The Correlation Between LGBT Themes in Television and Attitudes Towards LGBT Students at

Thousand Oaks High School

AP Research

April 20, 2017

Word Count: 4,970

**Abstract**

This correlational study is designed to determine how exposure to LGBT themes in popular television has an effect on the attitudes towards LGBT students at Thousand Oaks High School's (TOHS) campus. Nine students who identify as a part of the LGBT community were interviewed about their experience on the school's campus and asked if the school offered an LGBT-friendly environment. Of the 1,250 juniors and seniors enrolled at Thousand Oaks High School, 188 students were surveyed about their personal beliefs regarding the LGBT community, if they watch television with LGBT characters and about their attitudes towards LGBT peers on the school's campus. The nine students interviewed were very mildly harassed if at all and believe that Thousand Oaks High School offers a LGBT-friendly environment. The students surveyed had increased exposure to LGBT themes because of popular television shows they watch containing LGBT characters. This may have an influence on attitudes towards the LGBT community, however this study has not found a significant correlation that this is a defining factor when it comes to the acceptance of LGBT peers on the school's campus. Within this study, personal relations and interaction with LGBT students had a noticeable correlation with the attitudes towards these students. However this was not the only occurrence of patterns with influences that were not television. The study has come to the conclusion that attitudes towards LGBT students is multidimensional which is conclusive with other research similar to this topic. Exposure often leads to greater understanding and compassion of the LGBT community. This study emphasizes the importance of media and LGBT education in creating a safe environment for LGBT students, on and off the school campus.

The Correlation Between LGBT Themes in Television and Attitudes Towards LGBT Students at

Thousand Oaks High School

**Introduction**

Media is a form of mass communication that conveys information about the world. Today

people have become accustomed to receiving information from the screens of their phones,

computers, and televisions. The adolescents of today are developing during the age of

technology and social media. Multiple perspectives and new ways to look at the world are at the

tips of their fingers. One of the greatest sources of media is television. The phenomenon of

television has shaped culture as one of the main sources of entertainment. In recent years, the

amount of lesbian, gay, bisexual, and transgender (LGBT) characters in television has

dramatically increased. As the LGBT community becomes a focal point of conversation in

media, it becomes more widely accepted in American society. The inclusion of minority groups

in television allow adolescents exposure to different types of people and enables them to form

their own conclusions.

Community behaviors and the influence of media on such behaviors is a main focus

within this study. Television shows can be very impactful when mirroring society in ways that

are relatable and entertain people. Individuals who identify as a part of the LGBT community

have a personal connection to LGBT characters in media because of the representation they

offer. However, adolescents who do not identify within the LGBT community may understand

these characters in a different way. Media is one of the greatest sources of information and

learning for adolescents. Interpretation of these influences contribute to who a person becomes

and how they participate in society.

Another common place that adolescents can receive media with multiple perspectives is school. School offers a safe and open environment for students to learn, converse with their peers, and be exposed to a magnitude of information. Institutions also encourage diversity and the freedom of self expression. The federal law Title IX offers a safe environment for students of all kinds to be themselves. In a neutral setting, students are exposed to many types of cultures, belief systems, etc. in which they may not be traditionally accustomed. This introduction leads to familiarization that allows for a better understanding of the world and all the types of people in it.

Television is a franchise that aims to please a certain audience. How groups of people are presented in television is often reflected in the minds of consumers. The connotations can be negative or positive. With the recent increase of LGBT characters in television shows, interest grew dramatically and the research question for this project came from this topic. This study is looking specifically among students to see if there is a correlation between LGBT Themes in television and attitudes towards LGBT Students on Thousand Oaks High School's campus. This research aims to specifically see if recent influx of LGBT presence in television has influenced adolescents to be more tolerant of the LGBT community.

## Literature Review

The existing research on this topic shows how acceptance of the LGBT community relates to outside influences such as political, religious, societal, or moral beliefs. The study, "Beyond Politics: Opposition to Marriage Equality Predicts Negative Reactions Toward LGBT Individuals", from the *Psi Chi Journal Of Psychological Research* observed people's opinion on same-sex marriage in comparison to their behavioral attitudes towards LGBT individuals,

specifically at attitudes towards hate crimes. The study did find a correlation between opposing

same-sex marriage and the condoning of LGBT targeted harassment. Though it may be a factor,

however, political and religious standpoints do not determine the antigay behaviors and violence

towards LGBT individuals (Hutchings, Morgan, & Ratcliff, 2015).

Prati's (2012) study, "A Social Cognitive Learning Theory of Homophobic Aggression

Among Adolescents", found that education on sexual minorities has increased understanding and

acceptance of queer individuals. It also found the social and cognitive factors that contributed to

adolescent's aggression toward supposed LGBT peers. With social experience adolescents learn

and absorb information. This study found that the more exposed adolescents were to homophobic

behavior, the more likely they were to experience aggression towards LGBT peers (Prati, 2012).

Miceli's (2005) study, "Morality Politics vs. Identity Politics: Framing Processes and

Competition Among Christian Right and Gay Social Movement Organizations", is focused on

the ever present debate between LGBT presence in schools and religious freedom. The Safe

Schools Improvement Act is enforced to protect kids from bullying. However Christian

participants in the study push that there is a 'gay agenda' and that they don't want their children

to learn or be exposed to LGBT related topics (Miceli, 2005).

The study, "Schooling, Sexuality, and Rights: An Investigation of Heterosexual Students'

Social Cognition Regarding Sexual Orientation and the Rights of Gay and Lesbian Peers in

School", from the *Journal Of Social Issues* examines the difficulties of keeping all students from

harassment and the cultural and religious complications of laws protecting LGBT youth. The

study asked multiple questions on whether teasing, abusing, etc. of LGBT students is acceptable,

and then asked for justification of their answer. Results of the study found adolescents

acceptance of LGBT is multidimensional. Students use their social worlds in order to express their social interactions and attitudes. These interactions shape students' understanding of the world. Laws are enforced to make school a safe place for LGBT students so they are not discriminated against. These laws show that bigotry is wrong and students are able to interpret why the laws are important (Horn, Szalacha, & Drill, 2008).

Patterson's (2013) study, "Schooling, Sexual Orientation, Law, and Policy: Making Schools Safe for All Students", talked about the safety of LGBT students in schools and the laws that keep them safe. These laws, such as Title IX and the Safe Schools Improvement Act, are placed to allow all students the same opportunity and feel comfortable at school. It also discusses the behaviors LGBT individuals are more likely to exhibit if in a hostile school environment. This includes higher levels of depression, alcohol and drug use, and suicide attempts. The presence of clubs such as Gay-Straight Alliances (GSAs) have made a positive impact on many campuses. They offered a more welcoming environment and gave more recognition of LGBT students on campus (Patterson, 2013).

Toomey, Ryan, Diaz, & Russell (2011) in, "High School Gay–Straight Alliances (GSAs) and Young Adult Well-Being: An Examination of GSA Presence, Participation, and Perceived Effectiveness", focus on the impact that GSAs have on LGBT individuals and their futures. Since the recent increase of media coverage on multiple LGBT suicides, the need for prevention led to this study. The study found that GSAs promoted a safer environment for LGBT students. It also looked at the academic success and psychological well being of students depending on the presence of GSAs. Overall the GSA had a positive impact on the future of LGBT students (Toomey et al., 2011).

Meyer & Wood's (2013) study, "Sexuality and Teen Television: Emerging Adults Respond to Representations of Queer Identity on *Glee*", looks at queer identity and how the television show *Glee,* has been interpreted by emerging adolescence, typically those who identified as heterosexual. It also observes the teen television market, and the different aimed audience and storylines that make shows popular. The study found that the non-heterosexual representation was believed by the participants to be an important factor for sexual identity development. The feedback was also very positive towards the queer characters. It found that the 'gay' narrative was more prominent than the heterosexual narrative even though participants were heterosexual. What participants were not as familiarized with stuck with them more (Meyer & Wood, 2013).

The study, "Gay On-Screen: The Relationship Between Exposure to Gay Characters on Television and Heterosexual Audiences' Endorsement of Gay Equality", from the *Journal Of Broadcasting & Electronic Media* surveyed a number of emerging adults to investigate the relationship between exposure to gay characters on television and heterosexuals' endorsement of gay equality. A positive relationship was present between viewing gay characters on television and endorsement of gay equality.  This was true even with control variables known to influence attitudes toward gay individuals (i.e., sex, age, race, religiosity, and interpersonal relationships with gay individuals) (Bond & Compton, 2015).

Much of the research reviewed regarded schools and the attitudes of peers towards LGBT individuals on campus. They all have similar conclusions that attitudes towards LGBT peers are multidimensional and that the attitudes can not be contributed to certain factors. However, an environment that was more open and informative about LGBT individuals or included a GSA

offered a safer place for queer students. It also offered familiarization to LGBT topics on campus which often led to greater acceptance. Similar research has been done in relation to television's representation of queer characters and the acceptance of the queer community. The more exposed participants were to queer characters the more understanding and accepting they were.

### Purpose

This research study will be combining the subject of attitudes on a school's campus with the subject of television influence. The focus of this project is to see if exposure to LGBT themes in television influences attitudes towards LGBT students on Thousand Oaks High School's campus. Control variables include sex, age, and religious affiliation. Other factors such as religion, personal beliefs, and personal relations with LGBT individuals will be observed to see if they may have an impact as well, or if they cause a fluctuation in the exposure to LGBT representation in television. This study will look at the school's environment from the LGBT students perspective in order to get a clear understanding of how LGBT individuals are treated on campus. Treatment of LGBT students will later be compared with the beliefs of other students on campus and then be compared to exposure of LGBT themes in television to see if there is a correlation.

### Methods

The methods used in order to find the most effective results consisted of a more personal interview given to juniors and seniors that identify as LGBT on the high school's campus, and a survey offered to the general population of juniors and seniors on campus. These two methods were anonymous and on an online format that allowed a private environment for students to answer truthfully. The interview was used in order to gain open ended responses about how

LGBT students are treated on the school's campus. The only identifying questions within the interview were grade, gender, and sexuality, therefore the data received could not be tied back to any individual. The interviews were also distributed personally in a private way in order to not 'out' any people who are not open about their identification. The survey was used to gain more concise answers in order to find patterns within the data. The only identifying questions for the survey were grade, gender, and religious affiliation, therefore the surveys could not be tied back to any participating student. The surveys were distributed to history classes of varying levels in order to gain responses from a combination of different students.

**Interview:**

The more intimate interview was just distributed to students who identified specifically within the LGBT community. It only asked questions about their experience on campus while identifying as LGBT, in order to gain another perspective. The questions included asking about how 'out' they are on campus, if they have ever been harassed because of how they identify, and if they believed the campus was LGBT-friendly. The interviews offer firsthand implications of how LGBT students are treated on campus.

**Survey:**

The survey was split into four different sections. The first section consisted of identifying questions such as grade, gender, and religious affiliation. This was in order to identify subgroups within the findings. The second section specifically asked about the individual's personal beliefs. The questions consisted of whether they themselves, their religion, family, and friends were accepting of the LGBT community. It then went slightly further in depth asking if they thought same-sex marriage should be legal, and if they are uncomfortable associating with the LGBT

community.  The third section asked about the television they watch and whether there are LGBT characters present and if these characters have impacted their acceptance of the LGBT community. The top television shows popular among teenagers in 2016 mixed with a few shows with specific LGBT representation were listed along with popular networks and television apps for students to mark if they watched. This study will compare the amount of LGBT representation in the popular shows respondents watch with their personal beliefs to see if there is a correlation. Finally, the last section looks at exposure to LGBT people in respondents personal lives, being LGBT, interaction with LGBT students on campus and specific attitudes towards LGBT peers.  These questions look at the amount of harassment or bullying, specific to LGBT peers, that is witnessed on the campus and asks whether the individuals believe this is justified. Insight is given about the environment on campus through the eyes of a majority of non-LGBT identifying students. Their attitudes towards LGBT students on campus will be compared to the amount of LGBT representation they witness in television to see if there is a correlation.

## Results & Discussion

### Interview:

The interview had a total of nine responses. Most of these were female with over half of the respondents identifying as bisexual. When students were asked how open they are about their sexuality/gender on campus and if they feel comfortable about being 'out', most responded that they were open about their sexuality/gender. They would be honest when directly asked about it, however a minority were not always comfortable with expressing it on campus.

Students were then asked how often they hear inappropriate jokes and offensive slurs directed towards the LGBT community at school, and if they are ever directed towards them specifically. One respondent said, "people throw around 'gay' and 'fag' very casually" (Respondent 3, personal communication, February 28, 2017). Another said, "people use the word "gay" to describe things other than sexuality" (Respondent 5, personal communication, March 2, 2017). The slurs, if heard, are not very constant. They are typically used in a negative way, but never directed at someone from the LGBT community.

Next, respondents were asked if they were ever targeted or harassed, verbally or physically, because of how they identify on campus. All said they had not experienced direct bullying except one respondent, however this respondent said the bullying has since stopped. However, some students are uncomfortable with LGBT students identification and harass them with inappropriate questions or objectify them because of their identity. This includes mild teasing, intrusive questions, or mildly insensitive comments. These actions typically have no intention to cause harm.

When asked if they feel safe on campus, all responded "yes" and that the community and administration are typically accepting. After that, they were asked if they feel they can go to a teacher or the administration if being targeted because of how they identify. Though it may not be the first choice, all feel comfortable with approaching teachers or administration if being harassed.

The respondents were then asked if there is a 'safe place' for LGBT students such as a Gay-Straight Alliance (GSA) at school, and if they attend. Most were aware of the GSA offered on campus and many attend. A 'safe place' such as a GSA is positive on campus because it

offers a more welcoming environment and gives more recognition to LGBT students on campus (Patterson, 2013). GSAs also promote a safer environment specifically for LGBT students and increase academic success and psychological well being of LGBT students (Toomey et al., 2011).

Finally, respondents were asked if they think Thousand Oaks High School offers a LGBT-friendly environment. All responded saying that "yes" the school offers a generally LGBT-friendly environment. Many people are open with their sexuality/gender on campus as well as being in same-sex relationships. LGBT-targeted harassment is not a common occurrence, however, there is still part of the community that is not accepting which makes LGBT students wary.

**Survey:**

Thousand Oaks High School has about 1,250 juniors and seniors enrolled. Within the survey, 188 responses were received which is about 15% of the population size. The percentage of juniors compared to seniors who responded was about 50/50. There were 14 different religious affiliations among the respondents but the highest response of 66 respondents said they did not have any religious affiliation, 45 said Christian, and 31 said Catholic.

Students were asked if they watched shows with LGBT characters and more than 53.2% said "yes" and 31.9% said "sometimes." However, when asked if these shows expressed the LGBT community in a positive way, only 43.3% gave a definitive "yes" and 46% said "sometimes." When asked if these shows had impacted how they view the LGBT community, 43.9% responded "no," it had no impact.

Students were given a list of 35 shows, that included top shows in 2016 popular among teens mixed with specifically selected shows with prominent LGBT themes. Of those shows, 10 had prominent LGBT characters. This does not mean other shows don't have LGBT characters or themes, the representation was just not as prominent. The 35 shows were organized by whether or not the shows had main characters that identified as a part of the LGBT community. These shows and the percentage of respondents who watch them include: Modern Family (44.9%), Orange is the New Black (29.5%), Pretty Little Liars (25%), Grey's Anatomy (24.4%), The Fosters (18.8%), Teen Wolf (14.2%), How to get Away with Murder (12.5%), Shadowhunters (5.1%), The Real O'Neals (1.7%), and Transparent (0.6%). These shows were popular, and some of the most commonly watched among the survey group. Different shows were popular regardless of the prominence of LGBT within the show.

The data showed that nearly everyone watched these shows no matter if they supported the LGBT community or not. Though the rate for watching shows with LGBT characters was slightly lower amongst students whose beliefs typically were negative towards the LGBT community, there was no significant difference based on personal beliefs. However, this finding contrasts with Bond & Compton's (2015) study which found a positive relationship present between viewing gay characters on television and endorsement of gay equality (Bond & Compton, 2015). The findings were similar with attitudes towards LGBT students on campus and watching shows with LGBT characters. Respondents typically watched it whether they were accepting of their LGBT peers or not. Therefore, though LGBT characters have increased exposure to LGBT themes and may have an influence on attitudes towards the LGBT

community, the study has not found a significant correlation that this is a defining factor when it comes to being accepting of LGBT peers on the school's campus.

After this initial discovery, the focus of the study shifted to look more closely at the attitudes on campus. Along with television, there was no significant pattern in religion as to whether the respondent was accepting or not. Respondents of all belief systems varied along the scale of acceptance.

Next, personal exposure and attitudes towards LGBT students on campus were examined. When respondents were asked if they know of any peers who identify as part of the LGBT community on campus, 85.6% said "yes." When asked if they have friends who identify as part of the LGBT community, 74.9% said "yes." When asked if they try to avoid LGBT students on campus, 88.8% said "no." When asked if they use terms such as 'gay' 'fag' or 'tranny' in a manner that expresses a negative opinion of something at school, 65.8% said "no." When asked if they witness LGBT individuals being targeted by bullying or harassment on the school campus, 33.7% said "yes." When asked if there is justification in mistreating someone because of their sexuality or gender, 88.1% said "no." And when asked if they support the LGBT community, 77% said "yes."

A majority of respondents are aware of their LGBT peers and have good relation with said peers. Typically, students do not avoid LGBT students because of how they identify. Therefore LGBT students are typically not singled out because of how they identify. However, around 35% of students do hear the use of derogatory terms or witness targeted harassment towards LGBT individuals. Prati's (2012) study found that the more exposed adolescents were to homophobic behavior, the more likely they were to experience aggression aimed toward LGBT

students (Prati, 2012).  This study further supports this finding because of the low level of

homophobic behavior and the aggression towards LGBT students on campus.

A majority of students do not justify the mistreatment of a student because of their

sexuality or gender, however a lesser amount say they support the LGBT community. This is

similar with the findings by Hutchings, Morgan, & Ratcliff (2015) who found that religion,

politics, and other personal beliefs don't determine the antigay behaviors and violence towards

LGBT individuals (Hutchings et al., 2015).

Three main points developed from the findings of this study. The first is that acceptance

is multidimensional. Social interactions have a great influence in developing opinions. This

finding coincides with the research mentioned earlier by Horn, Szalacha, & Drill (2008) who

also found acceptance is multidimensional. Influences such as personal beliefs, religion, family,

social media, and interactions at school all have an impact on an adolescent's acceptance of the

LGBT community. In this study, interpersonal relations with LGBT peers on campus had the

greatest correlation with the attitudes towards these students.

The second point is that media such as news, entertainment, television, the Internet,

books, social media, etc., is an important source of information. Media offers access to different

topics and ideas as well as many perspectives and opinions. This is a positive way to learn about

topics that adolescents may not see as normal or that they are not accustomed to in their

everyday lives. Also, it is a prominent source to find more information if adolescents are

questioning their sexuality or gender. A study by Bond, Hefner, & Drogos (2009) found that

most lesbian, gay, and bisexual people turned to media to help discover their sexual identity

(Bond et al., 2009). Media offers a platform for communication if LGBT individuals have questions or if they want to find someone in a similar situation as them.

The third point is that LGBT education is important. This study found that the greater exposure to LGBT students on campus, the more accepting the attitudes on campus were. Multiple pieces of research has found that exposure often leads to acceptance. Prati's (2012) study found that education on sexual minorities increased the understanding and acceptance of queer individuals. (Prati, 2012). There are patterns that show the more exposed someone is to a topic, more likely they are to understand, relate, and accept. Horn, Szalacha, & Drill's (2008) study found that students' social worlds were used in order to express their social interactions and attitudes. Laws and anti-bullying sentiments enforced at schools show that bigotry is wrong and students are able to interpret that information however they please. They found that campuses that enforce these rules more strictly and are open with LGBT topics experience less harassment towards LGBT students (Horn et al, 2008).

**Limitations**

One of the limitations within gaining responses for the interview was the ability to find a consenting group that was willing to talk about their experiences on campus in a short period of time. There was a struggle to find an efficient way to convey the need for interview respondents around campus in a discrete way. Also, parental consent was required by the school to distribute the interview on campus. Though the wording on the consent form was as vague as possible in saying the interview was specifically for students of the LGBT community, there was still a chance for potential outing for students who are not open about their identification to their parents.

The interview had a total of nine responses which is a lower amount than preferred. Within these findings, the data could be inaccurate because of the lack of variety in identifications. The respondents were a majority of juniors who identify as female, and of those, five identified as bisexual, two pansexual, one questioning and one biromantic. The data could be skewed because people tend to discriminate different genders and sexualities at different variances. With the lack of information from specifically gay, male, or transgender respondents, an accurate conclusion of how all LGBT students are treated on campus cannot be made.

For the survey, the original idea was greatly restricted due to many limitations. Permission was required from the Institutional Review Board (IRB) run by the school's administration in order to go forward with the research and to conduct the survey. They had stated this project to be "politically charged" and therefore many restrictions were put on the survey. An age restriction was set which meant only permission to interview and survey juniors and seniors was given. Therefore, respondents from only half of the population originally wanted were received. There is a possibility that the study lost many perspectives because freshman and sophomores are typically less mature and could be more swayed by outer influences as well as they have not been on campus as long as the upper classmen.

There was a common occurrence of meetings with the school's Vice Principal and the advisor for this study in order to revise the survey multiple times. Changes to the wording had to happen to make sure none of the questions would come off as offensive or accusative. This revision could have altered the meaning of the original questions, and therefore may have altered the data. Along with this, the survey required a parent consent form from students who were

willing to participate in the study. Because the survey was optional, many students did not choose to participate and discarded the consent form when they were handed out in classrooms.

Finally, because of the requirement of permission and many stages of revision, the time given to collect the data was shortened. The lack of time impacted the amount of responses that could have been received. With more time, more LGBT students would be interviewed in order to gain a response from a variety of different LGBT individuals.

## Conclusion

In conclusion, this study has found no significant correlation between exposure to LGBT themes in popular television and the effect it has on attitudes towards LGBT students on Thousand Oaks High School's campus. There were also no significant patterns in religion or other personal beliefs. The only notable pattern was found in personal interaction with LGBT students on campus and attitudes towards them. However, all the influences had different amount of affect amongst all respondents. This lead to the conclusion that acceptance of the LGBT community is multidimensional and cannot be based off of one definitive factor.

Other conclusions thought to be found in the study included the idea that people will choose not to watch LGBT inclusive shows due to certain beliefs. This idea was found false; television shows that are popular amongst adolescents are still watched despite LGBT representation and opposing personal beliefs. Another was that there will be patterns in certain religions based on if students are accepting of their peers or not. This idea was also proven false; though many respondents identified with religions that are not accepting of the LGBT community, they still respected their LGBT peers or supported the LGBT community. And finally, the idea that whether a respondent is accepting or not, they will not justify LGBT

harassment. This idea was proven true; respondents still saw LGBT students as their peers and would not treat them negatively because of how they identify.

Media is a great platform for adolescents to gain more information and multiple perspectives on important topics relevant in the world today. Education on LGBT community is important for students to learn so they can better understand and hopefully accept the LGBT community.  Higher levels of acceptance will offer safer environments for LGBT students to perform to their best ability. Finally, school is a place where students should be able to learn and become members of society regardless of sexuallity, gender, race, or religion.

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## Appendices

Appendix A: Interview

**Identifying questions**
Grade:
Gender:
Sexuality:

**LGBT on Campus**
How open about your sexuality/gender are you on campus and do you feel comfortable about being 'out'?
How often do you hear inappropriate jokes and offensive slurs directed at the LGBT community at school? Are they ever directed at you? Explain your experience.
At school, have you ever been targeted or harassed because of how you identify, verbally or physically? Explain your experience.
Do you feel safe on the school campus, why or why not?
Do you feel you can go to a teacher or the administration if you are targeted because of how you identify, why or why not?
Is there a 'safe place' for LGBT students such as a GSA at school, and do you attend?
In your opinion does the TOHS campus offer a LGBT-friendly environment, why or why not? Explain your experience.

Appendix B: Survey

**Explanation:**
This study is exploring the ways that faith/religion, family background, and media exposure affect attitudes towards LGBT students on the TOHS campus. This survey is completely anonymous, and your truthful responses to all of the items will be most helpful in the completion of a study that I hope will be valuable to all members of the TOHS community. Thanks for your willingness to participate in this survey.

**Part I**
Grade level
     11
     12
Gender
     Male
     Female
     Other
     Prefer not to say
Religious affiliation (put NONE if not affiliated)
     - Short answer response -

**Part II**

In this section, on a scale of 1-5, state weather you agree, disagree, or are neutral towards the given statement.

There are aspects of LGBT culture I find unacceptable.
        Scale (1:disagree - 5:agree)
There are aspects of LGBT culture my religion/faith says are unacceptable.
        Scale (1:disagree - 5:agree)
My religion/faith is welcoming to members of the LGBT community.
        Scale (1:disagree - 5:agree)
There are aspects of LGBT culture that members of my immediate family find unacceptable.
        Scale (1:disagree - 5:agree)
Members of my immediate family are welcoming to members of the LGBT community.
        Scale (1:disagree - 5:agree)
There are aspects of the LGBT community many of my friends find unacceptable.
        Scale (1:disagree - 5:agree)
Interaction with LGBT individuals sometimes makes me uncomfortable.
        Scale (1:disagree - 5:agree)
I sometimes avoid embracing certain cultural trends because they are associated with the LGBT community.
        Scale (1:disagree - 5:agree)
Same sex marriage should be legal.
        Scale (1:disagree - 5:agree)

**Part III**
Do you watch TV shows with LGBT characters?
        Yes
        Sometimes
        No
Would you say the shows you watch represent the LGBT community in a positive way?
        Yes
        Maybe
        No
Would you say the shows you watch have impacted how you view the LGBT community?
        Yes
        Maybe
        No
Mark all of the networks/apps you use to watch television.
        Netflix
        Hulu
        Amazon prime
        ABC
        NBC
        FOX
        MTV
        Showtime

Freeform
CW
HBO

Mark all of the shows that you watch.

The Flash
Arrow
Agents of shield
Gotham
Once upon a time
Supergirl
Supernatural
The X files
Mr. Robot
The 100
Teen wolf
Vampire Diaries
Pretty Little Liars
The Fosters
Shadowhunters
The Walking Dead
Game of Thrones
Westworld
Stranger Things
American Horror Story
Orange is the New Black
Grey's Anatomy
How to get away with murder
Quantico
NCIS
Criminal Minds
Law and Order: SVU
Bones
Big Bang Theory
Empire
The Real O'Neals
Transparent
Modern Family
Family Guy
The Simpsons

**Part IV**

Do you identify as part of the LGBT community?

Yes
Maybe
No

Do you have friends who identify as part of the LGBT community?
       Yes
       Maybe
       No

Do you have family who identify as part of the LGBT community?
       Yes
       Maybe
       No

Do you know of peers who identify as part of the LGBT community?
       Yes
       Maybe
       No

Do you use terms such as 'gay' 'fag' or 'tranny' in a manner that expresses a negative opinion of something at school?
       Yes
       Sometimes
       No

Is there justification in mistreating someone because of their sexuallity or gender?
       Yes
       Maybe
       No

Do you witness LGBT individuals being targeted by bullying or harassment on the school campus?
       Yes
       Maybe
       No

Do you try to avoid LGBT students on campus?
       Yes
       Maybe
       No

Do you support the LGBT community?
       Yes
       Maybe
       No