An Experiment in Democracy: What and how should a government provide for its citizens?
Students will begin in a “state of nature,” creating their own governments in a simulation activity to explore why a government is necessary. Then, students will learn how America’s Founding Fathers borrowed the philosophical ideas of European thinkers to create a limited government where citizens are bound by a social contract. Students will learn how a democratic republic operates and how the three branches of government all carry out unique roles and responsibilities in the American government. Finally, they will question the ideas and beliefs expressed in our Constitution. For example, what would the Founders say about Universal Healthcare?

Snapshots of a Changing American Identity: How do photographs convey meaning? What can they tell us about perspective, context, justice and identity in the American story?
In this workshop students will learn how to “read” photographs deeply and put these new skills to work in thinking critically about myriad controversial images from times of rapid growth in American history including expansion, war and political and social upheaval. Students will learn how the exposure of these images has changed social and political responses of the times. Perhaps most importantly, students will consider how powerful images can work to define or upend groups of citizens based on race, gender, socioeconomic status, culture, ethnicity and ability.

Race, Gender and Class: Is the Civil Rights Movement Really Over?
Students will evaluate identity through a lens of intersectionality; that is, how a history of slavery and classism, a century of Jim Crow, postponed women’s rights and lasting effects of racism and discrimination have led to nuanced experiences for Americans who identify with multiple, traditionally marginalized identities. Through poetry and prose of the #blacklivesmatter and LGBTQ movements we’ll look for ways that modern activists are using tactics similar to or different from their predecessors in the Civil Rights Movement.

50 Nifty States!: How Americans Live and Work Across Diverse Landscapes
This exploratory workshop will use a range of primary sources to tell diverse stories of how everyday Americans in each state and region interact with the land to make a living. What are the Nation’s greatest resources and how are they being cultivated and distributed? The presenter will draw on her personal experience as the granddaughter of Vermont farmers as well as her travels across the United States. Students will leave this seminar with a more accurate picture of the diverse landscapes that exist across almost four million square miles.

The State of the Union: What’s Happening in the USA Today?
This discussion and media-based workshop will explore rapidly changing current events in the United States. No two workshops will be the same, as we’ll rely on the news of the day to guide our discussion and analysis. Students
should be interested in the news and ready to ask questions, investigate controversial topics, and imagine implications for Norway, the United States, and our global community.

**RACHEL’S WORKSHOPS FOR UNGDOMSSKOLE TEACHERS AND TEACHERS-IN-TRAINING**

**Personalized Learning in a Competency-Based Instruction Model**
This workshop will explore how American schooling is shifting away from a “factory model” of measuring seat time and knowledge to a focus on competency of skills. Together we will explore ways that teachers can incorporate increased student voice and choice into the learning sequence, as well as in assessment. Teachers will have the opportunity to revise a current assignment in order to better differentiate instruction and give students more ownership over the learning process, all while using common scales and rubrics to assess learning outcomes.

**Understanding Collaborative Learning Groups (CLGs): Building your school’s collective IQ through cross-curricular teacher networks**
“When teachers get together to talk in concrete, precise language about instruction and student work, their teaching dramatically improves and student achievement rises” (Schmoker, 2006, qtd. in Eve et. al., 2010). CLGs allow teachers to engage in new learning and bring learning to fruition through research, conversation with colleagues, application in the classroom and the examination of student work. In this workshop, teachers will investigate a model for collaborative learning by developing learning plans, creating timelines and understanding strategies to build capacity for growth.

**Authentic Assessment, Student-Led Inquiry: How students and teachers can pursue a rigorous curriculum beyond the classroom**
This practical workshop will draw on the presenter’s experience creating and teaching cross-curricular learning opportunities for students at local businesses in the Burlington, VT community, a research field station in Andros, the Bahamas, and in Washington, DC for the 2016 Election and 2017 Inauguration. Teachers will leave with strategies to engage their students in an inquiry model of unit planning, including tools for creating authentic-assessment opportunities in the school and community.

**Unleashing Partnership: How youth and adults can transform schools together**
In New England, we are building meaningful working partnerships between youth and adults, enabling them to take on the challenges and opportunities of improving their own schools across Vermont, the United States and the World! This dynamic workshop will use video and student testimony to illustrate how one small state is leading the nation to increase student voice in school systems change ranging from curriculum to grading. Both teachers and administrators will learn with strategies to build capacity and engage students in this important and challenging process.

**Transforming Grading and Reporting: Using Learning Targets and Scales to achieve clarity in your classroom**
Like travel, learning can be challenging and frustrating when the student is unclear about where they are going and what they are doing. Learning targets clarify the intention of each lesson for students and teachers. In this workshop, teachers will explore how to make the standards real, attainable and measurable in their classrooms. Teachers will practice transforming their goals and objectives into specific student-friendly “targets” that allow students to articulate what they are learning, why they are learning it and how they will know when they’ve met an acceptable level of performance.

RUTH’S WORKSHOPS FOR VIDEREGÅENDE STUDENTS

A Loaded Questions: Guns in the United States*
The United States has the highest rate of gun homicide anywhere in the developed world and also has high rates of gun suicides and deaths from accidental discharge of a firearm. This school year, there have been three horrific high profile mass shootings—Las Vegas, NV; Sutherland Springs, TX; Parkland, FL. Between Las Vegas and Parkland, there were 99 other mass shootings, incidents affecting 4 or more victims, and there have been more since. While there are mass shootings in other countries, gun violence and the political and cultural response to gun violence in the United States are distinctly American. Explanations are difficult. The United States has, by far, more civilian-owned guns per capita than any other country. For most of American history there has been gun control, and there is broad popular support for more gun control now. However, the divide between gun-rights advocates and proponents of gun control is one of the most bitterly contested political divides today. This workshop will examine the Second Amendment to the US Constitution, the emergence of judicial originalism, federalism, the gun lobby, the “wild west,” race, symbolic patriotism and the emergence of student activism in favor of gun control.

*This workshop was added in April.

HAMILTON: The Politics of Belonging
Lin-Manuel Miranda, creator of the hit musical HAMILTON, called it the “story of America then told by America now.” Miranda’s interpretation of the founding fathers, use of contemporary musical styles like hip-hop, and multi-racial casting reclaim the American past for Americans who may not have seen themselves reflected in the typical history books. HAMILTON has won 11 Tony Awards, a Grammy, and a Pulitzer Prize. First lady Michelle Obama called it “the best art I have seen in my lifetime.” Amateur and professional artists have made hundreds of HAMILTON parodies, interpretations and additions. HAMILTON also inspired angry tweets from president-elect Donald Trump and calls for a boycott after the cast addressed vice-president elect Mike Pence from the stage. Political demonstrations feature signs and posters with quotes from HAMILTON. Reactions to this musical reveal deep divisions about who owns both the nation’s past and its future. This multimedia lecture on HAMILTON and the politics of belonging is adaptable to larger groups. There is an optional follow-up exercise.
History Lab: Norwegian Americans
There are almost as many Norwegian-Americans as there are Norwegians. Norwegian immigration to the US began in the 1820s but peaked in the late nineteenth and early twentieth centuries. There was a clear Norwegian presence in New York City, Texas and the Pacific Northwest, but most Norwegians headed to the prairies, the area now the states of Nebraska, Iowa, Minnesota, South Dakota and North Dakota. This lesson examines these Norwegian immigrants to the prairie frontier, farming areas and small towns. The workshop includes a group project using letters between immigrants and their families in Norway—Amerikabreve. We’ll use their findings from the letters to discuss both immigration and the process of studying history from primary documents. This workshop involves reading in both English and Norwegian. It works for classes up to about 30 students.

Guarding the Golden Door: American Opposition to Immigration
The United States is a “nation of immigrants” and many Americans warmly embrace their families’ immigrant past. There are, for instance, 4.5 million proud Norwegian-Americans. But as long as there has been immigration to the United States, there has also been opposition to that immigration. Recently introduced legislation, presidential orders and executive priorities seek to restrict legal and illegal immigration to the United States and also to re-write the fundamental basis for immigration that has characterized American immigration law since the mid-1960s. High-profile rhetoric opposing immigration seems to undermine a central core of American identity, as when Presidential spokesperson Steven Miller publically repudiated the famous poem at the base of the Statue of Liberty. But today’s anti-immigrant sentiment echoes earlier periods of opposition to immigration. This workshop examines anti-immigrant attitudes through a comparison of the Chinese Exclusion Act of 1882 and the various travel ban executive orders signed by President Trump since January 2017.

Playing American Utopia: New Harmony, Indiana
Role-playing games are a powerful pedagogy. Role playing enlists student interest and engages competitive natures. Role playing develops both empathy and interpretative skills. Students in role-playing games work with primary sources. They practice public speaking and networking. Some students can draw on skills not always recognized in academic classes. The Reacting to the Past Consortium promotes role-playing in history classes. This lesson is a very short Reacting-type role-playing game based on the utopian socialist Owenite community at New Harmony, Indiana. One-page roles and victory conditions will be sent in advance for students to study before class. In character, students will meet to discuss a plan for the re-organization of the community in 1825. As the class unfolds, new elements will be introduced to the game and students must respond in character and attempt to meet their victory conditions. This workshop is for groups of 16-25 students and cannot be adapted for large groups.

Diagnosis: Why doesn’t the United States have National Health Insurance?
Recent efforts to repeal Obamacare highlight current political divides in the United States, but Americans have struggled over national health insurance for more than a hundred years. This workshop will explore the historical reasons the United States does not have national health insurance and how those underlying causes are reflected in contemporary political positions. During this lesson, groups of students receive cards about events and documents relating to health insurance debates and then work together in groups to see what kind of interpretations emerge from their evidence. This workshop is about national health insurance but also about the use of primary documents and evidence and about developing analytical skills and evidence based interpretations in order to make sense of the past. This workshop is for classes up to 30 students and cannot be adapted to larger groups.

What Caused the Great Depression?
While the US had had depressions before, the one that began in 1929 was deeper and longer than others and had widespread global effects. This workshop explores the causes of the Great Depression: contractions in global trade, the effects of WWI reparations payments, speculation on Wall Street, and growing income inequality. Students will receive very unequal amounts of money to spend in a model mass-consumption economy role-playing game. They will attempt to buy Ford cars, Westinghouse stoves, Zenith radios and Kotex. Many students will be unable to participate in the economy, leading to overstocks. If companies can’t sell their products, they will have to lay off workers, who will then be unable to consume. This lesson concludes with a quick look at current income distribution in the United States. This lesson suits groups of 20-40 and cannot be adapted to larger or smaller groups.

Rags to Riches: The Meaning of Social Mobility in America
In 1868, Horatio Alger began writing short novels that each feature a good but poor boy who struggles until his efforts are rewarded, usually by a powerful older man. The “Gilded Age” saw rapid economic growth accompanied by extremes of wealth and poverty and a series of depressions. Horatio Alger’s destitute heroes go from “rags to riches,” benefiting from industrial capitalism. In this lesson, 9 students will participate in a reader’s-theater play based on an Alger novel. Following the reading, the students who formed the audience will discuss Alger’s advice to industrial workers. The workshop will conclude with a broader examination of the American belief in social mobility and reasons for regarding Horatio Alger’s prescription skeptically both when he wrote and today. This lesson works well for students with basic English and history backgrounds because the students in the play get scripts to read from. The scripts are very short and there is a lot of repetition. The plot is simple and the play provides a basis for the following discussion.

The Politics of Sex Education
The United States was once a leader in sex education but has long since ceded leadership to Scandinavian countries. In the US, sex education varies from state
to state and from school district to school district so there are a wide range of approaches. However, in the past few decades the federal government and many state governments have offered incentives favoring abstinence-only education. Government policy and non-governmental organizations have also exported this approach to other countries. Sex Ed has become a key cultural battle between religious conservatives who are protective of ideas about morality and parental rights and others who worry that abstinence-only education leaves young people more vulnerable to teen pregnancy, sexually transmitted diseases and abusive relationships. 

This workshop is reciprocal. We begin with American approaches and the political nature of sex education in the US and end with workshop participants explaining sex education in Norwegian schools.

Thanksgiving: Beyond Pilgrims and Indians*
Thanksgiving is the most symbolically important American holiday. Americans go to great lengths to observe this holiday even when outside their country and have even sent Thanksgiving dinners to space. In this workshop, we will examine the holiday's putative roots in a meal shared by Pilgrims and Wampanoag and the fundamental Native American criticisms of Thanksgiving. We will also study the political motivations for establishing this holiday during the American Civil War. We will discuss Thanksgiving as a means of Americanizing immigrants in the early twentieth century and the meaning of Thanksgiving during the World Wars. Finally, we will explore the holiday's connection to shopping, parades and football. Students will do a typical Thanksgiving art project for young children. This workshop could be adapted to a larger audience. It is especially appropriate for fall. Thanksgiving is November 23 this year. *

RUTH’S WORKSHOPS FOR VIDERE GÅENDE TEACHERS AND TEACHERS-IN-TRAINING

Playing History
Games recapture student interest in the face of increasingly omnipresent forms of entertainment. Well-designed games, including role playing, board games, game shows and electronic games, can offer substantial opportunities to introduce not only fun and trivia, but also the skills of research, analysis and revision and the central elements of history—an understanding of context, causality and contingency. This workshop will introduce several kinds of history games and offer a chance for workshop participants to play one or more games as well. This workshop could go in two directions—one focused on role-playing games or one focused on table-top games. If you desire a role-playing game, parts can be sent in advance to participants.

Pocket Change: Short and Simple Techniques
Innovative teaching techniques like flipped classrooms, role-playing games, gamifying a course structure, community engagement and experiential learning are exciting new approaches, but can be overwhelming for busy teachers who already have lesson plans and other commitments. In Small Teaching, James M. Lang points out that teachers can get improvements in their classes without revolutionary change. “Small teaching”
is quick, easy changes in classrooms and assignments that improve student engagement and deepen student learning. These are pocket-sized techniques that take little time to design or implement and that can fit into or around a variety of lesson plans. In this workshop, I will bring some “small teaching” suggestions from Lang’s book and some of my own, and I hope to get some more ideas from you as well.

The Price and the Costs of American Higher Education

In the US, the price of a college education is rising at the same time that federal and state contributions to higher education are falling. Students (and their parents) take out larger and larger student loans. The pressure of these large loans can channel students into certain programs and away from others. Debt burdens handicap new graduates. To make up for weakened government support, public universities rely on gifts from large donors, raising concerns about the protection of academic freedom and also putting higher education at increased risk of investment downturns. This workshop will examine how Americans, as students, parents and the public, pay for college, and what they can expect for their money.

Teaching with *Hamilton: An American Musical*

The award-winning *Hamilton: an American Musical* opened on Broadway in 2015. Today, it plays on Broadway, in Chicago and many other US cities and in London. The musical is based on the life of Alexander Hamilton, one of the “founding fathers” of the United States. Set during the American Revolution and the early years of the new country, the musical addresses questions of federal power, slavery, political scandal, the emergence of political parties and revolution. The story is told as “the American Dream” of an immigrant starting from the bottom and working his way up to success and power. But while this is history, the musical is even more important for how it relates to the US today. The musical’s creator, Lin-Manuel Miranda, has called *Hamilton* “the story of America then told by America now.” The musical style and the deliberate racial cross-casting are direct engagements with contemporary America. The creator, cast and crew of *Hamilton* have recognized a particular responsibility towards young people and have supported field trips and the development of curriculum related to the musical. High school and college teachers have themselves responded enthusiastically to *Hamilton* and are using the musical in history classes, English classes, drama, music and civics classes all over the United States. This workshop will examine the plethora of resources available to teaching with *Hamilton: An American Musical* and a couple of assignments I have used here in Norway.

The Politics of Sex Education

This workshop, described in the student workshops, could also work well for a teacher workshop.

**BRIANNE’S WORKSHOPS FOR VIDEREGÅENDE STUDENTS**

The Women’s March and the Historic Roles of Women in Activism

This lesson will be structured around the roles available to women presented in these texts and how the women...
in the works push back against their treatment in society. It will start with an overview of reform movements in the nineteenth century in the U.S., such as abolition, temperance, and suffrage, which were often lead by women. While grounded in the late nineteenth century, the lesson will link these conversations to current issues in women’s rights in the U.S. One of the most stunning recent examples of women leading the way in activism was the Women’s March that was held on January 21, 2017. The March kicked off a season of activism that is still going strong in the U.S. This lesson will ground contemporary U.S. culture in a larger historical sphere and allow students to think critically about the connection between current and past movements.

The Fight for $15: Workers’ Rights and Artistic Expression in the U.S.
One of the most prominent movements in the U.S. right now is the Fight for $15, which argues for the minimum wage to be increased to $15 an hour. This workshop looks at the Fight for $15 through the lens of other workers’ movements in U.S. history, such as pushes for child labor laws and shorter work days. One of the aspects of labor movements that can often be overlooked is the artistic representation of the people participating in the movements. We don’t always associate art with the working class and laborers. In this workshop we will look at poems and songs from labor movements to assess how art functions to support and propel labor movements.

Higher Education in the U.S.: Choice and Debt
The United States has some of the best colleges and universities in the world. It also has an abundance of choices when it comes to the type and levels of schools—community colleges, colleges, universities, private schools, state schools, religiously affiliated schools, etc. This diversity provides U.S. students with a lot of options; however, a growing problem in the U.S. is the cost of universities and student debt. On the other hand, there is a growing push to make college in some states tuition free—a model that most developed countries have already adopted. Using excerpts from books, such as Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy, we will look at the challenges that face college students in the U.S. to determine the risks and rewards of U.S. higher education. In addition to introducing students to what higher education is like in the United States, this workshop also asks us to think about the purpose and function of educational systems.

Narratives of America in the 21st Century featuring Lin-Manuel Miranda’s Hamilton
This workshop asks the question: what are the risks and rewards of rewriting the past to fit our modern perspectives? We will focus on the musical, Hamilton, which is a Broadway musical about one of the founding fathers of America, Alexander Hamilton. Hamilton tells the story of Hamilton’s life through music that closely echoes the history of rap and hip hop rather than the traditional sounds of Broadway. Hamilton has created a huge stir over the course of its existence both for its unique approach to a Broadway show, and for the fact that the majority of the historical figures featured in the play are performed by people of color. In revising the story of the founding of
America to feature people of color, the show’s creator Lin-Manuel Miranda, helps to revise the canon of the American dream. We will look at the narratives proposed by Hamilton and discuss the positives and limitations of the idea that we can “write [our] way out.”

American Exceptionalism
The idea of America as a city on a hill, as a place for other parts of the world to look up to, is often associated with Ronald Reagan. However, the phrase itself comes from a speech that John Winthrop gave on the ship, the Arbella, to a group of Puritans in Massachusetts Harbor. This sentiment and the ideas about America that have followed it have a long history in this nation. This workshop will probe the history of American exceptionalism to illustrate how the concept has affected not only America’s perceptions of themselves but also of their perceived roles in the world. As it is very different than the concept of nation that many other countries have, this exploration will open up discussions of global citizenship.

Black Lives Matter in Historical Context
The Black Lives Matter movement began in response to the shooting death of black men—Trayvon Martin, Michael Brown, and Eric Garner—in the U.S. by police and civilians. Today, the movement has been heralded as the impetus for anti-violence protests and civil resistance across the U.S. It has also received criticism from a variety of angles—some criticism as extreme as comparing it to a hate group. This workshop seeks to understand the origins of the movement and contextualize it through the history of racial violence and protest in the U.S. To narrow our scope, we will use specific instances from the Civil Rights movement in the 1960s to add depth to our understanding of our current political and cultural moment.

Is it Real or Fake News?
Fake news has been discussed so much over the last year that it has quickly become shorthand for any information that is not amenable to hear. Is your favorite band breaking up? Is your least favorite relative coming for a visit? Well, hopefully those pieces of information are just fake news. But what is fake news exactly? What are its origins? What are the consequences of it and why does it matter? This lesson will look at the proliferation of this term in recent popular culture—in relation to who is using it and why. Along the way we will practice media literacy skills that will help us make sense of all of the information that we come across on a daily basis.

BRIANNE’S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING

Writing: Helping Students Compose in English
This workshop will cover some of the conventions of writing academically in English to provide teachers with ideas about how to help their students write more confidently. We will focus on the process of writing and how to get students to treat writing as a process instead of a product. Additionally, I will introduce ideas for low stakes writing prompts and activities to get students more comfortable writing. The key to becoming a better writer is to write more, and we will discuss how to do this without...
overburdening teachers or students.

Fake News and the U.S. Media Landscape
I will build off of the fake news workshop that I provide for students for this workshop. We will cover some of the material that the fake news workshop covers—from what is fake news to how to be better consumers of news—and then I will provide further approaches to teaching this topic. For example, lessons could be built around using definitions of words like bias or opinion or ways of understanding satire. The goal here is to provide ideas to help students expand their concepts of and explore our complicated media landscape.

Black Lives Matter Through a Civil Rights Lens
Many teachers of U.S. culture will want to address the recent upheaval in U.S. society and the Black Lives Matter movement that has been formed to address racist treatment from police and other institutions. However, it can be difficult to know where to begin to explain these issues to students. This workshop provides an entry to the Black Lives Matter movement by rooting it and the current situation in U.S. society in a historical context that addresses the history of protest in the United States and the legacy of activists, such as Martin Luther King Jr. I approach this workshop by introducing teachers to the ideas I cover in my student workshop and then providing context and resources for the issues discussed with students.

Using Digital Collections: Women Writing War Case Study
In this lesson, I introduce the idea of using digital resources and archival collections to provide students with more access to primary texts. We often think that it can be a lot of work for students to access an archive, but because of digitization, many once inaccessible texts are now readily available. I use the example of women writing about war to showcase how digital collections can open up possibilities for our teaching. Born through a revolution, the United States and its history is often told through our relationships with war. However, war writing is often treated as if it is solely the domain of men. This is patently untrue, and we will use digital materials to critique this tendency and consider how to add more diverse voices into our American history lessons.
ALL SCHOOLS VISITED BY ROVERS IN 2017-18

Alstad ungdomsskole, Bodø, Nordland.
Alta VGS, Alta, Finnmark.
Amalie Skram VGS, Bergen, Hordaland.
Askøy VGS, Klepp, Hordaland.
Atlanten VGS, Kristiansund, Møre og Romsdal.
Aure barne- og ungdomsskole, Aure, Møre og Romsdal.
Averøy ungdomsskole, Averøy, Møre og Romsdal.
Bardufoss Høgtun VGS, Bardufoss, Troms.
Bergeland VGS, Stavanger, Rogaland.
Bergen katedralskole VGS, Bergen, Hordaland.
Bjørknes, Oslo, Oslo.
Bjørnevæn skole, Bjørnevæn, Finnmark.
Bjørnholt skole VGS, Oslo, Oslo.
Blindern VGS, Oslo, Oslo.
Bodin VGS, Bodø, Nordland.
Bodø VGS, Bodø, Nordland.
Borgund VGS, Ålesund, Møre og Romsdal.
Brandsfjord barne- og ungdomsskole, Brandsfjord, Sør-Trøndelag.
Breiløkken skole, Hammerfest, Finnmark.
Bryne VGS, Bryne, Rogaland.
Byåsen VGS, Trondheim, Sør-Trøndelag.
Bø VGS, Børself, Finnmark.

Bømlo VGS, Bremnes, Hordaland.
Charlottenlund ungdomsskole, Jakobsli, Sør-Trøndelag.
Charlottenlund VGS, Jakobsli, Sør-Trøndelag.
Dahlske VGS, Grimstad, Aust-Agder.
Dovre ungdomsskole, Dombås, Oppland.
Drammen VGS, Drammen, Buskerud.
Edvard Munch VGS, Oslo, Oslo.
Elverum VGS, Elverum, Hedmark.
Fagerlia VGS, Ålesund, Møre og Romsdal.
Fjordtun skole, Rypefjord, Finnmark.
Flora VGS, Fløra, Sogn og Fjordane.
Flåtestad skole, Oppegård, Akershus.
Foss VGS, Oslo, Oslo.
Fremmedspråksenteret, Halden, Østfold.
Fræna VGS, Elnesvågen, Møre og Romsdal.
Fyrstikalleen VGS, Oslo, Oslo.
Gausdal ungdomsskole, Vestre Gausdal, Oppland.
Gjøvik VGS, Gjøvik, Oppland.
Godøy skule, Godøya, Møre og Romsdal.
Gosen skole, Hafsfjord, Rogaland.
Hadeland VGS, Gran, Oppland.
Hadsel VGS, Melbu, Nordland.
Hagebyen skole, Harstad, Troms.

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Hakadal ungdomsskole, Hakadal, Akershus.
Hamar katedralskole VGS, Hamar, Hedmark.
Hammerfest VGS, Hammerfest, Finnmark.
Harstad voksenopplæring, Harstad, Troms.
Haugenstua Skole, Oslo, Oslo.
Hauketo Skole, Oslo, Oslo.
Heggen VGS, Harstad, Troms.
Hegra ungdomsskole, Hegra, Nord-Trøndelag.
Heidal skule, Heidal, Oppland.
Herey VGS, Fosnavåg, Møre og Romsdal.
Hetland VGS, Stavanger, Rogaland.
Hisøy skole, His, Aust-Agder.
Horten VGS, Horten, Vestfold.
Høgskole i Innlandet, Hamar, Hedmark.
Høgskole i Innlandet, Lillehammer, Oppland.
Jarfjord Oppvekstområde, Kirkenes, Finnmark.
Jesseheim VGS, Jesseheim, Akershus.
Jåttå VGS, Stavanger, Rogaland.
Kila skole, Harstad, Troms.
Kirkenes VGS, Hesseng, Finnmark.
Knapstad barne- og ungdomsskole, Knapstad, Østfold.
Kongsbakken VGS, Tromsø, Troms.
Kongsberg VGS, Kongsberg, Buskerud.
Kongshavn VGS, Oslo, Oslo.
Kopervik VGS, Kopervik, Rogaland.
Kristiansand katedralskole VGS, Kristiansand, Vest-Agder.
Kristiansund VGS, Kristiansund, Møre og Romsdal.
Kruesseløkka ungdomsskole, Sarpsborg, Østfold.
Kuben VGS, Oslo, Oslo.
Kvam VGS, Øystese, Hordaland.
Langhaugen VGS, Bergen, Hordaland.
Lillestrøm VGS, Lillestrøm, Akershus.
Lynghaug skole, Fyllingsdalen, Hordaland.
Lyngmyr skole, Tvedestrand, Aust-Agder.
Løten ungdomsskole, Løten, Hedmark.
Mailand VGS, Lørenskog, Akershus.
Malakoff VGS, Moss, Østfold.
Meldal VGS, Løkken Verk, Sør-Trøndelag.
Moltemyr skole, Arendal, Aust-Agder.
Mosjøen VGS, Mosjøen, Nordland.
Mysen VGS, Mysen, Østfold.
Nadderud VGS, Bekkestua, Akershus.
Nannestad VGS, Nannestad, Akershus.
Narvik VGS, Narvik, Nordland.
Nordkapp Maritime Fagskole og VGS, Honningsvåg, Finnmark.
Nordlandet ungdomsskole, Kristiansund, Møre og Romsdal.
Notodden VGS, Notodden, Telemark.
NTNU, Trondheim, Sør-Trøndelag.
Nydalen vgs, Oslo, Oslo.
Nærøy ungdomsskole, Kolvereid, Nord-Trøndelag.
Nætterøy VGS, Nætterøy, Vestfold.
Ole Vigs VGS, Stjørdal, Nord-Trøndelag.
Oppsal skole, Oslo, Oslo.
Orkdal VGS, Orkanger, Sør-Trøndelag.
Ortun skole, Fyllingsdalen, Hordaland.
Oslo Handelsgymnasium, Oslo, Oslo.
Oslo katedralskole VGS, Oslo, Oslo.
NTNU, Trondheim, Sør-Trøndelag.
Ringerike VGS, Hønefoss, Buskerud.
Ringsaker VGS, Brumunddal, Hedmark.
Rørvik VGS, Rørvik, Nord-Trøndelag.
Sandefjord VGS, Sandefjord, Vestfold.
Sandnes VGS, Sandnes, Rogaland.
Sandnessjøen VGS, Sandnessjøen, Nordland.
Sandsli VGS, Sandsli, Hordaland.
Sandvika VGS, Sandvika, Akershus.
Seljestad ungdomsskole, Harstad, Troms.
Seter Skole, Seter, Sør-Trøndelag.
Ski VGS, Ski, Akershus.
Skolen i Være, Bode, Nordland.
Skotselv skole, Skotselv, Buskerud.
Skullerud skole, Oslo, Oslo.
Snåsa Montessori, Snåsa, Nord-Trøndelag.
Snåsa skole, Snåsa, Nord-Trøndelag.
Sogndal VGS, Sogndal, Sogn og Fjordane.
Sola VGS, Sola, Rogaland.
Sortland VGS, Sortland, Nordland.
Sotra VGS, Straume, Hordaland.
Spjelkavik ungdomsskole, Ålesund, Møre og Romsdal.
St. Franciskus skole, Arendal, Aust-Agder.
St. Olav Vidergående Skole, Stavanger, Rogaland.
St. Svithun skole, Stavanger, Rogaland.
Stangnes skole 8-13, Harstad, Troms.
Stavanger katedralskole VGS, Stavanger, Rogaland.
Steinkjer VGS, Steinkjer, Nord-Trøndelag.
Stord VGS, Stord, Hordaland.
Strand barne- og ungdomsskole, Steinsdalen, Sør-Trøndelag.
Stridsklev ungdomsskole, Porsgrunn, Telemark.
Strupe ungdomsskole, Halden, Østfold.
Sør-Roan skole, Roan, Sør-Trøndelag.
Tangen VGS, Kristiansand, Vest-Agder.
Trondheim katedralskole VGS, Trondheim, Sør-Trøndelag.
Trysil VGS, Trysil, Hedmark.
Ulstein VGS, Ulsteinvik, Møre og Romsdal.
Vardø VGS, Vardø, Finnmark.
Vennesla VGS, Vennesla, Vest-Agder.
Vest-Lofoten VGS, Leknes, Nordland.
Volda VGS, Volda, Møre og Romsdal.
Vågå ungdomsskule, Vågå, Oppland.
Wang Toppidrett, Tønsberg, Vestfold.
Wang VGS, Oslo, Oslo.
Ytre Namdal VGS, Røvik, Nord-Trøndelag.
Østfold University College, Halden, Østfold.
Ålesund VGS, Ålesund, Møre og Romsdal.
Åndalsnes ungdomsskole, Åndalsnes, Møre og Romsdal.
Årdal VGS, Øvre Årdal, Sogn og Fjordane.
Årstad VGS, Bergen, Hordaland.
Åsane VGS, Nyborg, Hordaland.
Åsly skole, Rissa, Sør-Trøndelag.
Åsnes ungdomsskole, Flisa, Hedmark.