



# AHA25 Continuing Teacher & Leader Education (CTLE) Credit

Teachers in New York state are eligible to receive **Continuing Teacher and Leader Education (CTLE) credit** for attending any of around 80 selected sessions and workshops at the 2025 annual meeting through an agreement with the New York City Department of Education. Eligible sessions and workshops are posted below. Questions? Come to our information desk at the Hilton on the second floor promenade.

## Friday, January 3

### 9:00–11:30 a.m.

- Connecting Historical Scholarship to the K–12 Classroom

### 11:30 a.m.–12:30 p.m.

- K-12 Welcome Reception

### 1:30–3:00 p.m.

- Resilience and History Education: The 2025 K–16 Content Cohort
- What High School Teachers Teach about US History
- History Gateway Courses as a Catalyst for the Transformation of General Education
- How to Plan a K–12 History Field Trip in New York City
- Between Two Continents: Africans' Real and Imagined Connections to Europe after Empire
- Teaching Trans History in the Undergraduate Classroom
- Teaching Feminist Premodern History in Public Institutions
- The State of Race and Policing Today in New York, Chicago, and Philadelphia
- Treasures of America's Pastime: Black Baseball Histories for Popular Audiences
- Black American Emigrants and the Pursuit of Black Possibility

### 3:30–5:00 p.m.

- State of the Field for Busy Teachers: Africa in World History
- LGBTQ+ History Research Lightning Session
- One Small Change You Can Make Tomorrow in Your Introductory History Course
- The Worth of the History MA
- Engaging History: Fresh Ideas on How to Reach a Broader Public and More Varied Audiences
- Sayyid 'Ali Akbar's Book of China and the Ming Empire in Global History
- Big City, Big Problems: Challenges to New York's Primacy after World War II
- Hemispheric Black Politics in the Age of Abolition

### 8:30–9:30 p.m.

- Plenary: 100th Anniversary of The New Negro

## Saturday, January 4

### 8:30–10:00 a.m.

- Designing the Un-survey: New Approaches to the Introductory World History Syllabus
- Is the "New World History" Old Now?

## Saturday, January 4

### 8:30–10:00 a.m.

- Large-Scale Research for History: What Will It Take? What Can We Do?
- State of the Field for Busy Teachers: Native American History
- Using Innovative Programs to Teach Difficult Topics while Addressing Parental Rights in Long Island's Public Schools
- Digitizing Black History at HBCUs: A Collaborative Public History Approach
- Gender? I Hardly Know Her: The Uses of Gender as a Category of Analysis in Queer Urban Histories
- Schooling for Freedom: Black and Native Educational Solidarities in the Midst of Settler Colonialism across the 19th and 20th Centuries
- What They Say about Us: Fictional Characters and 20th-Century US History

### 10:30 a.m.–12:00 p.m.

- Historical Thinking for Everyone: Making Introductory Courses Matter
- Black Women and Biography
- Open Knowledge as Pedagogical Praxis: How Faculty and Students are Opening up the Field of History by Improving Wikipedia
- Challenges of Teaching African American History in Secondary Schools
- Making Movements: Dance and the Historian
- Women in Revolutionary-Era New York City: Opportunities and Consequences

### 1:30–3:00 p.m.

- Global Perspectives on Migration, Labor, and Cultural Diversity in US History Survey Courses
- Mobilizing Oral and Public History: Approaches to Participatory, Community Based, Interdisciplinary Projects
- Biographies of Resistance: The Ethics of Documenting Haitian Lives
- Navigating Network Collaborative Course on Student Voting Rights
- How Historians Can Respond to the US Supreme Court's Originalist Turn



## Saturday, January 4

### 1:30–3:00 p.m.

- Artificial Intelligence in History Education Lightning Round
- The Pasts and Futures of Ethnic and Area Studies, Part 1
- 50 Years after Roe v. Wade: Reproductive Rights in Peril

### 3:30–5:00 p.m.

- Global Perspectives on Nationalism, Environmentalism, and Identity Formation in US History Survey Courses
- OutHistory and the Past, Present, and Future of a Queer Public History Website
- Inclusion, Exclusion, and Citizenship
- New Works in Puerto Rican History: A Roundtable Discussion
- Historians and Reparations: A Roundtable
- The James M. Banner, Jr., Lecture on the State of the Discipline of History
- The Pasts and Futures of Ethnic and Area Studies, Part 2
- Punk as History

### 8:30–9:30 p.m.

- Plenary: US Presidential Election

## Sunday, January 5

### 8:30 a.m.–12:00 p.m.

- K–16 Educators' Workshop: Finding and Elevating Missing Voices from the Past

### 8:30–10:00 a.m.

- Hidden Voices: New York City's Transformative Curricular Project
- From Pixels to Pedagogy: Exploring Best Practices in Teaching Digital History
- Historians and the Courts
- Rightwing Extremism across Borders: New Perspectives on the Transnational Far Right
- The COVID-19 Pandemic in New York City: Documenting, Commemorating, and Interpreting Its History
- Imperial Dimensions of US Belonging and Exclusion: New Directions in Asian American History
- Whose Independence? Declarations of Independence during the Era of the American Revolution
- How to Do Things with Textbooks in the High School Global History Classroom

### 10:30 a.m.–12:00 p.m.

- State of the Field for Busy Teachers: Graphic History—A Panel on Panels
- K–12 Teachers' Advice to College Faculty: What We Should Know about Our Entering Students
- Listening Session: LGBTQ+ Challenges and Strategies in an Era of "Anti-Woke" Legislation
- Why Focus on the Ear? New Approaches in American Deaf History
- Leading Public History Institutions in a Divided Moment: Lessons from the Field
- How the New Deal Got Lost in New York City and How We Are Finding It Again
- Using Local History to Engage Students

### 1:30–3:00 p.m.

- State of the Union: How We Teach US History and Why

## Sunday, January 5

### 1:30–3:00 p.m.

- Teaching Things Workshop
- Creating a Source-Based Exam: The Evolution of Assessment in the AP Histories
- "Big Ideas" Histories and Trade-List Writing
- Why You Can't Teach American History without American Indians: Films and Resources for the Classroom

### 3:30–5:00 p.m.

- Graphic Narratives and History: A Global Approach
- Public Education, Service, and Policy: Stepping up for K–12 Education
- Writing Narrative History for Fun and Profit: A Roundtable on Modes of Historical Discourse for Academic and Trade Publishing
- State of the Field for Busy Teachers: Eve of American Revolution
- "All Roads Lead to Newark, New Jersey": Teaching and Researching the Local
- New Directions in Public Histories of New York City

### 3:45–4:45 p.m.

- Teaching and Learning Networking Opportunity

### 8:00–9:00 p.m.

- Plenary: The American Revolution—A New Film Directed by Ken Burns, Sarah Botstein, and David Schmidt, Written by Geoffrey Ward

## Monday, January 6

### 9:00–10:30 a.m.

- Law and Order Policing in New York City
- Under One Roof: Teaching Black and Immigration History through the NYC Tenements
- Citizens: The Past, Present, and Future of History and Civics Education
- Ages in History
- History Education in the Age of AI: Challenges and Opportunities
- Teaching the Once and Future Middle Ages: A Global History for a Global World
- South African Apartheid as a Problem for the World

### 9:00 a.m.–12:30 p.m.

- Teaching Writing Workshop: Teaching Writing in the Age of AI

### 11:00 a.m.–12:30 p.m.

- Your Story, Our Story: Teaching Inclusive Immigration and Migration with the Tenement Museum
- Teaching One Text Three Ways: Gandhi's Speech on Nonviolent Resistance for History, Civics, and Classical Learning
- State of the Field for Busy Teachers: LGBTQ+ History
- Sonic Histories of the 20th Century
- Rethinking the History Classroom: Strategies to Engage 21st-Century Learners
- Ayo Pause: Harlem and the Complicated Legacy of Black Masculinity from Countee Cullen to Cam'Ron

### 1:00–3:00 p.m.

- Engaging With Hidden Voices: Tools For Teaching Inclusive History