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LAW SCHOOL & THE WEB OF GROUP AFFILIATION: SOCIALIZING, SOCIALIZATION, AND SOCIAL NETWORK SITE USE AMONG LAW STUDENTS

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Online social network sites (“SNS”) have emerged as a significant socio-technical phenomenon in the past several years. Scholars from various disciplines have examined these sites to develop a better understanding of their social significance and implications from a variety of perspectives. Within the burgeoning field of SNS studies, one strand of work focuses on the place of SNSs in students’ educational experiences and the potential pedagogical applications of SNSs. However, the SNS phenomenon generally, and its educational/pedagogical significance in particular, have received scant attention from legal scholars. This article examines the place of SNSs within the contemporary law school experience, through a case-study of students at one law school. The article gauges differences in Facebook by students’ age, gender, race/ethnicity, and other characteristics and analyzes students’ Facebook communications as they pertain to the performance of law student identity and role.

INTRODUCTION

Online social network sites (“SNSs”) have emerged as a significant socio-technical phenomenon in the past several years.¹ The most widely-

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1. danah m. boyd & Nicole B. Ellison, *Social network sites: Definition, history, and Scholarship*, 13(1) J. COMPUTER-MEDIATED COMM., (2007), available at <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>. According to boyd & Ellison, the term SNS captures a

used SNS, Facebook,² has attracted tens of millions of active users since its launch in 2004.³

Originally targeted to college students, Facebook has since expanded access to the site to the general public. However, the site remains especially popular with young adults, including those within the post-college age range that traditionally accounts for most law students.

This article examines the place of SNSs within the contemporary law school experience through a case study of Facebook use by students at one law school.⁴ Part I reviews existing literature on SNS use, partic-

variety of “web-based services” that differ in their specific features, but share the defining attributes of enabling users to “(1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system.” *Id.*

2. Facebook, <http://www.facebook.com/> (last visited Apr. 6, 2010). For the uninitiated, this brief description conveys the basic features of Facebook:

Like most social network sites, Facebook provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favorite music and movies, educational background and a main personal picture. After completing their profile, users are prompted to identify others with whom they have a relationship, either by searching for registered users of Facebook or by requesting their contacts to join Facebook (usually by e-mail). Once someone is accepted as a “friend,” not only the two users’ personal profiles but also their entire social networks are disclosed to each other. This allows each user to traverse networks by clicking through “friends” profiles, so that one’s social network snowballs rapidly across people and institutions. This capability is the backbone of Facebook and other SNS and what attracts millions of users around the globe.

Facebook profiles also include two types of messaging services. A private system, which is very similar to a webmail service, and a public system called “The Wall,” where “friends” leave comments to the owner of the profile that can be viewed by other users. Usually, “The Wall” contains short messages that reflect sentiments, common activities between “friends,” or call attention to external websites or events.

Sebastián Valenzuela, Namsu Park, & Kerk F. Lee, *Lessons From Facebook: The Effect of Social Network Sites on College Students’ Social Capital*, submitted to the 9th International Symposium on Online Journalism, Austin, TX 6 (Apr. 4-5, 2008), available at <http://online.journalism.utexas.edu/2008/papers/Valenzuela.pdf>.

3. Valenzuela, ET. AL. *supra* note 2.

4. Sociologist George Steinmetz offers a robust “critical realist” defense of case studies against “methodological positivist” critiques:

[T]he case study of a specific event, process, or community is as important a part of the overall sociological enterprise as comparison or sustained theoretical reflection. The plausibility of a given theoretical argument can be assessed only by studying complex, overdetermined, empirical objects (particular individual psychobiographies, specific practices, and so forth). Case studies are thus the indispensable building block for all sociology.

George Steinmetz, *Odious Comparisons: Incommensurability, the Case Study, and “Small N’s” in Sociology*, 22 SOC. THEORY 371, 383 (2004), available at <http://www.jstor.org/stable/pdfplus/3648923.pdf>. Unlike positivist social research methods, which depend on statistically “representative” samples to make explanatory claims, the case study method entails

ularly among student populations, and locates the study of SNS use and behavior within a broader social-theoretical framework. Part II presents the results of a survey measuring patterns of Facebook use among the students under the study. Part III presents a content analysis of students' Facebook communications. The results suggest that Facebook is a significant medium of social expression, identity, and interaction for these law students. The conclusion highlights some implications of law student SNS activity for legal educators, including potential uses of SNSs for collaborative learning beyond the confines of the law school, and suggests avenues for further inquiry.

I. BACKGROUND

A. PREVIOUS RESEARCH ON SOCIAL NETWORK SITE USE

Various scholars have examined SNS use among such distinct student populations as American teenagers,⁵ university undergraduates in the United States⁶ and United Kingdom,⁷ and graduate pharmacy students.⁸ Some of this prior research has assessed patterns of SNS use along gender, race, ethnicity, and class lines. That work has identified differences both as between users and non-users of SNSs in general and,

the “building up [of] comparative knowledge over the course of a lifetime across different projects and texts,” without claiming that any one case is itself “representative” of some broader universe. *See id.* (discussing the work of sociologist Pierre Bourdieu).

This case study thus does not purport to offer a “representative” picture of SNS use among all law students, but rather to lay a cornerstone for further investigation. Comparative study across various law schools may reveal patterns of use that vary according to institutional or student characteristics.

5. danah m. boyd, *Taken Out of Context: American Teen Sociality in Networked Publics*, (2008) (unpublished Ph.D. dissertation, University of California, Berkeley (on file with author), *available at* <http://www.danah.org/papers/TakenOutOfContext.pdf>.; Amanda Lenhart & Mary Madden, *Social networking websites and teens: An overview (2007)*, http://www.pewinternet.org/PPF/r/198/report_display.asp.

6. Eszter Hargittai, *Whose space? Differences Among Users and Non-users of Social Network Sites*, 13(1) *J. COMPUTER-MEDIATED COMM.*, (2007), *available at* <http://jmc.indiana.edu/vol13/issue1/hargittai.html>; Joseph P. Mazer, Richard E. Murphy & Cheri J. Simonds, *I'll See You On Facebook: The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate*, 56 *COMM. EDUCATION* 1, 1-17 (2007); Anne Hewitt & Andrea Forte, *Crossing boundaries: Identity management and student/faculty relationships on the Facebook*, Georgia Institute of Technology (2006), *available at* <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.94.8152&rep=rep1&type=pdf>.

7. Neil Selwyn, *Screw Blackboard. . . do it on Facebook!: an investigation of students' educational use of Facebook*, paper presented to Poke 1.0—Facebook social research symposium, London Knowledge Lab/University of London (Nov. 15, 2007), *available at* <http://www.scribd.com/doc/513958/Facebook-seminar-paper-Selwyn>.

8. Jeff Cain, *Online Social Networking Issues within Academia and Pharmacy Education*, 72 *AM. J. PHARM. EDUC.* (2008), *available at* <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2254235/>.

perhaps more significantly, among users of different SNS services.⁹

Other work has examined the ways in which SNS participants construct and perform social identity and group affiliation.¹⁰ SNS user profiles commonly permit SNS users to display “favorite” books, movies, music, etc; membership in groups or organizations; support for various causes; and other indicia of personal taste and group affiliation.¹¹ As such, SNSs offer an accessible and potentially rich site for studying the construction of identity and cultivation of social ties.¹²

Previous researchers, and numerous media accounts, have noted the possible adverse consequences for students from having certain types of information or portrayals appear on Facebook.¹³ Others, however, have

9. Hargittai, *supra* note 6 (examining differences in SNS use among U.S. college students); danah m. boyd, The Not-so-Hidden Politics of Class Online, Address to Personal Democracy Forum, New York, NY (June 30, 2009), available at <http://www.danah.org/papers/talks/PDF2009.html> (discussing differences in SNS use among U.S. Teenagers). See also Dara M. Byrne, *Public Discourse, Community Concerns, and Civic Engagement: Exploring Black Social Networking Traditions on BlackPlanet.com*, 13(1) J. COMPUTER-MEDIATED COMM. (2007), available at <http://jcmc.indiana.edu/vol13/issue1/liu.html> (examining user communications on SNS specifically aimed at African-Americans).

10. Erika Pearson, *All the World Wide Web's a Stage: The Performance of Identity in Online Social Networks*, 14 FIRST MONDAY (2009) available at <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2162/2127>; Hugo Liu, *Social Network Profiles as Taste Performances*, 13(1) J. COMPUTER-MEDIATED COMM. (2007), available at <http://jcmc.indiana.edu/vol13/issue1/liu.html>; danah m. boyd & Jeffrey Heer, *Profiles as Conversation: Networked Identity Performance on Friendster*, <http://www.danah.org/papers/HICSS2006.pdf>.

11. Liu, *supra* note 10.

12. See Pearson, *supra* note 10 (discussing “SNS as a discursive activity that straddles public and private spheres” through which users perform identity and manage social ties); Liu, *supra* note 10 (examining the expression of individual and group identity through listings in six categories of “interests” [books, music, movies, television shows, heroes, and general] in MySpace user profiles); boyd & Heer, *supra* note 10. Work in this vein builds on an extensive sociological, anthropological, and social-psychological literature concerning the construction of identity through cultural consumption and taste performance, and the relationship between individual identity and social ties. See, e.g. DEBRA GRODIN & THOMAS LINDLOF, *CONSTRUCTING THE SELF IN A MEDIATED WORLD* (1996); MIHALI CSIKSZENTMIHALYI & EUGENE ROCHBERG-HALTON, *THE MEANING OF THINGS: DOMESTIC SYMBOLS AND THE SELF* (1981); PIERRE BOURDIEU, *DISTINCTION: A SOCIAL CRITIQUE OF THE JUDGMENT OF TASTE* (R. Nice trans., 1979); Mark Granovetter, *The Strength of Weak Ties*, 78 AM. J. SOC. 1360 (1973), available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.128.7760&rep=rep1&type=pdf>; IRVING GOFFMAN, *THE PRESENTATION OF SELF IN EVERYDAY LIFE* (1959); Georg Simmel, *Group Expansion and the Development of Individuality*, in *ON INDIVIDUALITY AND SOCIAL FORMS* (Donald N. Levine ed., 1971); GEORG SIMMEL, *THE WEB OF GROUP AFFILIATIONS, IN CONFLICT AND THE WEB OF GROUP AFFILIATIONS* 125 (Kurt H. Wolff & Reinhard Bendix trans., 1955); THORSTEIN VEBLÉN, *THE THEORY OF THE LEISURE CLASS* (1899).

13. See, e.g. Cain, *supra* note 8, at 2 (citing examples of students subject to academic discipline or other criminal investigations resulting from “ill-advised postings” or “unprofessional” photographs posted on Facebook and MySpace); Valenzuela, ET AL., *supra* note 2,

suggested that the focus on alleged adverse consequences of SNS participation may exaggerate the real risks, and might be understood as an instance of moral panic common in response to the advent of new forms of communication and culture.¹⁴

In contrast to the largely anecdote-driven focus on the potential hazards of SNS activity, empirical studies have considered the potential social value of SNS participation. In particular, prior research has examined the extent to which SNS participation may enhance social capital,¹⁵ promote social solidarity and group affiliation,¹⁶ and facilitate civic engagement.¹⁷ SNS participants may reap social capital returns by using SNSs to “keep strong ties with friends, to strengthen ties with new acquaintances, and, to a lesser degree, to meet new people online,”¹⁸ and to “exchange news and discuss issues, both public (e.g. the 2008 U.S. presidential election) and private (e.g. movie tastes).”¹⁹

at 3 (citing “[u]nsafe disclosure of information, cyberbullying, addiction, risky behavior and contacting dangerous communities” as among “concerns raised in the media about the use of online social networks”). Such adverse consequences are not limited to students. In one widely-reported incident, University of Pennsylvania President Amy Guttmann received criticism in response to a photograph, posted on Facebook and republished on various other websites, of Guttmann posing with a student dressed in a “suicide bomber” costume at a Halloween party. *Will Photo Haunt Penn President?*, INSIDE HIGHER ED, Nov. 6, 2006, <http://www.insidehighered.com/news/2006/11/06/penn>. (last visited Apr. 7, 2010).

14. Valenzuela, ET AL., *supra* note 2, at 3; *see also* STANLEY COHEN, *FOLK DEVILS & MORAL PANICS: THE CREATION OF THE MODS AND ROCKERS* 9 (1980) (defining “moral panic” as a social phenomenon by which “[a] condition, episode, person or group of persons emerges to become defined as a threat to societal values and interests” through “stylized and stereotypical” portrayal by “the mass media” and public opinion shapers, and identifying “the emergence of various forms of youth culture” as an especially common object of “moral panic”).

15. *See* James S. Coleman, *Social Capital in the Creation of Human Capital*, 94 *Am. J. Soc.* 95, (1988), *available at* <http://econ.tau.ac.il/papers/publicf/Zeltzer2.pdf>; Pierre Bourdieu, *Forms of Capital*, in *HANDBOOK OF THEORY AND RESEARCH FOR THE SOCIOLOGY OF EDUCATION* 241-58 (J.G. Richardson, ed., 1983); Valenzuela, ET AL., *supra* note 2 (explaining that social capital “involves networks, social trust, civic engagement, political participation, membership in groups and associations, volunteering, confidence in political institutions, life satisfaction and a variety of other concepts”).

16. *See* EMILE DURKHEIM, *THE DIVISION OF LABOR IN SOCIETY* (Free Press 1933); Georg Simmel, *The Web of Group Affiliations*, in *CONFLICT & THE WEB OF GROUP AFFILIATIONS* (Kurt H. Wolff & Reinhard Bendix trans., 1964).

17. Byrne, *supra* note 9, at n. 1 (defining “civic engagement” as “encompass[ing] the actions individuals or groups take in order to address issues of public concern,” which “can include volunteerism, electoral participation, serving on a neighborhood association, and so on”).

18. Valenzuela, ET AL., *supra* note 2, at 3 (citing A. Acquisti & R. Gross, *Imagined communities: Awareness, information sharing, and privacy on the Facebook*, at the 6th Workshop on Privacy Enhancing Technologies, Cambridge (Jun. 2006)).

19. Valenzuela, ET AL., *supra* note 2.

Beyond individual social capital formation, “regular exchanges between users can foster trust and norms of reciprocity that are key antecedents of community life,” and may facilitate “collective action” by “common interest groups.”²⁰ One study, focusing on an SNS specifically oriented to African-Americans, found a substantial volume of discussion on political and social “issues of common concern to the community.”²¹ However, “these discussions did not move beyond a discursive level of civic engagement,”²² and did not appear to lead to collective action among the SNS participants in relation to the issues under discussion,²³ leading the author to conclude “the potential for mobilization through social networking online has not yet been realized.”²⁴

A study of education-related Facebook use among undergraduate social science students at Coalsville University during the 2006-2007 academic year,²⁵ distinguished five categories of education-related postings: i) recounting and reflecting on the university experience; ii) exchange of practical information; iii) exchange of academic information; iv) displays of supplication and/or disengagement; and v) exchanges of humour and nonsense.²⁶

The first category, “recounting and reflecting on the university experience,” consists of posts about students’ experiences in the classroom, visits to the library, encounters with faculty, and the like.²⁷ The second category, “exchange of practical information,” consists of posts “concerned [with] the practical logistics of attending courses,”²⁸ including such matters as class schedules and locations, assignments, and deadlines.²⁹ The third category, “exchange of academic information,” consists of posts in which students share and discuss information pertaining to

20. *Id.*

21. Byrne, *supra* note 9.

22. *Id.*

23. *Id.* “[T]he analysis reveals no instances where participants explored the possibility of working together on the issues they all recognized as being of great concern” *Id.*

24. *Id.*

25. “Coalsville University is a large ‘Russell group’ university in the United Kingdom with 25,000 students in thirty academic schools.” Selwyn, *supra* note 7.

26. Selwyn, *supra* note 7.

27. *Id.* Such posts “were often not wholly positive reflections on the learning experience,” and “often conveyed a sense of bewilderment, disappointment and/or anger about perceived shortcomings of the teaching and learning provision in the department.” *Id.* at 9. This category also includes critical remarks about the personal appearance or behavior of instructors. *Id.* Selwyn notes that the posts frequently concerned classes or other events from which one student had been absent, “with the absentee seeking post-hoc justifications to rationalize the legitimacy of missing the class or not understanding the lecture material, whilst also allowing their peers space to express conciliatory ‘techniques of neutralisation.’” *Id.* at 8.

28. *Id.*

29. *Id.*

substantive matters addressed in class, study techniques, exam preparation, and other matters related to “academic and intellectual requirements.”³⁰ The fourth category, “displays of supplication and/or disengagement,” consists of posts “seeking . . . moral (rather than intellectual) support with regards to the demands of the students’ studies.”³¹ The fifth category, “exchanges of humour and nonsense,” consists of “banter,” typically “humorous in nature and often heavily interlaced with irony and sarcasm”³² mocking other students,³³ parodying assigned readings,³⁴ and gossiping about faculty members.³⁵

Other work has specifically examined student-faculty interaction within the SNS setting.³⁶ This work reveals some apprehension on the part of students about the presence of faculty members on Facebook.³⁷ Such apprehension reflects the degree to which Facebook represents a site of identity performance, to which participants may wish to restrict access in an effort to “maintain . . . control over [their] persona[s] and minimize the appearance of characteristics that are contrary to” their self-presentation in other venues, such as the classroom.³⁸

At the same time, many students appear to tolerate, or even value, interactions with faculty members on Facebook.³⁹ One study found that

30. *Id.*

31. *Id.* Selwyn observes that “a willful anti-intellectualism pervaded many of these exchanges, with students brazenly highlighting their inabilities and, by implication, the inadequacies of the university department.” *Id.* at 14-15.

32. Selwyn *supra* note 7.

33. *Id.* (stating “[S]tudents who were seen . . . to be overly engaged with their studies were assigned identifying labels such as ‘spods,’ ‘geeks,’ ‘keenos’ and so on”).

34. *Id.* (citing an exchange in which one student writes, “DID U KNOW – that piaget had two willies and a fanny???? Nope. . . . its coz the textbooks dont mention this. The authors consume themselves in terms such as genetic epistemology, assimilation, accommodation. Equilibrium, rationalisation, schemata ETC IN order to gloss over this very important fact”).

35. *Id.* (citing an exchange in which a student reports seeing an instructor performing at an “open-mic night”).

36. Mazer ET AL., *supra* note 6; Hewitt & Forte, *supra* note 6; see also Posting of Geoffrey Rapp, *It would be weird if all your professors had Facebook*, PRAWFSBLAWG (Sept. 10 2007), <http://prawfsblawg.blogs.com/prawfsblawg/2007/09/it-would-be-wei.html> (last visited April 12, 2010).

37. In Hewitt & Forte’s survey, one-third of students disagreed that “faculty should be on Facebook,” with female students twice as likely as men to object. Hewitt & Forte, *supra* note 6, at 2. Part of the concern centered on privacy and the perception that information posted on Facebook might “unfairly skew a professor’s perception of a student.” *Id.* Some students also expressed discomfort with the idea of interacting with faculty in what the students perceived as an informal social context. *Id.*

38. Hewitt & Forte, *supra* note 6, at 2 (citing ERVING GOFFMAN, *THE PRESENTATION OF SELF IN EVERYDAY LIFE* (1959)).

39. In Hewitt & Forte’s survey, two-thirds of students overall (one-third of females and two-thirds of males) “reported that they are comfortable with faculty on the site.” *Id.*

students who viewed teacher Facebook profiles high in self-disclosure anticipated greater motivation and effective learning, a more favorable classroom climate, and expressed more favorable perceptions of the teacher.⁴⁰

B. SOCIAL NETWORK SITES & LAW STUDENTS

Despite the substantial and growing body of work examining social network site use among other student and young adult populations, there has been less attention to specific issues regarding SNS use among law students in particular. To the extent that law student SNS use has garnered specific attention, much of the concern has focused on the implications of students' online self-portrayal and self-disclosure, especially in relation to their job search and career prospects. Some law schools have taken to cautioning students about the possible adverse consequences of inappropriate information that potential employers might discover online about students.⁴¹ However, it does not appear that law schools have similarly advised students about potential benefits of SNS participation as a means of building and sustaining social networks that might be beneficial in their careers.

II. PATTERNS OF FACEBOOK USE

To collect data on patterns of Facebook use, a survey was conducted during the 2008-09 academic year. The survey was administered in two ways. First, a copy of the survey form⁴² was emailed directly to each student then enrolled at the law school, using the students' university

40. Mazer, ET AL, *supra* note 6, at 9-11; *but see* Hewitt & Forte, *supra* note 6, at 3 (finding no association between a students' contact with a professor on Facebook and the student's perception of the professor).

41. Cain, *supra* note 8 ("One law school has begun educating students regarding the 'public' nature of Facebook postings and the need to project a professional online persona to avoid repercussions in the legal profession.") (citing Katherine Mangan, *Etiquette for the Bar: First-year students at Drake U's law school learn the value of online discretion*, CHRON. HIGHER EDUC., Jan. 12, 2007, at A31, available at <http://chronicle.com/article/Etiquette-for-the-bar/14858>). *See also*, *Attention MySpace and Facebook.com Users*, SPOTLIGHT (Suffolk University Law School, Career Development Office, Boston, Mass.), Apr. 3, 2008 at 2, available at http://www.law.suffolk.edu/offices/career/documents/spotlight_001.pdf. While such a proactive stance may mitigate potential harm to students and the school itself, schools must also consider the possible risks of intervention. Cain observes that, by "monitor[ing] social networking sites to ensure that students abide by codes of conduct or act in accordance with the school's mission, they could be creating a 'duty of care' toward the students", potentially giving rise to tort liability. Cain, *supra* note 8 (citing Sheldon Steinbach & Lynn Deavers, *The Brave New World of MySpace and Facebook*, INSIDE HIGHER ED., April 3, 2007, <http://www.insidehighered.com/views/2007/04/03/steinbach> (last visited April 8, 2010)).

42. The survey instrument is reproduced at Appendix A.

email addresses. The email survey produced thirty-seven responses. Second, a follow-up email was sent to all students, requesting that those who had not already responded to complete the survey online. The follow-up produced an additional eighty-three responses. Combined, the email and online surveys generated a response rate of more than thirty-six percent (121 respondents out of approximately 330 students total).⁴³

A. RESPONDENT CHARACTERISTICS

Table 1 offers a profile of the survey respondents. Compared to the Elon Law student population as a whole, women (fifty-four point one percent of respondents) and third-year students (forty-three point one percent of respondents) are over-represented,⁴⁴ while students of color (seven point two percent of respondents) are under-represented.⁴⁵

Table 1
Respondent Characteristics

Facebook User
(n=121)

	Active	Former	Never
<i>Number</i>	99	6	16
<i>Percent*</i>	81.8%	4.8%	1.3%
	(*Figures do not total 100% because of rounding)		

43. In an effort to attract as representative a response as possible, the initial solicitation and follow-up email specifically encouraged students to respond whether or not they were active Facebook users. Nevertheless, it is likely that students who are not active Facebook users responded at a lower rate than those who are active users. Consequently, the observed differences between users and non-users reported here may be, to some extent, an artifact of selective response rates.

44. For the three classes enrolled at the time of the survey, females accounted for forty-four percent of total student enrollment (fifty percent of the 3L class, forty-one percent of the 2L class, and forty-eight percent of the 1L class). Third-year students represented just over one-third of the total student population (107/315). *See* Elon University School of Law, ABA Self-Study (Draft 8/11/09) at 42.

45. Taken together, students identified as members of racial and ethnic minority groups accounted for just over ten percent of the total student population, compared to just seven point two percent of respondents. African-Americans (four point six percent (of respondents) represented just over seven percent of the total student population, and Asian/Pacific Islanders (one point seven percent of respondents) represented just over two percent of the total student population. There were also one Hispanic/Latino student, and one American Indian student, enrolled in the law school at the time of the survey. *See* Elon University School of Law, ABA Self-Study, (Draft 8/11/09) at 42.

Age
(n=95)

Mean	26.9
Median	25
Min.	21
Max.	42
Std. Dev.	4.6

Gender
(n=111)

	Female	Male
<i>Number</i>	60	51
<i>Percent</i>	54.1%	45.9%

Race/Ethnicity
(n=109)

	Asian-Pac.	African-Amer.	White/Euro.	Latino
<i>Number</i>	2	5	101	1
<i>Percent*</i>	1.7%	4.6%	92.7%	0.9%
	(*Figures do not total 100% because of rounding)			

Class Year
(n=109)

	1L	2L	3L
<i>Number</i>	30	32	47
<i>Percent*</i>	27.5%	29.3%	43.1%
	(*Figures do not total 100% because of rounding)		

Of the 121 respondents, eighty-one point eight percent (n=99) report having a currently active Facebook account. Nearly all began using Facebook before starting law school.⁴⁶ Another four point nine percent (n=6) of respondents report having a Facebook account in the past that is no longer active. The remaining thirteen point two percent (n=16) report that they never had an account.⁴⁷

The data show a statistically strong difference in the probability of Facebook use by age, some differences by law school class year, and a modest difference by gender. In contrast, there are no measurable differences in the probability of Facebook use by race/ethnicity.

46. Of the ninety-nine respondents who reported having active Facebook accounts, eighty-five indicated that they created their accounts before beginning law school.

47. The invitations to participate in the survey encouraged all students to respond, even if they did not use Facebook. Nevertheless, it is reasonable to presume that non-users were less likely to respond, and the figures here likely understate the proportion of non-users among this population.

Table 2
Facebook Use by Age⁴⁸

	Mean	Median	Min	Max
FB	25.8*	25.0	21.0	42.0
No FB	31.8*	32.0	25.0	39.0
All respondents	26.9	25.0	21.0	42.0
	* <i>p</i> (1-tailed) <.0001			

Among this sample, Facebook users are younger on average (mean = twenty-five point eight years) than non-users (mean = thirty-one point eight years), and the statistical significance of this difference is strong. However, it is interesting that the age range for Facebook users is broader, including both the youngest (twenty-one years) and oldest (forty-two years) respondents in the sample. With Facebook use increasing among older adults in the general population, it is likely that this observed age difference in Facebook use among law students will fade in the near future.

Table 3
Facebook Use by Gender, Race/Ethnicity, & Class Year

	<i>FB Users</i>
<i>All respondents</i>	82%
<i>Gender</i> ⁴⁹	
<i>Female</i>	88%*
<i>Male</i>	76%*
<i>Race & ethnicity</i> ⁵⁰	
<i>Asian-Pacific</i>	100%
<i>African-Amer.</i>	80%
<i>White</i>	82%
<i>Class year</i> ⁵¹	
<i>1L</i>	87%
<i>2L</i>	94%**
<i>3L</i>	72%**
	* <i>p</i> (1-tailed)<.1
	** <i>p</i> (2-tailed)<.1

48. Figures include only respondents (n=95) who indicated their age. Of the 26 respondents who did not indicate their age, 21 were active Facebook users.

49. Figures include only respondents (n=111) who indicated their gender. Of 10 respondents who did not indicate their gender, 7 were active Facebook users.

50. Figures include only respondents (n=111) who indicated their race/ethnicity. Of 10 respondents who did not indicate their race/ethnicity, 7 were active Facebook users.

51. Figures include only respondents (n=109) who indicated their class year. Of 12 respondents who did not indicate their law school class year, 9 were active Facebook users.

Facebook use varies by law school class year, with 2L students most likely, and 3L students least likely, to be active Facebook users. This pattern may, in part, be an artifact of the age distribution of students by class year. But may also reflect some propensity for first-year students to refrain from Facebook use as they acclimate to the demands of law school, and for third-year students to refrain from Facebook use as they focus on obtaining jobs and preparing for the bar examination.

Facebook use also varies by gender, with women somewhat more likely to use Facebook than men.⁵² This gender disparity closely resembles the pattern among Facebook users in general.⁵³ In contrast, there are no measurable differences in Facebook use by race or ethnicity.⁵⁴ This contrasts with the findings of previous studies, which have identified marked racial and ethnic differences in SNS use among other student populations.⁵⁵

B. FREQUENCY AND PURPOSES OF USE

Table 4
Frequency and Duration of Site Visits

Days/Week	%	Visits/Day	%	Time/Day	%
1	4.0%	0-1	32.3%	<30 minutes	21.2%
2	6.1%	2-3	31.3%	30 min.-1 hour	68.7%
3	5.1%	4-5	18.2%	1-2 hours	9.1%
4	14.1%	6-7	5.1%	2 hours+	1.0%
5	13.1%	8+	12.1%		
6	8.1%				
7	49.5%				

52. While women make-up fifty-four percent of respondents who indicated a gender, they account for fifty-eight percent of Facebook users in the sample.

53. For this sample of law students, the male-female ratio among Facebook users is .74:1, which is similar to the .79:1 ratio among U.S. Facebook users between the ages of eighteen and forty-four. See Justin Smith, *College Students' Facebook Use Easing Up Over the Summer, While Parents Logging On in Record Numbers*, INSIDE FACEBOOK, July 6, 2009, <http://www.insidefacebook.com/2009/07/06/college-students-facebook-use-easing-up-over-the-summer-while-parents-logging-on-in-record-numbers/> (last visited Apr. 8, 2010).

54. Of those respondents indicating a race or ethnicity, one point eight percent (n=2) identified as Asian/Pacific Islander, seven point two percent (n=8) identified as African American, and ninety three point seven percent identified as white/European.

55. See Hargittai, *supra* note 6 (identifying racial and ethnic differences in SNS use among U.S. college undergraduates); danah m. boyd, *The Not-so-Hidden Politics of Class Online*, Address to Personal Democracy Forum, New York, NY (June 30, 2009), available at <http://www.danah.org/papers/talks/PDF2009.html> (discussing racial/ethnic and other social/demographic differences in SNS use among U.S. teenagers).

Those who have Facebook accounts check their accounts regularly. About half (forty-nine out of ninety-nine) report visiting the site on a daily basis, and more than two-thirds (seventy out of ninety-nine) report doing so at least five days a week; more than one-third (thirty-six out of ninety-nine) report averaging four or more visits to the site a day. However, most respondents (sixty-six out of ninety-nine) state that they spend a total of less than thirty minutes on Facebook each day. The overall picture that emerges is of users checking in briefly most days, but not spending significant amounts of time there.⁵⁶

Table 5
Facebook Uses

	Business Networking	School Work	Amusement
<i>All respondents</i>	18%	43%	77%
<i>Female</i>	18%	31%	77%
<i>Male</i>	17%	53%	79%
<i>1L</i>	12%	38%	73%
<i>2L</i>	23%	60%	80%
<i>3L</i>	18%	33%	82%

Nearly all respondents with active Facebook accounts (ninety-eight out of ninety-nine) report using the site to communicate with existing friends, and most (eighty-one out of ninety-nine) report using the site to re-connect and keep in touch with old friends. In contrast, and consistent with the findings in previous research on SNS use among other populations, fewer report using Facebook to meet new friends (thirteen out of ninety-nine) or for business networking (eighteen out of ninety-nine).⁵⁷ A significant minority (forty-three out of ninety-nine) report using the site in connection with law school work. Far more (seventy-six out of ninety-nine) report using the site for amusement.⁵⁸

56. The fact that most respondents reported limiting their daily Facebook time to thirty minutes or less may reflect the heavy workloads and busy lives of law students; of course, respondents may have understated, whether deliberately or unconsciously, the amount of time they spend on Facebook.

57. Just eighteen percent of respondents stated that they use Facebook for “business networking.” This result is consistent with previous research, and with the suggestion that SNSs are better thought of as “social network sites” than “social networking sites.” See danah m. boyd, *The Not-so-Hidden Politics of Class Online*, Address to Personal Democracy Forum, New York, NY (June 30, 2009), available at <http://www.danah.org/papers/talks/PDF2009.html>.

58. Note that the latter two uses (school work and amusement) may not be mutually exclusive. Among the law school-oriented Facebook groups to which respondents reported

C. FACEBOOK FRIENDS

Table 6 provides summary descriptive statistics for the number and distribution of reported friends among respondents with active Facebook accounts.⁵⁹ The total number of Facebook friends varies markedly. Likewise, there is a substantial variation in the number of Facebook friends who are Elon Law students. However, the percentage of a respondent's total number of Facebook friends who are Elon Law students does not vary as much.

Table 6
Number and Distribution of Facebook Friends

	All Friends	Elon Law Students		Elon Faculty/ Staff		Att'ys & Legal Profls	
	<i>N</i>	<i>N</i>	<i>% of Total</i>	<i>N</i>	<i>% of Total</i>	<i>N</i>	<i>% of Total</i>
<i>Mean</i>	388	67.7	22.6%	1.8	0.5%	3.4	1.0%
<i>Median</i>	300	62.5	18.0%	1.0	0.3%	2.0	0.5%
<i>Min.</i>	35	0.0	0.0%	0.0	0.0%	0.0	0.0%
<i>Max.</i>	1380	194.0	81.1%	20.0	3.0%	29.0	7.5%
<i>St. Dev.</i>	261.3	41.5	—	2.7	—	5.4	—

There is little variation in the number of friends who are Elon faculty and staff, and those who are attorneys or other legal professionals. Just over half of respondents with active Facebook accounts (n=55) report having one or more law school faculty or staff members among their Facebook friends, with the number of faculty or staff friends ranging from one to twenty. A similar number (n=56) reports having at least one attorney or other legal professional as a Facebook friend. However, in most instances the number of such friends was small, both in absolute numbers and as a percentage of the student's overall number of Facebook friends. Consistent with previous research on Facebook friending practices, it is more likely that these are individuals that the students know from outside Facebook, perhaps from work experience or social connections, and less likely that students are actively seeking out legal practitioners as Facebook friends in the hope of cultivating potential employment.

belonging, most are more humorous than pedagogical in their orientation. Students may view reading and contributing to those groups as both amusement and schoolwork-related.

59. Some respondents gave approximate figures (e.g. "~100") or ranges (e.g. "5 to 10") in response to the questions about the number of friends. To facilitate data analysis, where a respondent provided an approximate figure, that figure was used as the number of friends; where a respondent provided a range, the median of the range was used as the number of friends. For purposes of this analysis, the precise number of friends is of less interest than the range and relative numbers among respondents; consequently, any imprecision resulting from this treatment of approximations and ranges is of little concern.

Table 7
Facebook Friends By Respondent Gender⁶⁰

	All Friends		Elon Law Students		Elon Faculty/ Staff		Att'ys & Legal Prof'ls	
	Women	Men	Women	Men	Women	Men	Women	Men
<i>Mean</i>	423*	344*	77**	52**	2*	1*	3.5	3.3
<i>Med.</i>	331	300	76.5	50	1.5	1	2	2
<i>Min.</i>	50	35	3	0	0	0	0	0
<i>Max.</i>	1380	905	194	150	20	8	28	29
<i>St. Dev.</i>	287.2	219.3	41.7	38.8	3.1	1.7	5.4	5.2
	* <i>p</i> (1-tailed) < .1 ** <i>p</i> (1-tailed) < .005							

Women in the sample report having more friends, both overall and among Elon Law students, faculty, and staff. The statistical significance of this difference is especially high for the number of friends among fellow Elon Law students.⁶¹ In contrast, there is no statistically significant difference in the number of friends by respondents' race or ethnicity.

There is a statistically significant negative correlation between respondents' age and the total number of Facebook friends—that is, the number of friends tends to decrease with respondent's age.⁶² This result might, at first glance, appear counterintuitive, as it would be expected that an individual's pool of friends and acquaintances would increase over time. A likely explanation is that the age profile among Facebook users has been skewed toward younger adults.⁶³ Those aged eighteen to twenty-four (the site's original college-aged target demographic) accounted for just over half of all United States Facebook users as of September 2008 (when this survey commenced), while those between ages twenty-five and thirty-four accounted for about twenty percent, and those between ages thirty-five and forty-four accounted for less than ten percent.⁶⁴ Facebook's age profile has shifted markedly over the past year, with significant growth in the proportion of users in the twenty-five to thirty-four, and thirty-five to forty-four age groups, and a decrease in

60. All figures, except standard deviations, rounded to nearest whole number.

61. The number of friends does not vary by respondent's race. However, because so few respondents identified as African-American (n=5), Asian-Pacific (n=2), or Hispanic (n=1), no robust statistical analysis of friending patterns by respondent race is possible with this sample.

62. Spearman's $r = -.492$ (significant at the 0.001 level [2-tailed]).

63. See Ben Lorica, *Facebook Growth By Age Group: Share of College-Age Users is Declining*, O'REILLY RADAR, Sept. 17, 2008, <http://radar.oreilly.com/2008/09/facebook-growth-by-age-group-s.html> (last visited June 13, 2010).

64. *Id.*

the proportion of users in the eighteen to twenty-four age group.⁶⁵ Despite this recent trend, it is likely that, during the time-frame of this survey, older respondents would have fewer friends and acquaintances who are also Facebook users, even if they had more friends and acquaintances overall.

In contrast to the total number of Facebook friends, the number of friends who are attorneys or other legal professionals is positively correlated with respondent's age.⁶⁶ This pattern makes sense, as older students are more likely to have peers and social acquaintances who have already graduated from law school.

There is no significant correlation between law school class year and the total number of Facebook friends. As might be expected, class year is positively correlated with the number of Facebook friends who are fellow students at the law school.⁶⁷ There is also a positive, though weaker, correlation between class year and the number of Facebook friends who are law school faculty/staff members.⁶⁸ Perhaps somewhat surprising is the lack of correlation between class year and the number of friends among attorneys and legal professionals. It might be expected that law students would become acquainted with more practitioners over the course of law school, through summer jobs, internships, and similar experiences. One possible explanation for the result here is that Elon Law School has an especially active relationship with the local bar, providing students with regular opportunities to meet and interact with practitioners throughout their three years of study.⁶⁹

65. See Smith, *supra* note 50 (>20 million U.S. Facebook users between ages eighteen and twenty-four, representing thirty percent of total); (>16 million users between ages twenty-five and thirty-four, representing twenty-four percent of total); (>13 million users between ages thirty-five and forty-four, representing nineteen percent of total); Laurie Sullivan, *Study: Who's on Which Social Nets*, MEDIAPOST NEWS, July 27, 2009, http://www.mediapost.com/publications/?fa=Articles.showArticle&art_aid=110517 (last visited April 13, 2010) (citing study by Anderson Analytics comparing adoptions rates of Facebook and other SNSs by age group).

66. Spearman's $r = .414$ (significant at the .001 level [2-tailed]).

67. Spearman's $r = .429$ (significant at the .0001 level [2-tailed]).

68. Spearman's $r = .289$ (significant at the .01 level [2-tailed]). The relative weakness of this correlation is likely explained by the fact that, while a new cohort of more than 100 students enters the law school each year—thus adding a large new pool of potential “friends” in that category—the pool of potential faculty & staff “friends” remained relatively stable, with only a few additions each year.

69. Under Elon's “preceptor” program, each entering student is assigned a local attorney mentor, who meets with her preceptees and visits their classes several times during the year. The Law School also regularly hosts speakers, continuing legal education programs and informal social events at which students may meet and mingle with local practitioners. Several local practitioners also serve as adjunct faculty in the first-year legal writing program and the second-year trial advocacy course, as well as in some upper-level electives.

III. FACEBOOK GROUPS & LAW STUDENT CULTURE

In the survey, sixty percent of respondents (n=73) indicated that they were members of law student-oriented Facebook groups.⁷⁰ These included groups specific to Elon Law School as well as groups concerning law students generally. The survey identified a total of 47 such groups.⁷¹ Group pages offer further insight into law students' management and performance of their social ties and identities through the medium of Facebook.

Among the most popular and active groups are those devoted to humorous banter about law school studies, social life, and personalities.⁷² One such group, "I Don't Go to the Bathroom Like Everyone Else",⁷³ features postings of professors' (and occasionally students') amusing in-class comments. The tenor of the group is generally good-natured: the posts appear, for the most part, offered not to embarrass or mock the speaker, but to share a humorous moment.

The following examples provide the flavor of the postings to this group:

In reference to the provocation doctrine. . .

[PROFESSOR]: "How long would it take you to cool off if you found your spouse in bed with someone else?"

[STUDENT]: "That depends on if it's a guy or a girl."

[PROFESSOR]: (empty stare)

[PROFESSOR]: How many of you read this?

Torts class: *Everyone raises a hand*

[PROFESSOR]: Well then why are you all sitting there like a bunch of stunned mullets!?

[Girl]: What does that have to do with a hairstyle?

[PROFESSOR]: A mullet is a fish.

[PROFESSOR]: "So how would that be trespass to chattels. . . ?"

[STUDENT]: "No, no. . . I'm not referring to livestock. . ."

[Brilliant Student]: Do we need to know about the cases?

70. "Facebook Groups" are pages within the site, dedicated to particular interests or activities. Group members can add comments and other content to the group page, and can also display their group memberships on their own Facebook home pages. These groups represent "an important share of the civic and political impact of Facebook". Valenzuela, ET AL., *supra* note 2, at 6.

71. Appendix B contains the names and descriptions of these groups.

72. Selwyn, *supra* note 7, at 8, 15-17 ("exchanges of humour and nonsense").

73. Facebook, I Don't Go to the Bathroom Like Everyone Else, <http://www.facebook.com/group.php?gid=2220232576> (last visited June 13, 2010).

[PROFESSOR]: Noooo, of course not. Why would you need to know about the cases?? OF COURSE YOU NEED TO KNOW ABOUT HE CASES!!!!

“We kept a list in law school of things that sounded dirty but weren’t, like ‘permissive joinder.’ ‘Tender offer’ was another.”
- [PROFESSOR]

“Who would sue the Weekly World News for libel? Bat Boy?!”
- [PROFESSOR]

Another group, “I Own Blackacre”,⁷⁴ is devoted to jokes about that mythical estate and other staples of first-year Property courses:

“Law school has adversely possessed my social life” (posted Jan. 5, 2010);

“In Soviet Russia, Blackacre owns you!” (posted Feb. 19, 2009);

“Chuck Norris Owns Blackacre.” (posted Dec. 12, 2006).

There is, incidentally, also a group entitled “Chuck Norris Lays Down the Law . . . School”,⁷⁵ featuring law-school-oriented versions of the now-familiar Internet meme:⁷⁶

“Chuck Norris can never be overruled by the Supreme Court.” (posted May 27, 2008)

“The Bluebook makes perfect sense to Chuck Norris.” (posted Aug. 8, 2007)

“Chuck Norris can’t get Equity. His hands are always drenched in blood.” (posted May 19, 2007).⁷⁷

74. Facebook, I Own Blackacre, <http://www.facebook.com/group.php?gid=2223924826> (last visited June 13, 2010).

75. Facebook, Chuck Norris Lays Down the Law . . . School, <http://www.facebook.com/group.php?gid=2217045939> (last visited Aug. 2, 2010).

76. *See* Wikipedia, Chuck Norris facts, http://en.wikipedia.org/wiki/Chuck_Norris_facts (last visited June 13, 2010).

77. Chuck Norris Lays Down the Law . . . School, *supra* note 74.

Most of the jokes are neither particularly funny nor particularly original.⁷⁸ Nor did this type of humor originate with Facebook or other online media; law students have traded similar quips for generations. Such in-jokes serve multiple social functions – offering relief from the rigors of study, constructing and expressing shared identity, and demarcating group boundaries.⁷⁹

In contrast, groups dedicated to exchanges of practical and academic information⁸⁰ display less activity, and typically grow dormant after a short period of time. For example, one group — the stated purpose of which is to “serve as a place to post questions, and answers . . . on the recent cases we’re all covering in our classes” – has only three postings, all from the same date, and has had no further activity in more than two years.⁸¹ Another group, aimed at “starting a book exchange at the law school,” has just two posts, one endorsing the idea and another offering a

78. See Appendix B for other examples of groups in this category.

79. See Roger Aden, *Jokes as Manifestations of Cultural Identity: The Case of “The Huskers,”* Paper presented at the Annual Meeting of the International Communication Association, Sheraton New York City, NY (May 25, 2009) available at http://www.allacademic.com/meta/p_mla_apa_research_citation/0/1/2/3/6/pages12363p12363-1.php (examining construction and performance of cultural identity through internet-shared jokes). Christina Flesher Fominaya, *The Role of Humor in the Process of Collective Identity Formation in Autonomous Social Movement Groups in Contemporary Madrid*, 52 INT. REV. SOC. HIST. 243 (2007) (examining use of shared humor in group formation, social integration, conflict resolution, and identity performance); Mike T. Hübler and Diana Calhoun Bell, *Computer-mediated Humor and Ethos: Exploring Threads of Constitutive Laughter in Online Communities*, 20 COMPUTERS & COMPOSITION 277 (2003) (examining humor as constitutive element of group ethos); Nancy K. Baym, *The Performance of Humor in Computer-Mediated Communication*, 1 (2) J. COMPUTER-MEDIATED COMM. (1995), available at <http://jcmc.indiana.edu/vol1/issue2/baym.html> (examining use of “humorous performance . . . to create group solidarity, group identity, and individual identity in [computer-mediated communication]”); Gary Alan Fine, *Dying for a Laugh: Negotiating Risk and Creating Personas in the Humor of Mushroom Collectors*, 47 WESTERN FOLKLORE 177 (1988) (examining use of humor to define group boundaries and address anxieties about expertise and competence); Stephanie Sanford & Donna Eder, *Adolescent Humor During Peer Interaction*, 47 SOCIAL PSYCH. Q. 235 (1984) (examining role of shared humor in peer-group identity construction and socialization); Christie Davies, *Ethnic Jokes, Moral Values & Social Boundaries*, 33 BRITISH J. SOC. 383 (1982) (examining role of humor in delineating and maintaining social group boundaries).

80. Cf. Selwyn, *supra* note 7, at 8, 10-14 (“exchange of practical information;” “exchange of academic information”). This category includes general groups for Elon law students (“Elon Law”; “Elon Law Students”; “Elon Law Alumni”), groups for each of the three law school class years (“Elon Class of 2010”; “Elon Class of 2011”; “Elon 1L”), groups for various student organizations (“Elon Federalist Society”; “Elon Law ACLU”; “Elon Law Public Interest Law Society”; “Elon OutLaw”; “Amnesty International at Elon Law”; “International Law Society at Elon Law”; “Elon Law Republicans”; “Women’s Law Association”), and groups promoting Student Bar Association candidates. See Appendix B.

81. Facebook, the judge said “affirmed” and Lil John said WHAT, <http://www.facebook.com/group.php?v=wall&gid=5976677679> (last visited April 13, 2010).

used casebook, followed by no activity for more than a year.⁸²

A similar pattern is evident in other groups established to share information about law school activities and events.⁸³ While Facebook groups have the potential to serve as virtual spaces for substantive communication and collaboration among students in relation to their studies, it would appear that the law students in this study have not embraced that function.

CONCLUSION

Among the population of law students under study, Facebook use is widespread. Facebook appears to be a significant medium through which law students cultivate social ties, exchange information, blow off steam, and express their identities as law students and incipient lawyers. Further inquiry, involving a broader population of law students from different institutions, will likely enhance the picture preliminarily developed here, exposing in greater detail the patterns and variations observed.

Facebook use among law students should be of interest to both socio-legal scholars and legal educators. For scholars interested in the socialization of new lawyers into the profession, Facebook offers a site through which to observe students performing and expressing their passage through the socialization process. For educators, Facebook represents a medium in which large numbers of law students are actively engaged, and thus a potential means of inculcating and sustaining student engagement and collaborative learning beyond the classroom.

82. Facebook, Elon Law Book Exchange, <http://www.facebook.com/group.php?gid=66077215178> (last visited April, 13, 2010).

83. See Facebook, Elon Law, <http://www.facebook.com/group.php?gid=2205229739> (last visited April 13, 2010); Facebook, Elon Law Alumni, <http://www.facebook.com/group.php?gid=32925568299> (last visited April 13, 2010); Facebook, Elon Law Class of 2010, <http://www.facebook.com/group.php?gid=18433451928> (last visited April 13, 2010); Facebook, Elon University School of Law Class of 2011, <http://www.facebook.com/group.php?gid=6915764425> (last visited April 13, 2010); Facebook, *Elon 1L Group*, <http://www.facebook.com/group.php?gid=81652895388> (last visited April 13, 2010); Facebook, Elon Federalist Society, <http://www.facebook.com/group.php?gid=2212250480> (last visited April 13, 2010); Facebook, Elon Law ACLU, <http://www.facebook.com/group.php?gid=23956631360> (last visited April 13, 2010); Facebook, Elon Law Public Interest Law Society, <http://www.facebook.com/group.php?gid=32618015869> (last visited April 13, 2010); Facebook, Elon OutLaw, <http://www.facebook.com/group.php?gid=47683084304> (last visited April 13, 2010); Facebook, Amnesty International USA at Elon Law, <http://www.facebook.com/group.php?gid=2265386096> (last visited April 13, 2010); Facebook, International Law Society at Elon Law, <http://www.facebook.com/group.php?gid=5037774483> (last visited April 13, 2010); Facebook, Elon Law Republicans, <http://www.facebook.com/pages/Elon-Law-Republicans/406642816342> (last visited April 13, 2010); Facebook, Elon Law Women's Law Association, <http://www.facebook.com/group.php?gid=36286259922> (last visited April 13, 2010).

APPENDIX A

ELON LAW SCHOOL FACEBOOK SURVEY

1. Do you have a Facebook account?
 - I have an active account
 - I had an account in the past, but it is no longer active
 - I have never had an account

2. If you currently have, or previously had, a Facebook account, when did you first create your account?
 - Before starting college
 - While in college
 - After graduating from college but before starting law school
 - After starting law school

3. If you do not currently have an active Facebook account (i.e. you have never had an account, or your account is not currently active), why not?
 - Not interested
 - Privacy concerns
 - Too busy
 - Other:

4. On average, how many days out of the week do you check your Facebook account? _____

5. On average, how many times a day do you check your Facebook account?
 - 0-1
 - 2-3
 - 4-5
 - 6-7
 - 8 or more

6. On average, how much time do you spend each day viewing Facebook?
 - less than 30 minutes
 - 30 minutes - 1 hour
 - 1 - 2 hours
 - more than 2 hours

7. For which of the following purposes do you use Facebook (mark all that apply)?
 - Keeping in touch with existing friends
 - Finding old friends
 - Making new friends
 - Business networking

- Communicating with other law students about school work
 Amusement/Entertainment
 Other (specify)
8. How many Facebook friends to you currently have? _____
9. Of your Facebook friends, how many are
- Elon Law students: _____
 - Students at other law schools: _____
 - Elon Law faculty or staff: _____
 - Faculty or staff at other law schools: _____
 - Attorneys or other legal professionals: _____
10. If you are a member of any Facebook groups, please identify those that are oriented toward the following:
- Elon Law School students: _____
 - Law students generally: _____
 - Lawyers and legal issues generally: _____
- 12.⁸⁴ What restrictions, if any, are there on who may access your Facebook profile?
- No restrictions
 Only my friends
 Only Facebook members in particular networks (specify):
13. What is your current class year at Elon Law School
- 1L
 2L
 3L
14. What is your gender?
- Male
 Female
15. What is your race or ethnicity?
- Asian/Pacific Islander
 Black/African-American
 White/European
 Hispanic
 Native American/Alaska Native
 Other/Multi-Racial
 Decline to Respond
16. What is your age? _____

84. N.B. Question 11 was omitted from the survey as administered.

Appendix B
Law Student-Oriented Facebook Groups

Group Name	Description
A. Elon-Specific Groups	
Alyssa talks to strangers	Humor/Social
Amnesty Int'l USA at Elon Law	Student Organization
Brett Moore for SBA Dog Catcher	Humor/Social
Carolina Alumni & Fans at Elon Law	Social
Christa Davis for 1L Rep	Student Bar Association
Cybulski is my God	Humor/Social
Elon Federalist Society	Student Organization
Elon Law	Academic/Information
Elon Law 1L	Academic/Information
Elon Law ACLU	Student Organization
Elon Law Alumni	Social/Information
Elon Law Book Exchange	Academic/Information
Elon Law Class 2010	Academic/Information
Elon Law Class of 2011	Academic/Information
Elon Law Global Poker Strategic Thinking Society	Social
Elon Law Partners	Social
Elon Law Public Interest Law Society	Student Organization
Elon OutLaw	Student Organization
Elon Law Students	Academic/Information
Elon Law: Welcome Home Smart ass	Humor/Social
I Don't Go to the Bathroom Like Everybody Else	Humor/Academic
Int'l Law Society at Elon Law	Student Organization
Make Murphree 1L Rep	Student Bar Association
Elon Law Republicans	Student Organization
The judge said "affirmed" and lil Jon said WHAT?	Humor/Academic
Vote Gordo	Student Bar Association
Women's Law Association	Student Organization

B. General Law Student Groups	
Be nice, I could be your lawyer someday	Humor
Chuck Norris Lays down the law. . .school	Humor
Damn you law school, gimme my friends back	Humor
Dear Law school: High School called, they want their drama back	Humor
Delta Theta Phi	Academic/Social
Elle Woods is my biggest inspiration for doing law	Humor
Future Lawyers of America	Professional/Social/Humor
I have a drinking habit, its called Law School	Humor
I own Blackacre	Humor
I remember a time when I was happy, before law school	Humor
I've thought about dropping out of law school at least 10 times	Humor
Keep your fucking hand down in lecture and shut up. No one cares	Humor
Law School Took 10 Years Off my Life Expectancy	Humor
Law Students Building a better legal profession	Professional
Law students of North Carolina	Academic
National Black Law Students Association	Academic
Phi Alpha Delta	Academic/Professional
Students Against the Rule Against Perpetuities	Humor
Wikipedia is getting me through law school	Humor
You know its law school finals when. . .	Humor
You might be in law school if. . .	Humor