

## Course Information

Semester & Year: Spring 2023

Course ID & Section #: HIST-9-E4591

Instructor's name: Paul Geck

Day/Time of required meetings: T-Th 2:50-4:15pm

Location: HU 215

Number of proctored exams: N.A.

Course units: 3

## Instructor Contact Information

Office location: LRC

Office hours: Tues & Thurs 2:00-2:30pm

Phone number: 707.826.4989

Email address: paul-geck@redwoods.edu

## Catalog Description

An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

## Course Student Learning Outcomes *(from course outline of record)*

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

## Prerequisites/co-requisites/ recommended preparation

[none for this course. English 150 is a recommended prerequisite.]

## Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

## Extra Information about College of the Redwood

### Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or technology limitations that might affect your participation in class. I want every student to thrive.

### Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

### Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

### Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

### Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

# SYLLABUS Hist 9: U. S. History since 1877 - Spring 2023

Room: HU 215

T-Th 2:50-4:15am

Sec# E4591

Instructor: Paul J. Geck

Email: [Paul-Geck@Redwoods.edu](mailto:Paul-Geck@Redwoods.edu)

Phone: 707.826.4989

**Office Hours without appointment:** Tues & Thurs 2:00-2:30pm in the LRC (library)

Other meeting days & times are available by appointment, send an email

## Grading Scale 300 points possible

281-300, 94% = A

270-280, 90% = A-

261-269, 87% = B+

251-260, 84% = B

240-250, 80% = B-

231-239, 77% = C+

210-230, 70% = C

180-209, 60% = D

179 & below = **Fail**

## REQUIRED READINGS:

Foner, Eric. *Give Me Liberty! Vol. 2.* Seagull 5<sup>th</sup> edition, Norton, 2017. (ISBN 978-0-393-61565-4)  
Posted Readings on Canvas, pdf copies of primary sources & secondary sources.

## GRADING METHOD:

**Examinations:** Learning & Reading Comprehension [49% of course grade]

17% - 50 points – **Midterm Exam;** Lectures & *Liberty* chapters 15 to 22 on Thursday March 9<sup>th</sup>

17% - 50 points – **Final Exam;** Lectures & *Liberty* chapters 23 to 28 on Tuesday May 9<sup>th</sup>

14% - 42 points – **14 chapter quizzes**, multiple-choice questions from *Give Me Liberty!*

**Assignments:** Evaluations of Reading & Understanding: [51% of course grade]

12% - 36 points – **12 Posts & In-Class Groupwork**, on the required readings

17% - 52 points – **7 Writing Assignments**, short answers on the posted required readings

13% - 39 points – **2 Essay Assignments** analyze and discuss scholarly journal articles

5% - 16 points – **8 lecture quizzes**, multiple-choice questions from weekly lectures.

3% - 10 points – **Class participation** and Attendance

00%- 30 points – **Extra credit opportunities** (extra writing assignments or discussions)

## COURSE DESCRIPTION:

This history course covers the themes & events of U.S. History from 1870 to 2008, providing the student with a clear understanding of changes in American society & its institutions from the Civil War to the 2008 election. Governmental structures, foreign wars and popular movements will be stressed, but changes within society and cultures' effects upon people will be explored as well. Students should leave this class with a basic knowledge of United States History & those elements of it that most profoundly affect Americans in the 21<sup>st</sup> century. The material in this class is considered *Common Knowledge* for college graduates.

To teach students the history of the United States this course uses **lectures, required readings, homework assignments, discussion posts, groupwork, & multiple-choice exams**. As an incentive to keep up with reading the history textbook, chapter worksheets are assigned, and practice quizzes are available in Canvas. To facilitate your understanding of primary source documents & secondary sources, homework is assigned & discussion will be posted on Canvas. Your *comprehension* of the textbook readings and the lectured material will be assessed through the exams. The lectures and the directions for most classwork are **posted on Canvas**.

## STUDENT LEARNING OUTCOMES:

1. Analyze and assess the merits of various historical interpretations.
2. Analyze the major social, political, economic, diplomatic, and cultural developments in North America and the United States from pre-European contact through the period of Reconstruction after the American Civil War.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

PREREQUISITES/COREQUISITES: none for this course. *English 150* is a recommended prerequisite.

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***The course schedule and procedures are subject to change in the event of extenuating circumstances.***

## CLASSROOM PROTOCOL:

Cell phone (smart phone) use during class is **prohibited**. Laptops and tablets may be used during class to take notes or to review class materials posted on Canvas. Non-academic use of technology is **not allowed** during class. **If you spend class time staring at your digital device and ignore what's happening in class, to the point that the instructor is annoyed by your behavior, you will be singled out in front of the class and asked to put the digital device away or leave the class.**

## CANVAS & ON-LINE INFORMATION:

The student is expected to use a computer in order to access materials via the Canvas website. Chapter quizzes on the textbook readings are done on Canvas. All homework assignments are posted on Canvas. All lecture material is posted on Canvas for students to review before or after its presentation in class. Practice questions are posted on Canvas. Study-guides and practice questions are posted on Canvas for students to use in preparation for the exams. It is the student's responsibility to make time to use available resources.

The LRC (Learning Resource Center, i.e. the Library) has computers available for all students to use and it is the student's responsibility to make time to use available resources. Email will be used to contact students and for correspondence between students and the professor.

## CLASS POLICIES:

Work submitted after the due date will be reduced by 10% for each class day it is late. Make-up exams will only be provided to those with an excusable absence or those who inform me of a legitimate conflict **prior** to the absence. I will be attempting to present the lectured information in a manner that you will understand, however in order you to follow the topics of the lectures, **I expect you to read the assigned textbook chapters; to be ready to discuss all assigned material; to ask me questions; and to answer my questions.** If you know you will be **missing multiple class days** or have other problems that affect your ability to follow class norms, please voicemail me, email me, or talk to me in class to explain. If you have a particular difficulty reading, writing or test taking please let me know so that I might help you improve.

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

Academic honesty is required of all members of a learning community. The college will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from the college. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. The student code of conduct is available on the College of the Redwoods website at: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

## GENERAL EDUCATION LEARNING OBJECTIVES:

A goal of this instructor is for the students to learn how to succeed in an academic environment. It is therefore important that the student learn **critical literacy**: *an understanding and mastery of the basic skills of communication, information management, analysis & the recognition of standards of excellence.* Emphasis is placed on deadlines, quality work, self-directed learning, writing skills, attendance and following directions.

## COURSE CONTENT:

Several topics presented in this course may be offensive or painful for students to process. If you are concerned about a particular topic, issue or source, please come see me to determine if there are possible alternatives.

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*I will do my best to present the lectured information in a manner that you will understand. It is highly recommended that students visit the instructor during office hours if the student is doing poorly in class, or if the student does not understand the assignments, or if the student wants clarification of their grade and/or the grading method, or if the student want to discuss history, or if the student wants the instructor to quickly learn the student's name. Email is also a good way to communicate with the instructor.* ~Geck

## **COURSE REQUIREMENTS:**

QUIZZES, WRITTEN ASSIGNMENTS, POSTS, GROUPWORK, and EXAMS

Students should expect to spend 6 hours each week working on this course:

Around 3 hours engaging with the lecture material and 3 hours a week reading history & doing coursework on Canvas.

### **CHAPTER QUIZZES & WEEKLY LECTURE QUIZZES:** (*Give Me Liberty!* by Eric Foner and the lectures)

Doing the quizzes as weekly homework gives the student a clear reason to keep up with the lectures and the textbook *Give Me Liberty!* The online quizzes are multiple-choice, and the answers can be checked by doing the Canvas practice quizzes. You can take the quizzes multiple times & the highest score is recorded.

### **IN-CLASS GROUPWORK & POSTINGS** (use Required Readings posted on Canvas)

For most weeks during the semester you will have Required Reading (separate from textbook chapter readings), and you are required to write a discussion post to share with the class to prepare yourself for the In-Class group-work activity. Sometimes you will not be able to see other student's postings until you post your own post. The Posts are due before the In-Class Groupwork discussions & the written assignments so that you can gain insight from fellow students regarding the Required Readings and hopefully will help you with the written assignments.

### **WRITTEN ASSIGNMENTS** (use the Required Reading posted on Canvas)

You will analyze the required readings and write up paragraph answers to directed questions. Directions for each assignment are posted on Canvas; they consist of a series of short answer questions which you must answer in complete sentences. You have until **11:59pm on the Friday due day to submit the assignments** through Canvas.

### **ESSAY ASSIGNMENTS** (on required readings posted on Canvas)

Two of the Written Assignments are formal essays (one worth 18 points the second worth 21 points) discussing a scholarly journal article written by a historian. You will have some options to choose from. A formal essay has an introductory paragraph, 4 or 5 paragraphs in the body, and a concluding paragraph.

### **EXAMINATIONS:** Midterm Exam (Week 8 **Thursday March 9<sup>th</sup>**), & Final Exam (week 16 **Tuesday, May 9<sup>th</sup>**)

The two exams are multiple-choice and open book and open note, and can be done through Canvas. They cover information in the lectures and Eric Foner's *Give Me Liberty*. Questions on the exams will come directly from the practice questions quizzes on Canvas. The online exams will be available for 24 hours, from 12:01am to 11:59pm. The exam will be timed; you will only have 2 hours to complete the exam.

**EXTRA CREDIT OPPORTUNITES:** 3 of the weekly discussion are marked as "0" points, and are worth extra credit points. There are 2 extra credit written assignments, marked as such. Extra credit is available to all students equally, no student will be given special extra credit that is not available to all students.

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## **COURSE GOALS and STUDENT LEARNING OBJECTIVES:**

A goal of this instructor is for the students to learn how to succeed in an academic environment. It is therefore important that the student learn critical literacy: *an understanding and mastery of the basic skills of communication, information management, analysis & the recognition of standards of excellence*. I expect each student, over the semester, to improve their ability to gather, evaluate and communicate information, ideas and personal insights. The chapter worksheets are primarily reading guides and a means of improving how one gathers, assesses and manages information, as well as one's study time. The Assignments & Exit Questions provide you an opportunity to prove your understanding of the required readings. The Class Discussions evaluate your ability to understand and communicate in a collegial format. The exams are designed to assess a student's basic knowledge of events, institutions, historical personages, and the cultural norms expressed throughout the history of the U. S.

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# HIST 9: U. S. History since 1877 - Spring 2023

Week	Homework Due	Required Readings	In Class Work	Lecture Topics	Date
1-T	Quiz ch 15	Give Me Liberty ch 15		Introduction: After the Civil War:	Jan 17
1-Th	Week 1 Post & Assignment-1	<i>Stone Ghosts – video</i> <i>America's Original Sin</i>	Group-work-1	U.S. policies: African Americans Policies towards Native Americans	Jan 19
2-T	Lecture quiz & Quiz ch 16	<i>Give Me Liberty ch 16</i>		Gilded Age Immigration 1870-1910 Gilded Age Cities & Beliefs	Jan 24
2-Th	Week 2 Post Assignment-2	<i>Indian Education - Sources</i>	Group-work-2	Policies towards Native Americans Farmers & Populists	Jan 26
3-T	Lecture quiz & Quiz ch 17	Give Me Liberty ch 17		The Spanish-American War	Jan 31
3-Th	Week 3 Post Assignment-3	<i>Male Degeneracy &amp; the Philippines</i> <i>The Strenuous Life &amp; Pres. McKinley...</i>	Group-work-3	Historical Arguments Gilded Age Cities & Beliefs	Feb 2
4-T	Lecture quiz & Quiz ch 18	Give Me Liberty ch 18		Industrial Economic Classes	Feb 7
4-Th	Week 4 Post Assignment-4	<i>Breaker Boys</i> <i>Triangle Factory Fire</i>	Group-work-4	The Progressive Movement	Feb 9
5-T	Lecture quiz & Quiz ch 19	Give Me Liberty ch 19		World War One	Feb 14
5-Th	Week 5 Post	<i>Zimmermann Note &amp; The 14 points</i> <i>Assignment-6 Essay directions</i>		Paris Peace & the League of Nations The First Red Scare	Feb 16
6-T	Lecture quiz & Quiz ch 20	<i>Give Me Liberty ch 20</i>		The Modern 1920s The Conservative 1920s	Feb 21
6-Th	Week 6 Post Assignment-5	<i>Revolution in Manners &amp; Morals</i>	Group-work-5	1929: Causes of the Great Depression The 1932 Election of FDR	Feb 23
7-T	Lecture quiz & Quiz ch 21	<i>Give Me Liberty ch 21</i>		FDR's New Deal Legacy of The New Deal	Feb 28
7-Th	Week 7 Post Assignment 6	<i>Delilah Beasley – 1920s Oakland</i> <i>Eleanor Roosevelt – 1930s U.S</i> <i>Pachuca Panic – 1940s L.A.</i>	Group-work-6	The Inter-war years World War Two	March 2
8-T	Lecture quiz & Quiz ch 22	<i>Give Me Liberty ch 22</i>		World War Two	March 7
8-Th	Lecture quiz & Online Midterm	<i>Midterm Exam:</i> <i>Weeks 1 to 8 &amp; chapters 15 to 22</i>		Study Help and Exam Review <b>Midterm Exam:</b>	March 9
		<b>No Class</b>		<b>Spring Break</b>	March 11-19



# HIST 9: U. S. History since 1877 - Spring 2023

Week	Homework Due	Required Readings	In Class Work	Lecture Topics	Date
9-T	Quiz ch 23	Give Me Liberty ch 23		President Harry Truman & Atomic Age Containment Policy & Cold War	March 21
9-Th	Week 9 post <b>Extra Credit 1</b>	<i>American Century</i> <i>Truman Doctrine</i>		Truman Doctrine & Marshall Plan & Berlin Airlift & Korean War	March 23
10-T	Quiz ch 24	Give Me Liberty ch 24		1950s Red Scare & President Eisenhower 1950s: Politics, Society, & the Economy	March 28
10-Th	Week 10 post	<i>Brown v Board of Ed.</i> <i>Southern Manifesto</i>		American Society & Civil Rights	March 30
11-T		<i>Give Me Liberty ch 24 &amp; 25</i>		President Kennedy Cold War & Cuba 1958-1962	April 4
11-Th	Week 11 post <b>Assignment-7</b>	<i>Letter from Jail – MLK</i> <i>Letter from Delano - CC</i>	Group-work-7	Civil Rights & Presidential Social Legislation	April 6
12-T	Quiz ch 25	Give Me Liberty ch 25		Cold War & Vietnam War President Johnson	April 11
12-Th	Week 12 post <b>Extra Credit 2</b>	1968 Video		Counter Culture America <i>1968: The Year that Shaped a Generation</i>	April 13
13-T	Quiz ch 26	<i>Give Me Liberty ch 26</i>		The Nixon Presidency & The Watergate Scandal	April 18
13-Th	Week 13 post <b>Assignment-8</b>	<i>Problem That Has No Name,</i> <i>N O W Statement,</i> <i>Phyllis Schlafly, &amp; Jerry Falwell</i>	Group-work-8	The 1970s Economy New Left & New Right	April 20
14-T	Quiz ch 27	Give Me Liberty ch 27		President Ronald Reagan, 1981-1988 Iran/Contra Scandal	April 25
14-Th	Week 14 post	<i>Assignment-10 Essay</i> <i>directions</i>	Group-work-9	Pres. George H.W. Bush The Cold War Ends, 1989	April 27
15-T	Quiz ch 28	Give Me Liberty ch 28		Gulf War 1990-91 President Bill Clinton, 1993-2000	May 2
15-Th	Week 15 post <b>Assignment-9</b>			President George W. Bush & Terrorism President Barack Obama & Terrorism	May 4
16-Tues	<b>Final Exam</b> <b>3:15-5:15</b>			<b>Final Exam</b> <b>Weeks 10 to 15 &amp; chapters 23 to 28</b>	<b>May 9</b>
16-Thurs	<b>Extra Credit 3</b>	<b>Good luck on your final exams</b>		<b>No class Thursday during finals week</b>	<b>May 11</b>

## **Code of Conduct and Student Discipline**

Students at College of the Redwoods assume the responsibility for conducting themselves in a manner compatible with the college's function as an educational institution and in a way which will not impair achievement of the college's educational mission. Inappropriate conduct by students or applicants for admission is subject to discipline as provided in Title 5, California Code of Regulations, § 41301.

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

**Academic dishonesty** is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

**Cheating** is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means.

**Cheating includes, but is not limited to:**

- Copying graded homework assignments from another student.
- Working together on a take-home test or homework when specifically prohibited by the instructor.
- Looking at another student's paper during an examination.
- Looking at text or notes during an examination when specifically prohibited by the instructor.
- Accessing another student's computer and using his/her program as one's own.
- Giving one's work to another to be copied or used in an oral presentation.
- Giving answers to another student during an examination.
- After having taken an exam, informing another person in a later section about questions appearing on that exam.
- Providing a term paper to another student.
- Taking an exam, writing a paper, or creating a computer program or artistic work for another.

## **Class Attendance & Disruptive Behavior**

Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

### **Attendance**

At CR, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student's absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

### **Disruptive Behavior**

Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropriate gestures.

## **College of the Redwoods Student Learning Outcomes - graduates will have demonstrated:**

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.



## Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the [California Community Colleges Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

### Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Admissions deadlines & enrollment policies

Spring 2023 Dates

- Classes begin: 01/14/23
- Martin Luther King's Birthday (all campuses closed): 01/16/23
- Last day to add a class: 01/20/23
- Last day to drop without a W and receive a refund: 01/27/23
- Census date: 01/30/23 or 20% into class duration
- Last day to petition to file P/NP option: 02/10/23
- Lincoln's Birthday (all campuses closed): 02/17/23
- President's Day (all campuses closed): 02/20/23
- Last day to petition to graduate or apply for certificate: 03/02/23
- Spring Break (no classes): 03/13/23 – 03/18/23
- Last day for student-initiated W (no refund): 03/31/23
- Last day for faculty-initiated W (no refund): 03/31/23
- Final examinations: 05/06/23 – 05/12/23
- Commencement: 05/15/23
- Semester ends: 05/12/23
- Grades available for transcript release: approximately 05/26/23