**Good:**

This dissertation examines the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s through the early 1980s. By examining this historically important case, I clarify the process by which movements transform social structures and the constraints movements face when they try to do so. The time period studied includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. I use two major research strategies: (1) a quantitative analysis of county-level data and (2) three case studies. Data have been collected from archives, interviews, newspapers, and published reports. This dissertation challenges the argument that movements are inconsequential. Some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change, but typically these groups acted in response to the leverage brought to bear by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

**Okay:**

While Antoinette (Cosway) Mason is typically accepted as the schizophrenic heroine, whose inherited madness is her downfall, Rochester’s sanity is more or less universally accepted, or at least never brought into question. This assumption is problematic due to the fact that a majority of the evidence contributing to the case against Antoinette’s sanity is provided from Rochester’s point of view. Because *Wide Sargasso Sea* is an adaptation of Charlotte Brontë’s gothic romance, it is not surprising that the critical focus is generally on the character whose personae was almost completely created by Rhys, Antoinette “Bertha” Mason.

In analyzing the frequently over-generalized and over-looked narrative of Rochester in comparison to the narrative of Antoinette, an alternative reading presents itself: the women of the novel are ultimately not the only characters who are mentally unsound. Antoinette remains relatively sane until the final segments of the novel; rather, it is Rochester who plays the role of the madman throughout most of the story. By looking closely at Rochester’s perception of his environment in comparison to the other characters, as well as the way other characters perceive him, Rochester’s mental instability becomes apparent. Despite his bride commonly being read as the schizophrenic, Rochester displays several traits of schizophrenia throughout his narrative indicating that Rochester is an unreliable narrator. This realization problematizes much of the discourse surrounding *Wide Sargasso Sea,* which relies heavily on Rochester’s narrative to analyze Antoinette’s madness.

**Mostly Bad:**

As technology rapidly becomes an inescapable aspect of society, many schools are trying to find ways to include social media in the classrooms. From middle school to first year college composition courses and beyond, teachers are trying to find ways to incorporate social media into the classroom. In their essay “Literate Arts in a Global World: Reframing Social Networking as Cosmopolitan Practice,” Glynda A. Hull and Amy Stornaiuolo examine the way in which Space2Cre8 (a sort of educational Facebook) expands students’ knowledge of how to be a global citizen. Meredith DeCosta, Jennifer Clifton and Duane Roen discuss ways in which popular social media cites such as Twitter and Wikis can be used in English classrooms to promote collaboration. Authors, such as Cadence Kinsey, have explored ways in which the digital age can be limiting, not globalizing, particularly for women. This limitation has become increasingly publicized for “othered” groups as social media sites such as Facebook and Google+ have outed much of their gay/trans community through misdirected policy enforcement.

 This paper explores those limitations. What implications do such limitations have on the first year composition classrooms and can these limitations be avoided or corrected? Through my research, I have discovered that as of right now, society may not be at a place to completely avoid or correct the limitations that social media poses against the “other.” There is hope for the future.

In order to overcome the limitations, instructors who utilize social media in the classroom need to enlighten their students on how social media affects “othered” groups. I propose revised ways of implementing social media into the first year composition classroom that take into account how social media can be limiting for women and the “other.”