

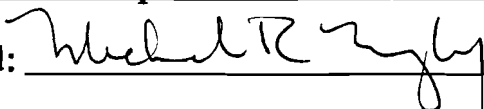
AN ABSTRACT OF THE THESIS OF

Sandra Sue Weeks for the Master of Science

in Industrial Psychology presented on May 14, 1994

Title: The Reduction of Homophobia as a Result of

Interpersonal Contact

Abstract approved: 

Business and psychology students were surveyed to determine if there was a difference in levels of homophobia between the two academic majors and if subjects who have had interpersonal contact with homosexuals showed lower levels of homophobia. A self-report survey including the Hudson and Ricketts' Index of Homophobia Scale, a demographic questionnaire, and an interpersonal contact questionnaire was completed by 30 psychology majors and 39 business majors. Results indicated that business majors were associated with higher levels of homophobia than psychology majors. More intimate interpersonal contact with homosexuals was also associated with lower levels of homophobia. These findings suggest that to be generalized studies need to include subjects from areas other than the social sciences and that contact with homosexuals may lead to a reduction in homophobia.

**THE REDUCTION OF HOMOPHOBIA AS A RESULT OF  
INTERPERSONAL CONTACT**

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**A Thesis**

**Presented to**

**the Division of Psychology and Special Education**

**EMPORIA STATE UNIVERSITY**

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**In Partial Fulfillment**

**of the Requirements for the Degree**

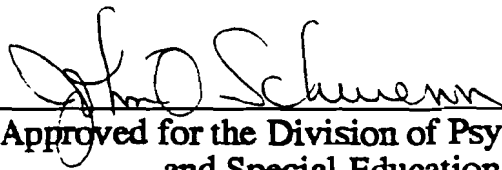
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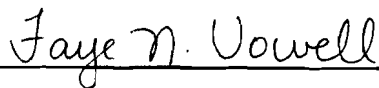
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**May 1994**

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**Approved for the Division of Psychology  
and Special Education**



**Approved for the Graduate Council**

My deepest thanks to Professors Michael Murphy, Lisa Reboy, and Nancy Knapp. Their help, guidance, and encouragement in the writing of this thesis will always be greatly appreciated. I would also like to express sincere gratitude to my loving husband, children, parents, sisters, and brother for their patience and support.

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## Chapter 1

### Literature Review

Prejudice against lesbians and gay men has been studied by social scientists with the focus on factors that create the prejudicial attitude (Ficarrotto, 1990; Herek, 1986; Reiter, 1991), the effect of this attitude (Cuenot & Fugita, 1982; Dunkle & Francis, 1990; Kite, 1984; Olson, 1987; ), and how this attitude can be altered (Chesler & Zuniga, 1991; Lance, 1987; Pagtolun-An & Clair, 1986; Wells, 1989). Commonly known as homophobia, the prejudice is manifested through avoidance of homosexuals, verbal and physical abuse of homosexuals, and ridicule of homosexual lifestyles.

The importance of understanding and correcting this phenomenon can be seen in the present controversy over homosexuals in the military. This most recent fight to eliminate discrimination against homosexuals is added to the already large list that includes the ongoing conflict over homosexuals in the school systems (Olson, 1987) and the business world (Thompson, 1992), as well as the fight for recognition of homosexual families as valid entities to be recognized by the courts, hospitals, insurance companies, and the church. In addition, the AIDS epidemic has heightened the negative

attitude toward homosexuals (Herek, 1986; Lance, 1987; O'Brien & Vest, 1988). It is imperative that solutions be found to alleviate homophobia and allow homosexuals to enjoy the rights and freedoms guaranteed in the United States Constitution. In order to do this, we must first understand how homophobia is developed.

### Attitude Formation

Social psychological theory proposes that people hold attitudes because they gain some psychological benefit, and while two people may hold the same attitude the benefit may not be the same for both (Fishbein, 1966). Herek (1986) suggests that there are two major attitudes toward homosexuals. The attitude may be experiential. It is based on past experience with homosexuals, and helps the individual make sense of the world using past experiences as references. If past experiences have been pleasant overall, opinions of homosexuals will be positive, and if past experiences have been unpleasant, opinions will be negative. Attitudes may also be expressive, formed by what happens as a consequence of expressing opinions about homosexuals. Homosexuals are symbols to these individuals and allow them to express who they are, to receive support from others who are important to them, and to avoid anxiety associated with unacceptable



important to them, and to avoid anxiety associated with unacceptable parts of themselves (Herek, 1986). This is accomplished by voicing opinions that represent values or beliefs held by the individual (value-expressive), opinions seen as acceptable to society (social-expressive), or opinions that "show" that the individual never has had the same feelings or emotions that are associated with homosexuality (defense-expressive).

While agreeing that the social environment plays a role in the formation of homophobia, Reiter (1991) states that the development of gender identity offers further understanding of homophobic attitudes. In the oedipal stage, the development of gender identity involves an identification with mother for girls, while boys experience a separation of identification with mother that becomes intertwined with their sense of maleness. According to Reiter, a girl's achievement of heterosexual object choice is a more complicated process and therefore becomes a point of vulnerability. Boys' vulnerability arises due to the effort to repress any internal or external connection with femininity and to denigrate and distance themselves from women in order to affirm their masculinity. The stereotyping of homosexual males as feminized males and lesbians as masculinized

females influences homophobia. This plays on the vulnerability of both boys and girls by triggering in boys the fear of being female-identified, and in girls the problems encountered when trying to achieve heterosexual object choice. This anxiety may lead to deep emotional reactions to homosexual people, homosexual impulses within the individual, or threats by outsiders about the individual's sexuality, resulting in homophobia (Reiter, 1991).

Others have hypothesized that homophobia may be a result of sexual conservatism or inter-group prejudice (Ficarratto, 1990). Ficarratto found that both sexual conservatism and social prejudice are predictors of anti homosexual sentiment. These findings would offer additional support to role of the social environment in the development of homophobia.

### Attitude Effects

Once it is understood how homophobia is formed, the perceptions of homophobics need to be examined in order to understand the person that holds the attitude and how a lasting attitude change can be achieved. Heterosexuals who are homophobic are less likely to be aware of knowing a homosexual and may see homosexuals as sick and dangerous (Kite, 1984). In addition, they are

more likely to hold negative views toward other minorities and underrepresented groups (Ficarrotto, 1990; Kite, 1984). Other perceptions include the beliefs that homosexuals are obscene and vulgar, homosexuals seek to become sexually involved with children, and that homosexual teachers for young children are dangerous (Olson, 1987). Added to these perceptions is the belief that a homosexual can be recognized through facial characteristics (Dunkle & Francis, 1990) as well as by "characteristic" body movements. This belief emphasizes the pervasive stereotyping that permeates homophobic attitudes and indicates a prolonged effort will be necessary to alter the negative view of homosexuals.

### Attitude Change

Although the attitude is formed in different manners, it is possible that a single method may be employed to alter an attitude (Fishbein, 1966; Herek, 1987). A prolonged positive exposure to a homosexual, under a variety of conditions, is necessary to combat an attitude as strong as homophobia (Herek, 1987). It may also be necessary to interact with more than one homosexual so that the one is not seen as an exception to the rule.

The experiential attitude can be expected to change with

continued positive interaction with a homosexual (Herek, 1987). This interaction would provide pleasant past experiences to refer to when dealing with other homosexuals. Positive contact with a homosexual may also alter the expressive attitude of the individual if the attitude serves to define value-expressive or social-expressive beliefs.

When the expressive attitude conflicts with a positive contact with a homosexual who does not conform with previously held beliefs, cognitive dissonance may occur (Herek, 1987). In the case of values, for example, this dissonance would include the belief that homosexuals are evil, sinful people. If contact shows the homosexual does not conform to the beliefs held, then the individual will be forced to alter his view of homosexuals or find a way to balance the two conflicting beliefs. For instance, one may affirm that the lifestyle is evil, but the person is good.

Social-expressive attitudes are formed to conform to one's peer group. Therefore, if the group expands to include, and approve of, homosexuals, the attitude should be altered. This change could be accomplished by a member revealing their homosexuality or by the group being exposed in a positive manner to a homosexual. Only in the case of defense-expressive homophobia is contact with a

homosexual not advised (Herek, 1987). Individuals in this category are attacking a part of their own personality that they dislike or fear. As such, exposure to a homosexual may only heighten their anxiety and serve to increase the defensive stance. The number of homophobic people who fall into this category is rather small (Herek, 1987), and at this time it may be best to focus attention on the majority.

While studies have been conducted that test the theory that personal contact (Pagtolun-An & Clair, 1986; Lance, 1987) or information about the homosexual lifestyle (Wells, 1989; Chesler & Zuniga, 1991) does reduce homophobia they have only looked at present interpersonal contact with a homosexual. No studies were found that looked at the role of past interpersonal contact with a homosexual as a mediating factor. Findings of researched studies indicate that present personal contact and increased information do reduce homophobia. However, it is not shown how long the reduction lasts or if past experience plays a mediating role. If prolonged past exposure does play a role, it would be expected that those with prolonged contact would be less homophobic and that those who have superficial contact (e.g. coworkers or fellow students) will be more

homophobic than those that have a more involved contact with homosexuals (e.g. friends and family).

These studies have also been conducted primarily with students in the social science fields. They fail to address the issue of the homosexual interacting with those who may not have received information about the homosexuality in their classes. Business students would be one example of those failing to receive information about homosexuals in class. Within the business world, it is believed the consequences of employing homosexuals are primarily negative and include undermining company morale, loss of customers, and disruption of the work flow (O'Brien & Vest, 1988). Because homosexuals are experiencing problems with discrimination in the business world, comparison of business students with those in the field of social sciences would provide information about differences that may surface as a result of lack of information about the homosexual. While the lack of information about homosexuals is not the only difference between the two groups, it is a major difference between the fields since the study of other interpersonal interactions is included to some degree in many business classes.

The idea that attitudes are formed from beliefs raises an

additional question to be addressed by the researcher. Do the differing beliefs that homosexuality is either a learned response or a genetic predisposition have any bearing on the level of homophobia? Therefore an additional question will be added to the survey addressing this belief.

### Hypotheses

This study will seek to explore the differences in the level of homophobia between psychology students and business students. It will also look at the relationship between past interpersonal interaction with homosexuals and level of homophobia. It is hypothesized that the level of homophobia will be less among psychology students than among business students and that past interpersonal interaction with homosexuals will result in lower levels of homophobia. It is further hypothesized that more personal interaction, social rather than work or school interaction, will result in a lower level of homophobia.

## Chapter 2

### Method

#### Subjects

The target population of the study was undergraduate students majoring in psychology or business at a small Midwestern university. To be included, students must have completed a minimum of three hours in their major. A random selection of classes was chosen from a list of courses offered in business and psychology. After selection, students in these classes were asked to complete a survey on a voluntary basis. A minimum of 30 students from each major was required.

A total of 69 surveys were obtained, 30 in psychology and 39 in business. The survey was completed by 41 females and 28 males with an age range of 19 to 44 and a mean age of 23.3. Of the 69 subjects, 38 were seniors, 26 juniors, and 5 sophomores, with 63 students having completed more than 9 hours in their major.

#### Design

The method utilized in the study was post-facto. Groups were divided by major and by level of past interpersonal contact with homosexuals. The predictor variables (PV) were level of contact and



major, and the criterion variable (CV) was level of homophobia as determined from the survey. Upon completion of the survey that included a measure to determine level of homophobia, groups were statistically compared to determine if there was a significant difference between levels of contact with homosexuals and the level of homophobia experienced by each group. Groups then were divided according to major and statistically tested for differences in level of homophobia.

### Procedures

After class selection was determined, the researcher arranged with the instructors to attend each class and administer the survey to all volunteers. A protocol (Appendix A) was read to the class and consent forms (Appendix B) were handed out, signed, and returned. The survey was then distributed to all of the students in the class. Those wishing to participate filled out the survey and then all of the surveys were collected by the researcher. The students were then thanked for their help in the study.

### Instrumentation

The survey consisted of the Hudson and Ricketts (1980) Index of Homophobia Scale (IHS), a demographic questionnaire, and an

interpersonal contact questionnaire (Appendix C). The IHS is a 25 item summated category partition scale with a score range of 25 to 125. Both positive and negative items are included to control for negative response bias, with negative items reverse-scored.

Reliability of the IHS has been shown at .90, and construct validity (correlation between IHS and the Sexual Attitude Scale) at  $.53 p < .0001$ . Subjects were asked to read all items carefully and circle the number that best corresponded to their answer using a 5 point Likert format with 1=strongly agree and 5=strongly disagree.

Interpersonal contact (knowledge) was measured by self report from questions designed by the researcher. Statements were given in a true /false format. These questions gradually increased in level of interpersonal contact and resulted in five possible levels of contact. These levels ranged from no contact ("I know of no one who identifies him or herself as a homosexual."), to intimate contact ("A person close to me identifies him or herself as a homosexual."). In addition, a question regarding favorable / unfavorable contact was asked. Reliability tests were run on the knowledge and IHS sections of the survey with resulting alphas of .3799 and .9541 respectively. Additional questions on the survey included an opinion question at the

end of the knowledge section ("My overall opinion of homosexuals who I know is favorable.") and three questions at the end of the survey asking the subject to indicate if homosexuality is a matter of choice, environment, or genetics. The final question of the survey asked the subject to indicate his or her own sexual orientation as heterosexual, homosexual, or bi-sexual. The study was completed over one week to allow for all classes to be surveyed.

### Statistical Design

Regression analysis was done to determine if there was a significant relationship between level of interpersonal contact, major, and level of homophobia. While regression does not assign causation, a higher correlation will allow for better prediction of response on IHS. Pearson Correlations were also performed.

## Chapter 3

### Results

Scores obtained from the interpersonal contact (knowledge) section of the survey ranged from 5 (the lowest possible score) to 10 (the highest possible score) with a mean of 6.58. Scores on the IHS ranged from 33 to 124, (possible range of 25 to 125) with a mean score of 93.3. Of the 69 subjects, 63 indicated they were heterosexual, 2 indicated they were homosexual, and 4 left the question blank.

Pearson Correlations were calculated between the major variables of the study, with the results indicating several significant correlations (see Table 1). The study hypothesized that those with a greater degree of personal interaction (knowledge) would be less likely to be homophobic. Results indicate those having a greater awareness of personal knowledge of homosexuals were less homophobic than those that had less awareness of personal knowledge ( $r = -.3790$   $P < .01$ ), as was hypothesized. Furthermore, the correlation of knowledge and opinion was also significant ( $r = .4496$   $P < .01$ ), indicating that those having more awareness of personal knowledge were more likely to have a favorable opinion of

Table 1

## Pearson Correlation

Variables	Variables											
	MAJOR	KNOW	AGE	CHOICE	CLASS	ENV	GENDER	GENETIC	HOMOP	HOURS	OPIN	ORIENT
MAJOR	1.0000											
KNOW	.1694	1.0000										
AGE	.0088	-.0073	1.0000									
CHOICE	.0538	.1410	.0392	1.0000								
CLASS	-.6414**	-.0407	.2532*	-.1137	1.0000							
ENV	.0534	-.0376	-.0847	.2939*	-.0414	1.0000						
GENDER	.0344	.1522	.0655	.2643*	-.0756	.3092*	1.0000					
GENETIC	-.1221	-.2585*	-.1892	-.5759**	.0156	-.5246**	-.3726**	1.0000				
HOMOP	-.2621*	-.3790**	-.1531	-.2977*	.0801	-.1868	-.3111**	.4165**	1.0000			
HOURS	-.3027*	.0108	-.1815	-.1401	.2808*	.1428	.0525	-.0174	.0744	1.0000		
OPIN	.2649*	.4496**	.0861	.4298**	-.1877	.2615*	.3028*	-.4367**	-.6028**	-.1014	1.0000	
ORIENT	.0137	.1309	.2201	.0284	.1468	-.0608	.1502	-.2037	-.4938**	.0503	.2160	1.0000

\* - significant .05 \*\* - significant .01 (2 - tailed)

homosexuals. A negative correlation between knowledge and genetics ( $r = -.2585$   $P < .05$ ) indicates those having a greater awareness of personal knowledge are less likely to view homosexuality as a matter of genetics.

It was also hypothesized that psychology students would be less homophobic than business students. The correlation between major and homophobia ( $r = -.2621$   $P < .05$ ) indicates that this hypothesis is supported as a negative correlation indicates that as homophobia goes up the number assigned to academic major goes down. Since business majors were assigned a numerical value of one, this major would be associated with higher levels of homophobia. In addition, the correlation between major and opinion ( $r = .2649$   $P < .05$ ) indicates psychology students are more likely to have a favorable overall opinion of homosexuals than business students. This evidence further supports the hypothesis.

The homophobia scale was also correlated with several other measures. Males were significantly more homophobic than females ( $r = -.3111$   $P < .01$ ). Subjects who were more homophobic were less likely to believe that homosexuality is a matter of genetics ( $r = .4165$   $P < .01$ ). Heterosexuals are more homophobic than homosexuals

( $r = -.4938$   $P < .01$ ), and those who believe homosexuality is a matter of choice are more homophobic ( $r = -.2977$   $P < .05$ ). In addition, results indicate those having a favorable opinion of homosexuals are less homophobic than those with a less favorable opinion ( $r = -.6028$   $P < .01$ ).

The questions asking about the subject's belief in the causes of homosexuality yielded the variables of choice, environment, and genetics. Although no significant correlations were found when pairing these variables with homophobia, other significant correlations could indicate that a subject's belief is a contributing factor to homophobia. When paired with gender, indications are that females are more likely than males to believe that homosexuality is a matter of genetics ( $r = -.3726$   $P < .01$ ) and less likely to believe homosexuality is a matter of choice ( $r = .2643$   $P < .05$ ) or environment ( $r = .3092$   $P < .05$ ). Results also indicate that those that believe that homosexuality is a matter of genetics are more likely to have a favorable opinion of homosexuals ( $r = -.4367$   $P < .01$ ), while those that believe that homosexuality is a matter of choice or environment ( $r = .4298$   $P < .01$  and  $r = .2615$   $P < .05$  respectively) are less likely to have a favorable overall opinion of homosexuals. Since the data

indicate that females are less likely to be homophobic and more likely to have a favorable opinion of homosexuals ( $r = .3028$   $P < .05$ ), the belief in genetics as a determining factor of homosexuality could be a contributing factor to their lower level of homophobia and their more favorable overall opinion of homosexuals.

A multiple regression analysis was also performed on the data with homophobia as the criterion and major and knowledge as predictors (see Table 2). Results indicated that the predictors significantly increased ability to predict homophobia ( $F_{.05(2,60)} = 7.43738$   $P < .0012$ ). Within the equation, the regression coefficient for knowledge was significant ( $T = -3.053$   $P < .0033$ ), and the regression coefficient for major approached significance, ( $T = 1.805$   $P < .0756$ ).

### Conclusions

This study supports the hypotheses that business students are more likely to be associated with homophobia than psychology students and subjects with higher levels of interpersonal interaction with gay men and lesbians are associated with lower levels of homophobia. Pearson correlations and multiple regression results indicated that the greater the personal knowledge of homosexuals,



TABLE 2

Multiple Regression


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Multiple R	.42886
R Square	.18329
Adjusted R Square	.15919
Standard Error	19.14613

Analysis of Variance

Variable	B	SE B	BETA	T	Sig T
MAJOR	8.4881	4.7017	.2037	1.805	.0756
KNOW	-5.9072	9.9349	-.3445	-3.053	.0033
(constant)	127.4972	13.6111		9.367	.0000
	DF	Sum of Squares		Mean Square	
Regression	2	5452.70552		2726.35276	
Residual	66	24193.90318		366.57429	
	F = 7.43738		Significant F = .0012		

the less homophobic the subject. Correlations also indicated that business students were more likely to be homophobic than were psychology students. However, while the multiple regression was significant overall, the variable of major only approached significance.

Significant correlations involving choice, environment, and genetics indicate homophobia is associated with the belief that homosexuality is a matter of choice or environment, not genetics. In addition, significant correlations between these three variables and gender and between gender and homophobia indicate that gender and belief are both factors involved in differing levels of homophobia.

These findings support the theory that assumed knowledge of personal contact with gay men and lesbians is correlated with lower levels of homophobia. This study indicates that not only does knowledge affect homophobia, but that the knowledge can come from past personal contact with homosexuals as well as from classroom or experimental lectures. The significance of knowledge also supports the theory that exposure to homosexuals can affect attitude, as indicated in social psychological theory of attitude formation. However, while results indicated that gender played a role

in homophobia, with males more likely to be homophobic, this study did not look at the development of gender identity as a cause of this difference. No support was found for the theory that gender identity plays a role in the development of homophobia..

It should be kept in mind that with correlational results causation can go either way. Therefore, it is possible that less homophobic individuals are more likely to be approached by homosexuals, or to approach homosexuals, and thereby gain more interpersonal contact and a greater knowledge of homosexuals. It is also possible that less homophobic individuals are more likely to choose the social sciences over other areas of study.

The fact that academic major was significant in the level of homophobia shows it is important to utilize subjects outside of the social sciences for similar research. The significant correlations found in the present study indicate psychology students are less homophobic in general and more likely to have personal knowledge of homosexuals. Therefore, a restricted range may prejudice findings, resulting in misleading conclusions being drawn from studies using only social science students as subjects.

While knowledge is associated with lower levels of

homophobia, it is unclear if class content is an underlying reason for this difference between majors. Because it is not possible to show causation with correlation, another possibility could be that students choosing psychology are more tolerant of lifestyles that differ from the norm than are those that choose business as a major field of study. It is therefore recommended that future studies look at specific required courses and course content taken by the students who are surveyed. Researchers could then use pre- and post-testing to determine if course content reduces homophobia.

Results indicated that those having lower levels of homophobia were more likely to believe homosexuality was a matter of genetics. This belief could indicate a greater acceptance of difference if that difference is not perceived as a voluntary choice of the individual. Therefore, if future research shows that genetics plays a major role in determining homosexuality, then disseminating this information to the general public may help to reduce the level of homophobia found in society.

Cancer is seen as a disease that strikes at will and is deserving of compassion, while AIDS is seen as a disease that strikes those that are not cautious, indicating choice. Those perceived as having the

disease are feared and held in contempt. It may be that tolerance and understanding are greater if homosexuality is seen as a function of nature, not nurture, and therefore not a choice. Future study of beliefs in choice, environment, and genetics as mitigating factors of homosexuality could allow the field a greater understanding of the underlying factors involved in the development of homophobia.

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## **APPENDICES**

## Appendix A

### Protocol

"My name is Sandy Weeks and I am a graduate student doing research for my thesis. My research involves the attitudes of undergraduates concerning homosexuals. I am going to pass out a survey to be completed at this time . If you do not wish to take part in the study you can simply leave the survey blank and hand it back in with the others. This will ensure that no one will know who has participated and who has not participated. Those of you that do wish to take part will be asked to sign a consent form (Appendix B) prior to completing the survey. These will be collected separately from the surveys so that you may be assured that no one will know how any individual responds to the questions on the survey. Those of you who are interested in knowing the results of my study will be able to find my thesis at the campus library after December of this year. Are there any questions?"

## Appendix B

### Informed Consent Form

I, the undersigned, do agree to participate in a study conducted by Sandra S. Weeks as partial fulfillment of her graduate program at Emporia State University. I understand that I will be asked to complete a survey, and that the information I give will be used to compare groups. I have been informed that my responses will be kept strictly confidential, and that I have the right to have access to the results of the study upon its completion. Further, I retain the right to withdraw from the study at any time if I should, for any reason, decide that I do not wish to remain a part, and that my answers will not be used if I so desire.

signed \_\_\_\_\_

date \_\_\_\_\_

## Appendix C

### Survey

age: \_\_\_\_\_

**Please circle one response**

1. major: business / psychology / other \_\_\_\_\_
2. gender: male / female
3. classification: freshman / sophomore / junior / senior
4. hours completed in major: 3 / 6 / 9 / more than 9

**Please circle either true or false for each question**

5. I know of no one who identifies him or herself as a homosexual.  
true / false
6. I know of a person who is homosexual, but have had no contact  
with him/her. true / false
7. I know a homosexual and have had infrequent, non-personal,  
conversations with him/her. true / false
8. I know a homosexual and have had occasional, personal and non-  
personal, conversations with him/her. true / false

9. A person close to me identifies him or herself as a homosexual.

true / false

10. My overall opinion of homosexuals that I know is favorable.

true / false

**Please read the following statements carefully and then circle the number that most closely corresponds to your response:**

**1 = strongly agree 2 = agree 3 = neither agree or disagree**

**4 = disagree 5 = strongly disagree**

10. I would feel nervous being in a group of homosexuals.

1 2 3 4 5

11. If a member of my sex made a sexual advance toward me, I would feel angry.

1 2 3 4 5

12. I would feel disappointed if I learned that my child was homosexual.

1 2 3 4 5

13. I would be upset if I learned that my brother or sister was homosexual.

1 2 3 4 5

14. I would enjoy attending social functions at which homosexuals were present.

1 2 3 4 5

15. I would feel comfortable if I learned that my daughter's teacher was a lesbian.

1 2 3 4 5

16. If a member of my sex made an advance toward me, I would feel  
offended. 1 2 3 4 5

17. I would feel at ease talking with a homosexual person at a party.  
1 2 3 4 5

18. I would feel uncomfortable knowing that my son's male teacher  
was a homosexual. 1 2 3 4 5

19. I would feel comfortable working closely with a male  
homosexual. 1 2 3 4 5

20. I would feel comfortable if a member of my sex made an advance  
toward me. 1 2 3 4 5

21. I would feel that I had failed as a parent if I learned that my child  
was gay. 1 2 3 4 5

22. I would be comfortable if I found myself attracted to a member of  
my sex. 1 2 3 4 5

23. If I saw two men holding hands in public, I would feel disgusted.  
1 2 3 4 5

24. It would disturb me to find out that my doctor was homosexual.  
1 2 3 4 5

25. I would feel uncomfortable if I learned that my boss was a  
homosexual. 1 2 3 4 5

26. If a member of my sex made an advance toward me, I would feel flattered. 1 2 3 4 5

27. I would feel comfortable working closely with a female homosexual. 1 2 3 4 5

28. I would feel uncomfortable if I learned that my spouse or partner was attracted to members of his or her sex. 1 2 3 4 5

29. I would feel uncomfortable if I learned that my neighbor was a homosexual. 1 2 3 4 5

30. I would feel uncomfortable being seen in a gay bar. 1 2 3 4 5

31. It would not bother me to walk through a predominantly gay section of town. 1 2 3 4 5

32. I would feel comfortable knowing that my clergyman was a homosexual. 1 2 3 4 5

33. I would feel comfortable if I learned that my best friend of my sex was homosexual. 1 2 3 4 5

34. I would feel comfortable knowing that I was attractive to members of my sex. 1 2 3 4 5

**Please read the following and circle either true or false**

35. A person is homosexual as a matter of choice. true / false
36. A person is homosexual as a result of the way he / she is raised.  
true / false
37. A person is homosexual because he / she is born that way.  
true / false

**Please circle only one response (this question may be omitted if  
you do not wish to respond)**

38. My sexual orientation is :  
heterosexual / homosexual / bisexual



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Wanda Weeks

**Signature of Author**

May 5, 1994

**Date**

The Reduction of Homophobia as a Result of  
Interpersonal Contact

**Title of Thesis/Research Project**

Gay Cooper

**Signature of Graduate Office Staff Member**

May 6, 1994

**Date Received**