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## Who is Most Likely to Stereotype the LGBTQ+ Community?

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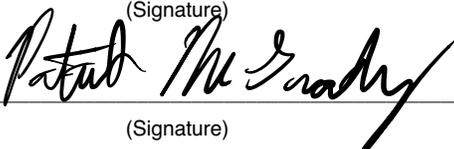
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2020-2021 Honors Thesis

Who is Most Likely to Stereotype the LGBTQ+ Community?

Shelby Smith

A thesis presented in partial fulfillment of the requirements of the Undergraduate Honors Program at the University of New Haven.

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Date

**Who is Most Likely to Stereotype the LGBTQ+ Community?**

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Advisor: Dr. Patrick McGrady

### **Abstract**

There exists an extant literature investigating sexuality, gender, and stereotypes. It has examined how accurate people are at predicting sexual orientation and if there is an ability that can be developed, usually referred to as gaydar, to be able to tell if someone is gay or not by looking at them. A lot of these findings suggest that participants are using societal stereotypes about sexual orientation and gender to identify people. Participants were sent a survey where their demographic information was collected. They read several vignettes and identified traits of the described individuals including sex and gender. It was hypothesized that straight cisgender men engaged in stereotyping more frequently than other groups and that individuals that adhered more to traditional gender role ideology would more frequently use stereotypes. It was also hypothesized that gender role ideology will curb the effect of participants' gender/sexuality on use of stereotypes. The results indicated that identity did not significantly impact use of stereotyping, however beliefs about gender roles did.

*Keywords:* Gender, Sexual Identity, Stereotyping, Gender Ideology

### **Who is Most Likely to Stereotype the LGBTQ+ Community?**

Gender and sexuality are often considered core parts of an individual's identity in America. However, society has developed expectations for people—or stereotypes—based on socially acceptable standards for each gender and sexuality (Blashill & Powlishta, 2009; Oakhill et al., 2005). Further, individuals often use gender stereotypes as a means to make estimations of others' sexual identity (Blashill & Powlishta, 2009). Previous research has examined the perceptions of “gaydar”, gender ideologies, and the use of gender stereotypes (Cox et. al, 2016; Worthen (2012). These views have largely impacted the LGBTQ+ community and continue to do so today.

In this study, I examine participants' gender and sexual identities as being predictive of using gender stereotypes. Further, I investigate the effect of participants' gender role ideology in the use of stereotypes.

#### **Perceptions of Gaydar**

“Gaydar” is a cultural assumption that one's sexual identity can be determined through simple observations of mannerisms, dress, and look. Further, it is suggested that gaydar is an ability within the LGBTQ+ community but not amongst heterosexual and cisgender individuals. However, research suggests that most of the time LGBTQ+ community members are only slightly better than heterosexual individuals at identifying an individual's sexual orientation. Woolery (2007) explored this concept, noting that gaydar is learned and varies depending on region as cues may change. People who either are not active in the LGBTQ+ community or do not come out until later in life report more difficulty when it comes to identifying an individual's sexual orientation.

Gaydar can be conceptualized as a simple form of stereotyping. Cox, Devine, and Bischmann

(2016) investigated this by analyzing participant's ability to make estimations of sexual identity using pictures of faces of gay individuals. They conducted several different studies. Study 1 was divided into 1A and 1B. Study 1A had a group of 53 undergraduate students participate, while Study 1B had a group of 46 undergraduate students. In both studies, participants were presented with images of men whose pictures had been obtained from a dating website where they had identified themselves as either gay or straight. The pictures were selected as a gay-straight pair based on their quality which was previously rated similarly. In study 1A participants were presented with a cropped image of only the men's faces, so hair was not present. In study 1B participants were presented with a cropped image of the men's heads, so hair was left in the picture. These pictures were independently and randomly paired with a statement that contained information that could potential found on a dating profile. The statements had previously been ranked on a scale from very gay to very straight. Each statement and picture only appeared once per participant. This made a total of 6 different pair types, a picture of a gay man with a gay stereotype, a picture of a gay man with a neutral statement, a picture of a gay man with a straight stereotype, a picture of a straight man with a gay stereotype, a picture of a straight man with a neutral statement, a picture of a straight man with a straight stereotype. Each participant was shown seven occurrences of each pair type and were then asked to determine if the men were gay or straight. Results showed that in both studies participants were more likely to base their determinations on stereotypes and not the faces in the pictures. Study 2 was divided into 2A and 2B. Study 2A had a group of 251 participants, while Study 2B had a group of 97 participants. In study 2A, participants were again presented with a cropped image of only the men's faces, so hair was not present. In study 2B participants were again presented with a cropped image of the men's heads, so hair was left in the picture. The 21 pictures that were the highest rated in quality

in each the gay and straight picture sets were selected, and the gay men's picture were rated higher. The results again showed that in both studies participants were more likely to base their determinations on stereotypes and not the faces in the pictures. However, they also suggested that faces are not a factor being accurately used to indicate sexual orientation as judgement was affected by the differences in the quality of the picture not the differences in the faces of gay and straight men.

In the third study (Cox et. al, 2016), participants were 49 individuals in the United States and 60 individuals outside the United States. Participants were only shown pictures and were randomly shown the picture of similar quality from study 1A or the pictures of different quality from study 2A. The results again suggest that sexual orientation in males is not indicated by their faces and judgements are impacted by the picture's quality. Study 4 had 96 participants and replicated study 3 but replace picture of gay and straight men with lesbian and straight women instead. The results again suggest that sexual orientation could not be identified using face and participants judgements were affected by the quality of the pictures. Study 5 recreated studies 1B and 2B, except prior to participating the 233 participants were randomly separate into three groups, a control group where nothing was said, a group that was told gaydar was real, and a group that was told gaydar is another word for stereotyping. Participants also had the option to say they could not identify the individual's sexual orientation this time. The results showed that although the option to not identify was present most participant still identified an individual's sexual orientation. They also indicated that the individuals who were told gaydar was real were more likely to uses stereotypes to identify sexual orientation and individuals who were told gaydar was stereotyping were less likely to use stereotypes to identify sexual orientation. This research overall suggests that gaydar is a myth and encourages use of stereotyping to identify

sexual orientation, which is not any more likely to be correct.

In an experiment by Shelp (2002), researchers wanted to see if gay men were better than straight men at identifying the sexual orientation of other men based on visual cues. Participants were 15 gay men aged 19 to 47 and 12 straight men aged 18 to 48. They were shown seven different 45-second-long clips of men speaking about a movie, but the audio had been removed. Participants were then asked to identify each of the men as gay or straight. The results indicate that gay men were slightly better at accurately labeling sexual orientation compared to straight men.

Further examining the stereotypes implied by gaydar, Brewer and Lyons (2017), researched how perceptions of homosexuality influenced the ability to predict sexual orientation and individual's confidence in their predictions. They surveyed 338 women and men between 18–65, who identified as either heterosexual, homosexual, or bisexual. Participants were randomly presented, one after the other, 40 black and white photos of Caucasian individuals that had nothing like glasses or piercings, covering their face. They were asked each time to determine if individual was gay or straight. The photos were of 10 homosexual women, 10 heterosexual women, 10 homosexual men, and 10 heterosexual men, gathered off a public dating website. Participants were then asked after each photo to rate their confidence on a scale of 1 to 6, 1 being not confident and 6 being absolutely confident. They also completed a Modern Homonegativity Scale to evaluate their attitudes toward homosexual men and women. The results showed homosexual participants more frequently, accurately identified the sexuality of the females compared to the males and that when separated by gender, the participants identifying as heterosexual women as well as homosexual men identified sexualities of females more accurately. Heterosexual men with negative attitudes were more confident than other groups

when identifying men, even though they were not more accurate and were more likely to identify a man as homosexual.

Further analysis by Miller (2018), examines research surrounding gaydar, the phenomenon of identifying others' sexual orientation. More recently the accuracy of the phenomenon is being debated because many studies define accuracy as better than chance. Articles had previously suggested the availability of cues implying gender nonconforming more accurately allowed prediction of sexual orientation, and without those cues it was more difficult to accurately predict sexual orientation. However, many studies also exclude various other sexual orientations and only examine two orientations, straight and gay. Regardless of a subject's orientation, participants are more likely to identify a subject as gay if they are gender nonconforming, indicating that femininity and masculinity are still perceived as strong indicators of sexual orientation. These approaches to researching sexual orientation enforce stereotyping of sexuality and gender as way of accurately identifying an individual, which can negatively impact the LGBTQ+ community as well as individuals who do not conform to gender stereotypes.

### **Gender Ideology**

Given that assumptions made about sexual identity are rooted in gendered perceptions, it is likely that one's orientation towards gender roles impacts stereotyping. Worthen (2012) investigated how college student's views of LGBT individuals are impacted by someone's beliefs, gender, sexual orientation, and associations with LGBT individuals. 775 participants were sampled from 33 of a public Southern United States university's sociology classes. They were asked to respond to various statements about gay men, lesbian women, bisexual men, bisexual women, and transgender individuals, using a five-point Likert scale ranging from strongly disagree to strongly agree. They were also asked to respond the statements "There is a

genetic basis for sexual orientation (sometimes described as a “gay gene”),” “Sexuality is a Choice,” and “My parents disapprove of homosexuality” using the five-point Likert scale. Participants were also asked about four potential associations with the LGBT community, if their former high school had a Gay Straight Alliance, if they knew about an LGBT program at their college, if they knew any lesbian, gay, or bisexual people, and if they knew any transgender people. Results showed females, bisexuals, and homosexuals were more supportive of gay people. The four associations with the LGBT community and believing in a gay gene positively impacts individuals’ views of gay people. Participants who thought sexuality was a choice or whose parents did not approve of homosexuality viewed gay individuals more negatively, relative to other groups. High school size also had a positive impact on the perception of gays. Results also indicated bisexuals and homosexuals were more supportive of lesbians, while females were not supportive. The three associations, if their former high school had a Gay Straight Alliance, if they knew about an LGBT program at their college, and if they knew any lesbian, gay, or bisexual people, as well as believing in a gay gene positively impacts individuals’ views of lesbian people. The three associations, if they knew about an LGBT program at their college, if they knew any lesbian, gay, or bisexual people, and if they knew any transgender people, as well as believing in a gay gene positively impacts individuals’ views of bisexual men. Age was also an indicator of views toward bisexual men. The results for bisexual women were consistent with the results for bisexual men, except Freshmen had more negative view of bisexual women. Results for transgender individuals were consistent with those of gay individuals except age had a positive impact on views of transgender individuals as well. This research suggests that most of the time positive views of one group indicate more positive views of the other groups as well, however gender was the most common indicator in for differences of views between groups. It

also suggests associations with the LGBT community can help increase positive views.

Brown and Gladstone (2012) conducted several studies to develop and test a shortened version of the Gender Roles Beliefs Scale (GRBS). In study 1, they found 10 choices to make the shortened. In study 2, they tested the shortened scale and found it to be a valid and reliable. In study 3, they retested, and it was again valid and reliable. This indicates the shortened scale can be used to evaluate gender beliefs.

### **Use of Gender Stereotypes**

Based on previous research, Blashill and Powlishta (2009) investigated the stereotype that gay men are perceived as more feminine and lesbian women are perceived as more masculine when compared to heterosexual individuals of their gender. They wanted to add to a previous study conducted in 1987 about gender stereotypes being applied to sexuality. 46 male and 64 female, introductory level psychology undergraduates participated. They were randomly assigned and individual in one out of four categories, gay male, lesbian, heterosexual male, or heterosexual female. The participants' beliefs about their assigned individual with regards to that individual's occupations, activities, and traits, which varied in gender stereotype, were then assessed. Participants rated the likelihood that their assigned individual would have or do certain occupations, activities, and traits, on a scale of 1-5, 1 being very unlikely and 5 being very likely. Occupations, activities, and traits were either masculine, feminine, or gender neutral. After, participants were asked to identify demographic of their individual, including sexual orientation on a scale of 1-7, 1 being heterosexual only and 7 being homosexual only. The results showed those stereotypes were just as present as they were in the study from 1987, with gay men being viewed as more feminine and less masculine, and lesbians being view as more masculine and less feminine.

Furthering the research, McLaughlin and Rodriguez (2017) wanted to examine the impacts of homosexual television characters on acceptance and stereotypes. They surveyed a sample of 972 individuals, from various demographic backgrounds, approximately 51% of whom were female and 49% of whom were male. Participants were asked to determine their prejudice toward homosexuals, to evaluate how opposed they were to homosexual rights, if certain traits appropriately described “the typical homosexual male,” how often they watch nine shows that had a homosexual male repeatedly appearing in the series, and if they could identify with those characters empathetically and from a cognitive perspective. They found men who were more religious and conservative, were more prejudice and that participants who knew more homosexual individuals were less prejudice. Results did not show that the shows had any effect on prejudice, but participants that watched shows with homosexual characters were more likely to identify with those character. Religious or conservative males were also most likely to oppose homosexual rights. The more participants identified with homosexual characters the less likely they were to oppose homosexual rights. Males who were more religious and conservative were more likely to stereotype. Participants who identified more with the character were also more likely to stereotype. This study supports the ideas the identifying with homosexual television characters can impact acceptance and stereotyping of homosexuals.

Doyle, Rees, and Titus, (2015) examined views about gender roles and if same-sex relationships or gender-atypical behaviors are perceived as violating those roles. 122 participants were surveyed using the Gender Role Violations Questionnaire developed for this study. It asked participants questions about “same-sex and heterosexual relationship behaviors; traditional gender role behaviors and gender-atypical/incongruent behaviors; and a number of other sexual behaviors.” Violating gender roles was considered “something men or women should not do

because they are male or female,” and was measured using a 5-point Likert scale with 1 representing not a violation and 5 representing an extreme violation. Participants answered the questions for men and women separately. They were asked to answer if they thought a behavior violated gender roles and to what degree these behaviors were perceived as violating gender roles by society. Participant were also asked how they would feel if this behavior came from the relative, they were closest, with measures starting at not at all upset going to extremely upset. A demographics questionnaire was also given to participant. The results suggest same-sex relationships are perceived as moderately violating gender norms of society and that sexism contributes prejudice sexual views. Same-sex relationships were perceived less as violating gender roles by participants that identified as LGBTQ or liberal when compared to participants that identified as heterosexual or non-liberal. People who identified as both liberal and LGBTQ did not follow societal gender roles, did not label their relationships as violations of gender roles, and had no problems with the idea of a relative partaking in a same-sex relationship. Non-liberal heterosexual individuals labeled same-sex relationships as moderately violating gender roles. Individuals who identified as either non-liberal LGBTQ or liberal heterosexuals perceived same-sex relationships as mildly violating gender roles. All these views were also held by each group about gender-atypical behaviors. These results imply that sexist views in society affect people’s views about gender roles and same-sex relationships.

Oakhill, Garnham, and Reynolds, (2005) conducted several experiments to examine if a word can generate a perceived gender stereotype and if participants can ignore said stereotype. In experiment one, 8 male and 8 female university students were randomly presented with a screen containing word pairs of an occupation/role, either male-biased, female biased, or neutral, and a kinship term, either male or female. They also were randomly presented with filler pairs, where

the kinship terms were paired with either gender-marked occupations/roles, other gendered terms, official titles, or other kinship terms. The kinship term was presented on the left and the occupation/role or filler was on the right of the screen. The participants were required to press a button to respond yes or no if the terms could refer to the same individual. The results indicated individuals apply gender biases when judging individuals in specific occupations/roles. Although participants were more likely to say no if the gender of the kinship and occupation/role did not stereotypically match, some participants could get passed the gender bias and say yes, but it would take them longer to respond. In experiment two, everything was kept the same as in experiment one except, the occupation/role term was shown in the center of the screen for 500 milliseconds and then the kinship term was displayed. The results replicated those seen in experiment one. Experiment three replicated experiment two, but instead of 500 milliseconds the occupation/role was on the screen for 1,800 milliseconds, and after the experiment concluded participants were asked two things. They were asked to describe how they came to their decisions about whether the word pairs could be referring to the same individual or not, and if any pairs were more difficult compared to the others. If necessary, participants were prompted to clarify. The results showed some participants were still more likely to say no if the gender of the kinship and occupation/role did not stereotypically match. Participants were also able to respond quicker to neutral pairs compared to matched gendered pairs. Participants who knew about the potential influences of gender stereotype on their ability to make decisions, could attempt to offset the influences. Experiment four replicated experiment three, except participants were reminded beforehand that certain occupations/roles were not gendered and could be held by both men and women. The results were like the results in the previous experiments. The participants still made more errors between pairs that did not match in gender, and it still took longer to

accept the pairs when participants said yes. Experiment five replicated experiment two except participants had to answer in 600 milliseconds after the kinship term appeared on the screen. As a result of the time restraint for responses, it appears that gender stereotype influenced response even more when the gender pairs did not match. Experiment six replicated experiment five except kinship was presented first and then the occupation/role appeared on the screen. The results were similar to those in experiment five. Overall, all six experiments indicated judgement is influenced by gender stereotyping.

Most of the literature that discusses gaydar does not classify it as a true method for identifying sexual orientation. It is often perceived and treated as a social construct based on stereotypical sex and gender assumptions about LGBTQ+ individuals and how they are people who defy expectations and norms. Sexist views in society about masculinity and femininity have heavily influenced stereotypical views on both sexual and gender identities. Exposure appears to aid in the acceptance of both various sexual and gender identities, but it could potentially increase the use of stereotyping as well. The only way to be sure of an individual's sexual identity or gender identity is if they inform you of it themselves, however that does not prevent people from attempting to predict other sexual or gender identity based on stereotypes. Because of this, this study investigates the effects of gender role beliefs and an individual's sexual and gender identity on the frequency of which they engage in stereotyping to make these predictions. Hypothesizing that (H1) there will be an association between participants' gender identity and assignment of gender in vignettes, (H2) there will be an association between participants' sexual identity and assignment of gender in vignettes, and (H3) individuals who adhere more to traditional gender role ideology would more often use stereotypes

## **Methods**

## **Participants**

Participants were sampled by emailing recognized student organizations at the University of New Haven and requesting they distribute it to their members, students sharing the survey, and sending it to Local LGBTQ + organizations in the New Haven and Hartford area. Participation was voluntary and could be withdrawn at any point. The sample only includes individuals over the age of 18 and LGBTQ+ individuals were oversampled potentially due to sharing of survey with local LGBTQ community organizations and the Pride and Spectra organization on the University of New Haven Campus. The original sample included 55 respondents. However, twelve people withdrew participation before completion. The sample was predominantly white with 69.09 percent (n = 38) identifying as white, 13.73 percent (n = 7) as Latino/a, 9.09 percent (n = 5) as black, 3.63 percent (n = 2) as Asian or Asian American, and 5.46 percent (n = 3) as biracial/multiracial or other. The mean age of the sample was 28.45 years.

## **Design and Measures**

The independent variables were the sexuality, gender, and gender ideologies of the participants. The dependent variable was participants' use of stereotypes to evaluate vignettes, operationalized as assignment of gender for each vignette. Every participant was given the same demographic questions, followed by the same vignettes and questionnaires, all of which were presented in the same order.

*Participants' gender and sexuality.* Participants were asked to report their own gender and sexual identities from a prescribed list. In terms of sexual identity, 26.79 percent (n = 15) identified as straight or heterosexual, 33.93 percent (n = 19) as gay or homosexual, 17.86 percent

( $n = 10$ ) as bisexual, 7.14 percent ( $n = 4$ ) as asexual, and 14.29 percent ( $n = 8$ ) as a sexual identity not listed. With gender identity, participants reported self-identity, as well as whether they identified as transgender or nonbinary. Collapsing those two measures, 41.81 percent ( $n = 23$ ) only identified as female, 36.36 percent ( $n = 20$ ) only identified as male, 9.09 percent ( $n = 5$ ) identified as transgender males, and 12.73 percent ( $n = 7$ ) identified as nonbinary.

*Participants' gender ideology.* Participants were measured on their own beliefs surrounding gender roles using the short version of the Gender Role Beliefs Scale (GRBS) (Brown & Gladstone, 2012). The GRBS is a ten-item scale with each item asking a person's level of agreement with a statement (e.g., "It is disrespectful to sweat in the presence of a lady" or "The husband should be regarded as the legal representative of the family group in all matters of law"). For each item, there were seven possible responses ranging from "strongly disagree" to "strongly agree" with an option of "neither agree nor disagree" in the middle. Responses were coded towards lower scores reflecting more "traditional" or regressive gender role attitudes. The mean score on the GRBS was 53.45 ( $SD = 6.78$ ), had a range of 38 to 63, and acceptable internal consistency ( $\alpha = 0.71$ ).

*Gender assignment.* Participants encountered five vignettes that briefly gave a profile of an individual. While each vignette was intended to activate specific gender stereotypes—stereotypical female, a stereotypical male, a female that breaks gender norms, a male that breaks gender norms, and an androgenous individual—the participant had no knowledge of what particular gender stereotype was being activated (Appendix B). The vignettes were designed based on information present in past studies of American societal definitions of gender categories. Upon reading each vignette, participants were asked to assign gender to the profile.

## **Procedure**

The study was conducted in an online format using the Survey Monkey platform. Participants self-reported answers to a set of demographic questions, with their reported sexuality and gender being the most important for the purpose of the study. They were then presented with vignettes describing 5 individuals one at a time. The vignettes were written to prime participants to evaluate the individual's gender and sexual orientation where they could potentially use stereotypes. Following the vignettes, there were questions about traits and characteristics some of which examined sex and gender stereotypes. On average it took approximately 8 minutes to complete the survey. Data was collected through Survey Monkey and was statistically analyzed through Stata.

### **Analytic Strategy**

Hypotheses one and two are assessed using chi square tests of independence across all five vignettes. This allows for an exploration of the association between selections made about gender in each vignette with participants' own sexuality and gender identity. To test for effects of gender ideology (hypothesis three), exact binary logistic regression models were estimated towards predicting gender selections in vignettes with the gender ideology scale and participant sexuality and gender demographics.

### **Results**

Each vignette was coded to be a correct identification or a misidentification. The responses were categorized by gender, sexuality, and being LGBTQ identifying, and analyzed using chi square to see how many members of each group had a correct identification. For all vignettes, the results showed there was no significant association between assignment of gender in the vignettes and participants' sexuality and gender identity (Table 1). Thus, the first two hypotheses are not supported.

Table 1

Pearson chi square tests of independence across vignettes

Vignette type	Respondents' gender	Respondents' sexual identity
Stereotypical female	$\chi^2 = 3.29$ $p = 0.19$ $n = 55$	$\chi^2 = 4.39$ $p = 0.36$ $n = 55$
Stereotypical male	$\chi^2 = 0.91$ $p = 0.64$ $n = 55$	$\chi^2 = 3.52$ $p = 0.47$ $n = 55$
Nonconforming female	$\chi^2 = 2.89$ $p = 0.24$ $n = 55$	$\chi^2 = 1.39$ $p = 0.85$ $n = 55$
Nonconforming male	$\chi^2 = 0.32$ $p = 0.85$ $n = 55$	$\chi^2 = 8.73$ $p = 0.07$ $n = 55$
Androgenous	$\chi^2 = 5.88$ $p = 0.05$ $n = 55$	$\chi^2 = 4.97$ $p = 0.29$ $n = 55$

Given that perceptions of gender guide assumptions about identity, scores on the GRBS were examined using exact binary logistic regression as predicting assignment of gender across the vignettes. Coefficients were transformed to odds ratios (OR). Interestingly, results were significant for the two male vignettes. For these vignettes: OR = 0.88 ( $p < .05$ ) and OR = 0.87 ( $p < .01$ ). The results were significant only for vignettes 2 and 4, which were coded as male. This means that for male coded vignettes ideology was a significant predictor regardless of the participant's gender, sexuality, or status of being LGBTQ identifying. As the gender ideology scale increased and became more progressive, the odds of correctly identifying a male vignette decreased by around thirteen percent. Put differently, more progressive views about gender roles was predictive of less stereotype use.

### Discussion

It was expected that straight cisgender men and participants who abided by more to traditional gender role ideology to most frequently stereotype. It was also expected gender role ideology to curb the effect of participants' gender/sexuality on use of stereotypes. However, these results do not support hypotheses one and two, and support hypothesis three only for male-coded vignettes. The results indicate that only that ideology impacted the perceptions of male stereotypes while associations amongst participants' identities and assignment of gender stereotypes were not found. This matters because it indicates that the idea of gaydar is not as relevant when it comes to finding indicators of an individual's gender or sexual identity. It indicates that perceptions of identifiers of gender and sexuality come from socialization.

This study sought to over-sample LGBTQ identified participants. One limitation includes the use of a binary gender role beliefs scale. It limited the perception of gender role to only cisgender individuals. The sample was also very small, at only 55 participants, and not every participant completely answered all questions in the survey. Having such a small hindered the research from going more in depth. More information from a larger more complete sample could have concluded with different results. A final limitation is the gender ideology scale used for the survey. A different scale could yield different results and could change the findings.

Any potential follow-up studies should include larger sample sizes that are more reflective of the population. A future study could also change the questions from multiple-choice questions to fill-in-the-blank questions so there are no longer restrictions on the possible answers. A different ideology scale could be used to see if that effects the chance of stereotyping. Using a scale that includes individuals who are more than just female or male, could produce different results and give more details about the perception of gender.

The results show how the societal expectation for men can impact individuals' perceptions of males. They indicate less acceptance of males varying away from expected gender norms. This could be a reason why there is so much controversy and debate that occurs when men in pop culture do something that is normally perceived as feminine, such as wear a skirt. If society has deemed such a thing as too feminine for men, it could influence individuals to believe that a man is gay because people often perceive a connection between gender and sexual identity and thus will use gender stereotypes to judge an individual's sexuality.

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Appendix A

1) How old are you?

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2) In terms of gender identity, which of the following best describes how you think about yourself?

\_\_\_A) Female

\_\_\_B) Male

\_\_\_C) Nonbinary

\_\_\_D) Prefer not to say

3) Do you consider yourself to be transgender?

A) Yes

B) No

C) Prefer not to say

3) In terms of race, which of the following best describes you?

\_\_\_A) White or Caucasian

\_\_\_B) Black or African American

\_\_\_C) Asian or Pacific Islander

\_\_\_D) Hispanic or Latino

\_\_\_E) Native American or Alaskan Native

\_\_\_ F) Multiracial or Biracial

\_\_\_ G) A race/ethnicity not listed here

4) In terms of sexual identity, do you consider yourself to be:

\_\_\_ A) Heterosexual or straight

\_\_\_ B) Homosexual or gay

\_\_\_ C) Bisexual

\_\_\_ D) Asexual

\_\_\_ E) Not listed (Please Specify) \_\_\_\_\_

\_\_\_ F) Prefer not to say

## Appendix B

### Vignette #1

This person is currently a college student majoring in education with hopes of becoming a teacher. Their favorite genre of music is pop. They like to read romantic novels and cook in their spare time. They enjoy helping others. They want to have career that allows them to raise a family. They currently work in a bakery.

### Vignette #2

This person is currently a college student majoring in business. Their favorite genre of music is rock. In their spare time they like to fix up cars and play videogames. They want to have a career that allows them to advance and take on leadership positions. They currently work at a car dealership.

### Vignette #3

This person is currently a college student majoring in electrical engineering. Their favorite genre of music is rap. They spend their spare time working out with their friends and creating designs for building computers. In their spare time, they enjoy attending sporting events at their college. They want a career that allows them to help teams of engineers to complete projects. They currently work in construction.

### Vignette #4

This person is currently in school for nursing. Their favorite genre of music is classical. They spend their spare time directing theater shows for a local community theater. They enjoy keeping

up with the fashion industry. They want a career that allows them to manage care for others. They currently work as a barber.

#### Vignette #5

This person is currently in school for psychology. Their favorite genre of music is R&B. They spend their spare time watching comedy show and traveling. They enjoy paying attention to the news and the world around them and are involved with several local community service organizations. They want a career that does not restrict them and allows them to achieve whatever goals they set for themselves. They currently work at a restaurant waiting tables.

Appendix C

1) How old is this individual?

---

2) In terms of gender identity, which of the following best describes how you perceive this individual?

\_\_\_ A) Female

\_\_\_ B) Male

\_\_\_ C) Nonbinary

3) In terms of race, which of the following best describes this individual?

\_\_\_ A) White or Caucasian

\_\_\_ B) Black or African American

\_\_\_ C) Asian or Pacific Islander

\_\_\_ D) Hispanic or Latino

\_\_\_ E) Native American or Alaskan Native

\_\_\_ F) Multiracial or Biracial

\_\_\_ G) A race/ethnicity not listed here

4) In terms of sexual identity, do you perceive this individual:

\_\_\_ A) Heterosexual or straight

\_\_\_ B) Homosexual or gay

\_\_\_ C) Bisexual

\_\_\_ D) Asexual

\_\_\_ E) An identity not listed here

**Appendix D**

Indicate your level of agreement with each of the following statements:

It is disrespectful to swear in the presence of a lady.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

The initiative in courtship should usually come from the man.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Women should have as much sexual freedom as men.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Women with children should not work outside the home if they don't have to financially.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

The husband should be regarded as the legal representative of the family group in all matters of law.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Except perhaps in very special circumstances, a man should never allow a woman to pay the taxi, buy the tickets, or pay the check.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Men should continue to show courtesies to women such as holding open the door or helping them on with their coats.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

It is ridiculous for a woman to run a train and a man to sew clothes.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Women should be concerned with their duties of childbearing or house-tending, rather than with the desires for professional and business careers.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

Swearing and obscenity is more repulsive in the speech of a woman than a man.

1. Strongly agree
2. Agree
3. Somewhat disagree
4. Undecided
5. Somewhat disagree
6. Disagree
7. Strongly disagree

## **Appendix E**

### **Research Consent Form**

**Please read the following in full and click “Agree” to indicate your consent and to begin the study.**

#### **Purpose of the Study:**

The purpose of this study is to investigate stereotyping and examine what demographics are most likely to engage in it.

#### **Procedure:**

Participants will self-report demographic information. They will then be presented with a few vignettes to describe individuals. The vignettes will be followed questions about traits and characteristics some of which will examine stereotypes

#### **Confidentiality:**

The survey will ask for demographic information, but it will not ask for any information that could be used to correctly identify participants. At no point in the survey will you be asked to provide any identifiable information about yourself. All data is stored in password-protected computers and analyzed only in aggregate form.

#### **Participation:**

Participation in this study is voluntary. If at any point throughout the study individuals no longer want to participate, they the reserve the right to withdrawal consent and stop participating. You may simply close the browser at any point to halt your participation in the study.

**Risks:**

There are no known risks associated with participating in this study.

**Benefits:**

There are no known benefits to the individual for participating in this study.

**Contact:**

If you have any further questions about the research study, you may contact Shelby Smith at [ssmit14@unh.newhaven.edu](mailto:ssmit14@unh.newhaven.edu) or Dr. Patrick McGrady at [pmcgrady@newhaven.edu](mailto:pmcgrady@newhaven.edu).

**By clicking “Agree” you are verifying that you agree to participate in this study, you are over the age 18, you have completely read through this consent form, and you are aware that your participation is voluntary and can be withdrawn at any time.**

*If you have any questions or concerns regarding this study or your rights as a research participant and would like to talk to someone other than the researcher(s), contact the chair of the Institutional Review Board at the University of New Haven, Dr. Alexandria Guzmán at (203) 479-4562.*