

JOHN WILLIAM HERRINGTON

contact@jwh.us.com · (832) 738-5434 · Odessa, TX

TEACHING EXPERIENCE

FULL-TIME

ODESSA COLLEGE	Odessa, TX
Instructor of History	Fall 2025 – Present

PART-TIME

COLLEGE OF THE MAINLAND	Texas City, TX
Instructor of History (Adjunct)	Fall 2024 – Present

LOUISIANA STATE UNIVERSITY	Baton Rouge, LA
Teaching Assistant	Fall 2021 – Spring 2024

COURSES TAUGHT

U.S. History I, U.S. History II

EDUCATION

MASTER OF ARTS IN HISTORY	Baton Rouge, LA
Louisiana State University	2024

BACHELOR OF ARTS IN HISTORY	Austin, TX
University of Texas at Austin	2021

ASSOCIATE OF ARTS IN GENERAL STUDIES	Texas City, TX
College of the Mainland	2018

ACADEMIC SERVICE

2025- Campus Representative, Texas Community College Teachers Association

2026 Judge, Permian Basin Regional History Day

2025 Panel Moderator, “Language and Identity,” & “Ethically Humanizing Environmental Sciences,” GCIC Academic Symposium

2023-2024 Vice President, History Graduate Student Association, Louisiana State University

2021-2024	Member, Academic Conference Committee, History Graduate Student Association, Louisiana State University
2021-2024	Member, Professional Development Committee, History Graduate Student Association, Louisiana State University
2022-2023	Secretary-Treasurer, History Graduate Student Association, Louisiana State University

CONFERENCE PRESENTATIONS

2025	“Towards a Periodization of Cryptids in Video Game History,” University of Texas Permian Basin Halloween Conference, October 31st
2023	“Wobblies, Lumberjacks, and Jim Crow: Race and Radicalism in Louisiana Labor, 1910-1919,” Louisiana Historical Association
2023	“The Many Images of Angela Davis,” Louisiana State University HGSA Conference
2023	“A Different Kind of Dream: Black Power and America’s Newspapers,” Loyola University Chicago HGSA Conference

ORGANIZATIONS

2025-	Texas Community College Teachers Association
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TEACHING PHILOSOPHY

My teaching philosophy revolves around four objectives:

1. Approaching all students with patience, encouragement, respect, and joviality. It is my experience that trusting students and working with them – rather than teaching at them – creates an environment where students are more likely to meet their learning objectives.
2. Giving students the critical tools needed to think beyond the ‘great man theory’ of history so they can engage with social history, cultural history, and economic history; students should be able to see the masses, and by extension themselves, as historical actors.
3. Demonstrating to students that history sits at the nexus of government, politics, religion, science, culture, art, media, economics, philosophy, etc.; no matter students’ interests and goals, a historical education will complement their pursuits.
4. Helping students identify ways a historical education can enrich their personal and professional lives and empower them to make changes in their communities, the country, and the world.
