

## **HIST 650.NO1: Research Seminar: Press & Politics, 19<sup>th</sup> century U.S.**

CRN 30173 | 3 hours | Summer 2022: 6/27/22 - 7/29/22 | Online Asynchronous

---

**Instructor: Dr. Tracy Uebelhor**

**Phone: 812/465-7138**

**Email: tuebelho@usi.edu**

**Office Hours: by appointment**

### **Bulletin Description**

A research-intensive seminar focused on specific primary source materials or archival collections; students will write extended original research papers based on the targeted sources or collections. Repeatable once with topic change. 3 credit hours. Prerequisite: Admission to Graduate Studies.

### **Course Content**

Because of the short time frame of the summer session, the texts in the course will focus on newspapers and antebellum slavery, the press and the approach of the Civil War, and newspapers and the decline of popular politics after 1865. Students should expect to read large amounts of texts in a short period of time. The research component of this class will utilize historic Indiana newspapers. Students will produce an original research paper based on analysis of contemporary Indiana newspapers and other primary sources supported by relevant scholarly sources; the research should be inspired and supported by class readings and other sources as necessary.

### **Course Learning Objectives**

Upon successful completion of this course, students will be able to:

- Demonstrate graduate level research techniques to identify, evaluate and critique key resources
- Synthesize and analyze scholarly sources to create a valid, complex historical interpretation.
- Place events into the context of their own time through a nuanced analysis of social/cultural trends.
- Use appropriate methodology and professional languages when speaking and writing.

### **Program Learning Outcomes**

Students will demonstrate:

- Advanced research skills by locating extensive and appropriate quality sources
- Sophisticated historical analysis using historical theory and methodology
- Critical thinking and analytical and interpretive skills by expressing complex and detailed historical insights
- Writing ability about history at a professional level

### **Course Requirements**

#### **Textbooks and/or Course Materials**

Sachsman, David B. and Gregory A. Borchard with Dea Lisica, eds. *The Antebellum Press: Setting*

*the Stage for Civil War*. New York: Routledge, 2019. ISBN: 978-0429242588 **Note: this book is available for free as an ebook through the Rice Library.**

Additional articles and book chapters will also be required. See the schedule of assignments for a complete list.

## Assessments

- **Discussions:** (150 points – 20 points for each initial post and 30 points for each response). Students will participate in online discussions, posting on the course discussion board on Blackboard in the first three weeks of class. Posts will be due on Wednesdays with responses due on Fridays. Postings will focus on discussions of key points AND of scholarly/primary sources the student has discovered that relate to the assignments for the week. Students should expect to provide the full citation of any source, its location (i.e. the Rice Library database or external database such as Hoosier State Chronicles), and a brief summary and explanation of how the source relates to the topic. Students are encouraged to use these postings to exchange ideas and information and to build a bibliography. Discussion board posts will be evaluated on the following criteria:
  - The initial post (due Wednesdays)
    - Addresses or answers directly the question or prompt with an assertion that indicates the content/evidence that will follow.
    - Cites evidence/examples that support the topic sentence using material drawn from the assigned readings or primary/secondary sources the student has discovered during research. Explains the relevance of each piece of evidence/example to the opening assertion.
    - Uses in-text citations (author's name and page number) AND includes a bibliography at the end of the post.
    - Creates a logical and well-organized paragraph(s); the sentences are linked and ideas flow smoothly from one point to the next.
    - Uses professional and error-free language that is at the appropriate level for graduate study.
  - The response (due Fridays)
    - Begins an assertion that identifies the aspect(s) of the peer's initial post that will be discussed in the response. Appropriate responses may add new examples from sources other than those used by the author of the initial post and explains how this evidence support the initial post's argument or suggest and support alternate interpretations to the one proposed in the initial post.
    - The response summarizes the initial post's main points; you must do this to ensure that the reader of your response fully understands what you saw in that post and what is the basis for your response.
    - The response provides evidence to support the topic sentence, explaining how that evidence supports the initial assertion.
    - Creates a logical and well-organized paragraph(s); the sentences are linked and ideas flow smoothly from one point to the next.
    - Uses professional and error-free language that is at the appropriate level for graduate study.

- **Completed research paper (draft):** (50 points) Every professional historian asks other historians to read their completed work in order to identify issues that need to be corrected in the final paper. By **11:59 PM on Friday July 22**, submit the paper to your peer reviewer; also send a copy to your instructor. This is a firm deadline. While this paper won't be "graded" as such, it will be assessed on the extent it meets the following criteria.
  - It has a clearly-stated central argument in the introductory paragraph(s).
  - It includes substantial use of primary source newspapers, supported by scholarly sources.
    - Primary sources should be appropriate for this assignment and reflect extensive and appropriate research on the topic.
    - Scholarly sources should reflect diversity of perspectives; think broadly in your search for materials.
    - All sources must be fully cited (footnotes, endnotes or in-text citations) AND all must include a bibliography. In the bibliography, do not cite individual issues of newspapers; cite only the name of the newspaper.
    - The paper should be complete; plan to write 15-17 pages, including notes and bibliography. Be sure to include page numbers
    - A spot check of the paper must show that it has been written in professional and error-free language.
- **Peer Review:** (25 points) Historians are a community of scholars, and one of the things we do in this community is to help others produce the best work that they can. To that end, we review manuscripts and provide comments and suggestions for improvement. You will do this with a peer in the class. Your review will be assessed on your ability to apply the research paper rubric and make suggestions based on it. Submit your peer review digitally by **11:59 PM on Monday July 25**. This is a hard deadline so as to give the writer time to revise the first draft.
- **Final research paper.** (275 points) This paper is due by **11:59 PM on Friday July 29**. It will be assessed on how well it meets the following criteria:
  - Thesis: a creative and well-defined statement that makes an articulate and thought-provoking central claim.
  - Sources: primary sources should be appropriate for this assignment and reflect extensive and appropriate research on the topic. Secondary sources should be scholarly, relevant, and reflect diversity of views/perspectives on the topic.
  - Analysis: Thoroughly explains and synthesizes evidence throughout the paper; emphasis is on demonstrating how primary sources support the thesis. Makes insightful and complex comparisons and contrasts that go beyond what is immediately apparent.
  - Paragraph Development: Creates well-constructed paragraphs and sentences that convincingly explain why this evidence supports the major claim (thesis) of the paper. Smoothly transitions between one point and the next.
  - Command of written English: The paper uses professional language without error; the argument is well-structured, making it easy for the reader to understand how you arrived at the conclusions you did. The voice is engaging and the prose is fluent.
  - Format and Scholarly apparatus: Cites all sources appropriately (footnotes, endnotes or in-text citations); the required bibliography must be in correct *Chicago Manual of Style* format (Notes/Bibliography or Humanities format).
  - Paper should be approximately 7000 – 8000 words (15-17 double-spaced pages in 12-point font). Place a word count at the end of the paper.

- No separate title page; place your name, the course name and the date in the upper left corner.
- Center a descriptive title over the first paragraph.
- Insert page numbers on all pages.

Table of Due Dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29 Initial post to DB due by 11:59 PM	30	1 Response to peer's initial DB due by 11:59 PM	2
3	4 July 4 <sup>th</sup> holiday – University closed	5	6 Initial post to DB due by 11:59 PM	7	8 Response to peer's initial DB due by 11:59 PM	9
10	11	12	13 Initial post to DB due by 11:59 PM	14	15 Response to peer's initial DB due by 11:59 PM	16
17	18	19	20	21	22 Send Research paper to peer reviewer by 11:59 PM	23
24	25 Return reviewed paper to peer by 11:59 PM	26	27	28	29 Submit Final Research paper by 11:59 PM	30

## Grading

	A	B+	B	C+	C
Points	450-500	435-449	400-434	385-399	350-384
Percentage	90-100%	87-89.9%	80-86.9%	77-79.9%	70-76.9%

In graduate classes, any grade below a C is considered failing. To remain in good standing, graduate students must maintain a 2.5 GPA, but a 3.0 GPA is required to graduate.

## Schedule of Assignments

Date	Assignments
Week 1 Topic: The relationship between the press and politics in Antebellum America	<ul style="list-style-type: none"> <li>• Brooke, John L. "Print and Politics." In <i>A History of the Book in America</i>, vol. 2 <i>An Extensive Republic: Print, Culture and Society in the New Nation, 1790-1840</i>. Edited by Robert A. Gross and Mary Kelley, 179-190. Chapel Hill, NC: University of North Carolina Press, 2010.</li> <li>• Shaw, Donald L. and Thomas C. Terry with Milad Minooie. "Newspapers, Agenda Setting, and a Nation under Stress." In <i>The Antebellum Press: Setting the Stage for Civil</i></li> </ul>

	<p><i>War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 14-22. New York: Routledge, 2019.</p> <ul style="list-style-type: none"> <li>• Van Tuyll, Debra Reddin. "The 'Irrepressible Conflict' and the Press in the Late Antebellum Period. In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 23-36. New York: Routledge, 2019.</li> <li>• Carson, Jamie L. and M. V. Hood. "Candidates, Competition, and the Partisan Press: Congressional Elections in the Early Antebellum Era." <i>American Politics Research</i> 42, no. 5 (September 2014): 760-783.</li> <li>• Post on Class discussion board; initial post (Wednesday) and response (Friday)</li> </ul>
<p>Week 2</p> <p>The press and political controversies in Antebellum America</p>	<ul style="list-style-type: none"> <li>• Rhodes, Jane. "Race, Money, Politics and the Antebellum Black Press." <i>Journalism History</i> 20, no. 3-4 (1994): 95-106.</li> <li>• Pribanic-Smith, Erika J. "Religious Newspapers and Presidential Politics, 1840-1848." <i>Journalism History</i> 44, no. 1 (Spring 2018): 12-24.</li> <li>• Helwig, Timothy. "Black and White Print: Cross-Racial Strategies of Class Solidarity in <i>Mechanics' Free Press</i> and <i>Freedom's Journal</i>." <i>American Periodicals</i> 19, no. 2 (2009): 117-135.</li> <li>• Scythes, James. "Nat Turner's Revolt Spurs Southern Fears and Sparks a Public Debate over Slavery." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 39-48. New York: Routledge, 2019.</li> <li>• Pribanic-Smith, Erika J. "Disunion or Submission? Southern Editors and the Nullification Crisis, 1830-1833." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 49-60. New York: Routledge, 2019.</li> <li>• Bulla, David W. "Abolitionist Editors: Pushing the Boundaries of Freedom's Forum." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 61-69. New York: Routledge, 2019.</li> <li>• Bragg, Dianne M. "Abolitionism, The Kansas-Nebraska Act, and the End of Compromise." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 114-124. New York: Routledge, 2019.</li> <li>• Bragg, Dianne M. "1856: A Year of Volatile Political Reckoning." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 141-154. New York: Routledge, 2019.</li> <li>• Lingle, Phillip. "Fanning the Flames: Extremist Rhetoric in the Antebellum Press." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 212-222. New York: Routledge, 2019.</li> <li>• Post on Class discussion board; initial post (Wednesday) and response (Friday)</li> </ul>
<p>Week 3</p>	<ul style="list-style-type: none"> <li>• Bulla, David W. "'More than a Skirmish': Press Coverage of the Lincoln-Douglas Debates." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 188-198. New York: Routledge, 2019.</li> </ul>

<p>The 1860 election and the press during the war</p>	<ul style="list-style-type: none"> <li>• Gabriel, Brian. "The Democrats Divide: Newspaper Coverage of the 1860 Presidential Conventions." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 201-211. New York: Routledge, 2019.</li> <li>• Dupont, Nancy McKenzie. "'Our all is at stake': The Anti-Secession Newspapers of Mississippi." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 234-244. New York: Routledge, 2019.</li> <li>• Shemberger, Melony. "War of Words: Border State Editorials During the Secession Period." In <i>The Antebellum Press: Setting the Stage for Civil War</i>, edited by David B. Sachsman and Gregory A. Borchard with Dea Lisica, 251-256. New York: Routledge, 2019.</li> <li>• Berkey, James. "Latest News from Secessia: Soldier-Printers and the Rebel Grapevine Line." <i>American Periodicals</i> 30, no. 1 (April 2020): 26-42.</li> <li>• Blondheim, Menaheim. "'Public Sentiment is Everything': The Union's Public Communications Strategy and the Bogus Proclamation of 1864." <i>Journal of American History</i> 89, no. 3 (December 2002): 869-899.</li> <li>• Reynard, Leslie J. "The Fire-Eaters Surrender to General Sherman: Savannah Newspapers 1864-1865." <i>Free Speech Yearbook</i> 45 (2011): 111-129.</li> <li>• Lovelace, Alexander G. "Meade and the Media: Civil War Journalism and the New History of War Reporting." <i>Journal of Military History</i> 85, no. 4 (October 2021): 907-929.</li> <li>• Post on Class discussion board; initial post (Wednesday) and response (Friday)</li> </ul>
<p>Week 4</p>	<ul style="list-style-type: none"> <li>• Complete draft paper and send to peer reviewer by 11:59 PM on Friday July 22</li> </ul>
<p>Week 5</p>	<ul style="list-style-type: none"> <li>• Return review of peer's paper by 11:59 PM on Monday July 25</li> <li>• <b>Submit revised final paper by 11:59 PM on Friday July 27</b></li> </ul>

## Minimum Technical Skills

In addition to typing skills, you will need to know how to do the following:

- Navigate Blackboard and use the various functions such as submitting a written assignment, sending email, checking grades in My Grades, opening Word documents, PDFs, and contributing to Journals.
- Use the basic functions in Microsoft Word, including paragraph formatting, inserting references, spelling and grammar check.
- Use cloud storage (e.g. Google docs) and share documents with others

There are instructional videos for all these technologies on Blackboard.

## Minimum Digital Information Literacy Skills

You will need to know how to do the following:

- Locate the Rice Library online databases
- Locate external primary and secondary sources (e.g. through Archive.org, Hathitrust, digital newspaper collections, etc.)

- Perform effective keyword searches to locate relevant information
- Assess the credibility and reliability of sources
- Use sources appropriately:
  - Your work reflects the source’s original meaning
  - Your work gives credit to the person or organization that created them
  - Your work cites sources using correct *Chicago Manual of Style* citation.

## Technical Requirements

- **A Reliable Computer:** a dedicated computer with an updated operating system, such as Windows 7 or later, or Mac OSX.
- **Internet Connection:** (e.g. DSL or Cable). A wired Internet connection is recommended for research and assignment submission.
- [Office 365](#) (USI login needed) & [Adobe Acrobat Reader](#) installed.
- **Supported Web Browser:** [Firefox](#), [Google Chrome](#), or [Safari](#).

## Communication Guidelines

- **Professional Interaction Expectations**

Everyone in this course (both students and professor) is expected to be professional in all personal interactions. Be respectful of other people’s time, so always be clear and concise. Be careful when sharing personal information about yourself or others, and never share confidential information publicly. When raising points of disagreement, focus on facts and evidence, and ALWAYS avoid using language that could be considered a personal attack or insult. *This is especially important since the nineteenth-century sources we will study this semester use language that is today considered offensive.* This applies to online communications as well. In emails, include an appropriate and meaningful subject line, write in full sentences, avoid abbreviation, “text speak” or ALL CAPS, and make sure that whatever you send has correct spelling and grammar.

- **Communication Expectation**

Check your USI email every day! This is how I will communicate with you during the semester. To contact me during regular business hours (Monday – Friday, 9 am to 5 pm) your best bet is to send me an email. I try to respond to all emails within 24 hours, but if you don’t hear from me at the end of that time, send a follow-up. For emails sent on Friday afternoons and the weekend, you may not receive a response until the following Monday. Whenever you submit graded work, expect me to evaluate it within 7 days, and **always** look for feedback from me. You can also call me or stop by and see me during my office hours; if I must cancel or change my office hours, I’ll post an announcement on Blackboard.

- **Verifying grades**

It is the student’s responsibility to check the Blackboard gradebook regularly and to notify your instructor in case the student thinks there is an error with any grade. Because of the abbreviated summer session, students have **five days after assignments are graded to verify**

their grades, and any questions must be raised within that time span. After that time period, the grade will stand as recorded.

## Blackboard Course Site Overview

The Blackboard Course site is arranged into three broad categories: Communications, Assignments and Get Help – you’ll see these categories along the left side of the Blackboard page. The course site for this class will always open to the “Start Here” page where you’ll find information that you’ll need throughout the course including the syllabus, schedule of assignments, course policies, and more. The reading assignments in the course are listed weekly. There is also a folder for research assistance, which includes links and instructions for finding contemporary newspapers and journals as well as some bibliographies to help you get started. Finally, you’ll see links for assistance of various kinds – academic help, technical help, and library assistance.

## Course & University Policies

### Late Assignment Policy

Obviously, participation and leading the discussion must be completed as scheduled – and remember that “participation” includes submitting journal entries for in-class work. For the research proposal, first draft, peer review, and final paper, you have a 24-hour “grace period” after the due date and time. This means that they can turn in the work up to 24 hours late without penalty. But after that 24-hour grace period expires, students will lose 20% per 24-day that the work is late. The only exceptions to this are individual instances where the student is hospitalized or suffers a family emergency, and I will decide these exceptions on a case-by-case basis. **No work will be accepted after July 29, the last day of the semester.**

### Academic Integrity

**This course has a zero-tolerance policy for academic dishonesty.** Academic dishonesty is a reprehensible and grievous offense to the learning process and educational environment of all students. For historians, personal integrity in our work is of paramount importance. Any student found guilty of dishonesty including, but not limited to, plagiarism and/or cheating on an examination will be subject to disciplinary action. For more information, please visit [Academic Integrity Policies and Procedures](#).

- Course Policy on Violations of University Academic Integrity Policy:
  - The first instance of academic dishonesty will result in a failing grade for that assignment; it will be reported to the Dean of Students and entered into the university’s Maxient system.
  - A second instance of academic dishonesty will result in a failing grade for the class and will be reported to the Dean of Students and entered into the university’s Maxient system. No exceptions.

### Title IX, Sexual Assault and Gender Violence Policy

The University of Southern Indiana embraces and celebrates the many differences that exist among the members of a dynamic, intellectual, and inclusive community, and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. Any form of discrimination or harassment, including sexual harassment and sexual misconduct, will not be tolerated. All members of the University community are expected to conduct themselves in a manner that does

not infringe upon the rights of others, and should be aware that the University is prepared to take prompt action to prevent and correct such inappropriate behavior and to remedy its effects. For more information, please visit <http://www.usi.edu/policies/handbook/civil-rights-sexual-misconduct>.

### **Disability Statement**

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at [usi1disres@usi.edu](mailto:usi1disres@usi.edu) as soon as possible. Students are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to the nature of online courses, some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations needed for access while in this setting. For more information, please visit the Disability Resources website at <http://www.usi.edu/disabilities>.

### **Class Withdrawal & Incomplete Policy**

It is the student's responsibility to officially drop/withdraw from any courses before the deadline. A student who withdraws from the course on or before Friday July 15, 2022 will have a "W" recorded on their transcripts. ***Students who withdraw after July 15, 2022 will have a "W" recorded only if they are passing the course at the time of withdrawal (C or above); students who are failing at the time of withdrawal will receive an F.*** The university does not withdraw students from any classes. Please refer to the USI Academic Calendar (<https://www.usi.edu/registrar/academic-calendar>) for specific dates. For more information, please visit [Registrar's Office Schedule Changes](#)

Under special circumstances, students may petition for an incomplete grade. However, it is up to the course instructor to decide if an incomplete will be granted. Students receiving an incomplete grade will need to complete all course requirements by the agreed deadline to avoid an "F" grade.

## **Technical Support**

### **Help Desk Support**

Since your professors are not trained as technology experts, they will not be able to assist you with your technical needs. If you have any issues with Blackboard, Zoom, Panopto, VoiceThread, or any other technology, please contact the [Help Desk](#) at (812) 465-1080 or send an email to [it@usi.edu](mailto:it@usi.edu). To learn more about the USI helpdesk, please visit [USI IT Help Desk](#)

### **Additional Training Documentation**

- [Blackboard](#)
- [Zoom](#)

### **Privacy Policies & Accessibility Statements**

For detailed information about the privacy policies and accessibility statements of the course technologies, please visit [USI Online Learning Support Services](#)

## Academic Support Services

- **Academic Skills**

<http://www.usi.edu/university-division/academic-skills/tutoring/>

This office offers tutoring and learning assistance to help you develop skills to succeed in your academic life. To contact them, please call 812/464-1743 or go to the website above to find the latest tutoring schedule. In addition to tutoring in math and other content areas in Academic Skills, please note that the Writers' Room (ED 1102) provides writing assistance in person and online. To use this service, please contact their office by calling 812/461-5359 or visit their website at <http://www.usi.edu/university-division/academic-skills/tutoring/writers-room>

- **How to Cite Sources (Chicago)**

Chicago Manual of Style Online Quick Guide (Notes and Bibliography Format):

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

- **Online Learning Library Services**

<https://usi.libguides.com/onlinelearning>

- **Research Guides**

Research assistance, subject guides, and useful resources compiled by your friendly librarians.

<http://usi.libguides.com/>

- **Counseling Center**

The Counseling Center is open every Monday through Friday from 8:00 am to 4:30 pm. You'll find the Counseling Center in the Orr Center, Room 1051; their phone number is 812/464-1867

<http://www.usi.edu/counselingcenter/>

- **Disability, and ADA Support**

<http://www.usi.edu/university-division/disabilities>

- **Student Grievances**

<https://www.usi.edu/media/3402299/Grievance-and-Complaints-Procedures.pdf>

- **Additional Student Resources**

The university provides a comprehensive range of support services and activities for students.

Please refer to <http://www.usi.edu/students/> for detailed information regarding academic advising, registration, financial aid, student affairs, counseling, career services, etc.

- **University Health Center**-The University Health Center is a full-service clinic offering medical services and health-related information to students, faculty, and staff. It located in the lower level of the Health Professions Center and is open Monday through Friday, 8 am to 4:30 pm. Click on this link to learn more about the [Health Services](#) offered at USI, or to make an appointment, please call 812/465-1250..
- **Financial Aid Office**- Information about current or future financial aid (including the implications of withdrawal from courses) can be obtained from the University Financial Aid Office. The office open is every Monday through Friday from 8:00 am to 4:30 pm; phone 812/464-1767, or email them at [finaid@usi.edu](mailto:finaid@usi.edu)

- **Student Basic Needs**

Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](#). A list of resources can also be found at [www.usi.edu/media/5612733/financial-wellness-resources.pdf](http://www.usi.edu/media/5612733/financial-wellness-resources.pdf).