

Three Types of Value Judgements on LGBT Expressions and Participation Analysis in University Cultural Activities

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ABSTRACT

University LGBT students' wellbeing and university students' attitudes on LGBT issues have drawn wide attentions in recent years. In light of this background, this paper aims to investigate LGBT students' participation in university cultural activities from three perspectives: the organizer's perspective, the audience perspective and the LGBT performer's perspective. Typically, we choose the New Year Gala of the School of English of Sichuan International Studies University as the studying case. Considering the fact that the number of LGBT references related to specific campus activities in China are limited, it is a particularly new approach with college students' value judgments descriptions. It helps us understand the value judgements of the three types of people on LGBT expressions in cultural activities. One of the activity organizers offered us a detailed plan and his record of the activity. To understand the audience's perspective, this research also conducted an online survey questionnaire with a sample of 75 college students from Sichuan International Studies University. In addition, a semi-structured interview was conducted to understand the gay performer's perspective. The organizer's record, the interview and the questionnaire yield similar results with some variations. The organizer observed a generally friendly climate in the student union, the audience held neutral attitudes toward LGBT issues and supported LGBT expressions in the performance and the performer reported positive feedbacks on his stage experience. Based on the analysis, the climate in the target activity is relatively friendly toward LGBT students in the context of the target university. These results shed light for feature cross-regional comparative studies and studies to further explore the social mechanisms that cause the results.

Keywords: *indifferent attitude, value judgement, LGBT student, LGBT expressions.*

1. INTRODUCTION

In China, there is a long history of male homosexual tradition [1]. For example, homosexuality in the West and East Jin Dynasties and South-North Dynasties period could be mentioned in the same breath as that in ancient Greek [2]. In the early days of the People's Republic of China, homosexual groups were discriminated against and related to demoralization or a factor that disturbing public order [3]. Afterward, the economic reforms freed people from Mao's era, which exerted strict control over individuals lives [4-6]. This could to some extent facilitates new forms of sexual subjectivity. However, the communist party still remains in strict controlling over the cultural industry to eliminate contents that are

“vulgar”, “pornographic” and deemed to be harmful to social stability [7].

Contemporarily, LGBT people are still suffering from stigma against them [8]. The exclusion for LGBT groups sometimes is unconscious, which attracts lots of scholar's attention [9-13]. They found stereotypes on the LGBT group include discrimination in employment, gender, family, and structural discrimination, e.g., judicial discrimination and aversion from homophobia, which are not beneficial for college student's future development [14, 15]. The pressure from ethic and discrimination in the public opinion leads to the mental health problems of LGBT groups [16]. Meanwhile, college students are a unique group of people, which receive more attention

from society, i.e., the extent of stigma on them is worse [17].

Since Rankin's study on LGBT university students [18], the campus climate for LGBT students has attracted the attention of many scholars [19, 20]. Though campus climates had improved in some ways, the related research findings were mainly negative [21]. Besides, as stated in previous literatures, some LGBT students feel uncomfortable, excluded, in intercollegiate sports sites [22-24]. For example, LGBT students are overrepresented in some disciplines and underrepresented in others [25-27]. Differently, LGBT groups, clubs and societies improve the campus climate for LGBT students and help them cope with minority stress [28].

The previous studies have discussed the historical development of Chinese homosexual culture and LGBT students' experience of college life. However, most of them discuss LGBT college students' campus lives in a very general way. They focused mostly on the measurement of campus climates and they understand LGBT students' life experience from the perspective of the psychological disorder. Few studies are designed to study LGBT students in life scenes specifically. Moreover, few studies in China have made a comparison between LGBT students' actual experience of a university cultural activity (e.g., the New Year gala in this study) and the audience's value judgements of performances with LGBT participation.

The target activity of this research is organized by the student union, which is the most common form of student organizations in China [29]. Therefore, it would be beneficial to know the status quo of the Chinese student union. There are some benefits of participating in the activities organized by the student union. For example, college students can formulate and implement the regulations and policies through joining the student union [30]. However, scandals in Chinese student unions have drawn wide attention in recent years [29, 30]. Those problems include the abuse of power by student leaders, bureaucratic governing groups, and some student leaders' lack of the sense of responsibility [31, 32].

This dissertation aims at addressing gaps in the previous literature. It demonstrates the problems by comparing the different value judgements made by the activity organizers, the LGBT performer and the audience about the same performance.

2. METHODS & BACKGROUND

The study is based on the 2018-2019 New Year Gala of the School of English (SES) of Sichuan International Studies University (SISU). SISU is located in the southwest of China. It is one of the first four foreign language universities established and has significant meaning for southwest China as this university is one of

the essential bases for training foreign language and foreign-related talents, language culture, foreign economics and trade, and international issues in southwest China. It is located in Shapingba District, Chongqing, the fourth largest city in China. The school of English is the largest school in SISU in terms of the number of students. Currently, SES offers a four-year program in English leading to BA degrees in three sub-areas, viz., Translation & Oral Interpreting, English Literature & Linguistics, and Teaching English to Speakers of Other Languages (TESOL). Due to the program's educational and academic excellence in English, it has been accredited as an A-Class State Program and a Priority Program of Chongqing Municipality [34]. The New Year Gala of SES is held every year by the student union. On the day of the gala, about 1000 audience presented and the gala was reported by the school official social media account. The focus of the research is a gay student who danced a girl's dance surrounded by girl performers in the New Year Gala.

The data of this research is obtained from three sources. First, it was obtained from a student organizer's record and report about his observations of the activity. He was the vice minister of the art department of the student union of SES. He helped design and rehearse most of the performances. It was him who recruited the gay student into the student union.

Second, it was based on a questionnaire (in the Appendix) designed to explore the audience's value judgements of the gay student's performance and their attitudes towards LGBT groups. From the collected data, we could clearly see the audience's unique perspective, which will be discussed later. The questionnaire was shared by the current President of the student union on her WeChat (One of the largest social media platform in China) page and was sent particularly to some audiences of the Gala that the author knew. Those who have finished the questionnaire are asked to share the questionnaire with the person that they believe to be legitimate to fill out the questionnaire. Within two weeks, a total number of 75 replies were collected.

Third, the study used semi-structured interviews to understand the gay student's experience. The researcher asked the gay student questions like: (a) How often do you experience homophobic events in school and can you describe one for us? (b) How do you feel about the dance? (c) to understand whether the school climate was friendly to gay students and how gay students' experience of the performance different from that of the organizer's and the audience's experience.

3. RESULTS & DISCUSSION

Because of the characteristics of the data collection process described earlier, putting the results and discussion together is a good way to report the findings

of the study. We begin with the organiser's observations and then move on the results of the questionnaire that shows the audience's perspective. Last, a detailed report is presented about our interviews with the gay student.

3.1. The Observation of The Organiser

Here are some of the observations of the organizer that are related to our research, which is divided into two parts. The first part is the organizer's observation of the climate in the working environment of the student union. The second part is a record of the gay student's performances and the other organizers' value judgements of the dance.

The performers started to prepare for the Gala three months before it took place. All preparation was done under the direction of the instructor of the student union who was also the director of the gala. On behalf of the school leaders and the student union, she put heavy censorship on the contents of the show. She required that all swearings should be muted in any music in the show. The expression of sexual implications, especially sexual appeals of the female sex, was limited. For example, the organiser recorded that girls on the stage could only show either their waist or their legs. They could not do both because showing too much skin was considered "vulgar and inappropriate for a university student". Even behind the scenes, this rule was still effective. For example, during a rehearsal, the director signalled out and harshly criticized a girl who "showed too much skin". Afterward, girls would bring a jacket with them. Hence, they could put it on to cover their low-cut shirts when the director presented. All those censorships are in accordance with the larger political environment discussed in the introduction section. As a result, the organiser observed that most of the students would behave very cautiously in front of the director and some were even afraid to talk to her. During the rehearsals, some students kept asking the organiser whether the director would show up.

The organiser believes that with the director's presence, the working environment for LGBT students is very stressful. He reported that "during my two years' stay in the student union, I never heard any comments on LGBT issues from the director or any school leaders. They all chose to remain silent." The organiser tended to interpret this silence in a negative way, reporting that "It is the duty of those teachers and school leaders to stand up to support LGBT, but they chose to remain silent. This means that LGBT students on campus will still suffer from discriminations." In addition to that, the organiser believes that judging from her attitudes toward students who were believed to "show too much skin", the organiser thinks that the director is not very friendly toward LGBT people. He reported that: I believe that the director is not very friendly toward LGBT students because she does not even let the girls wear what they want to wear. How can she be open in LGBT issues?"

Different from the director, most of the students including the student leaders were very supportive of LGBT issues. The president of the student union at that time was a lesbian and she had a romantic relationship with a female performer. One of the vice-ministers of the art department once dedicated one part of her speech in a casual meeting of the department to encourage LGBT students and female students to stand up and fight against stereotypes against them. The organizer observed no hate speech against LGBT students during the whole three months. Because of this friendly climate, four lesbians and gays the organiser knew decided to reveal their gender identity when working in the student union.

Standing from the organizer's point of view, he believes that LGBT students and director experienced two different forms for the work in the student union. On the one hand, the student leaders and other students in the student union were very friendly. On the other hand, heavy censorships on the contents of the gala imposed by the director might become a potential stressor for LGBT students. Most students felt very relaxed when the director was not present. When the director came to see the rehearsals, most of the students would be very nervous. Some of them kept asking the organizer whether the director would show up during the rehearsals.

The following part is the record of what happened on the night of the New Year Gala. The gay student's performance was one of the most exciting moments for the audience that night. It was the first performance of the gala and served as the role to arouse the audience's enthusiasms.

The gay student paced back and forth backstage. Within the last three months, he had gone through at least 10 rehearsals including 3 full rehearsals in costume and now everything was fully prepared. However, since it was his first performance on such a big stage, he was still nervous.

With the count down for the start of the gala, he went on stage with seven other girls. He stood at the centre of the stage in line with the other seven girls. All performers stood back to the audience and waited. The stage was all dark. The whole auditorium was all silent. The countdown on the LED screen and the audience's murmurs made the performers nervous. Some of them just couldn't control their shaking legs.

With a beat of the drum, the music started and the background LED screen started to play a video clip with blue lines and circles. Everyone knew at once that the song was the famous *Señorita*. The original music video was performed by two singers: Shawn Mendes and Camila Cabello. In the original music video, there are some scenes full of sexual indications. For example, Cabello danced in the shadows of the shutters and pulled up her black dress a little bit. The dance was adopted from

the performance of an Korean star which are originally designed for female dancers.

Some of the audience were getting excited and shouted his name to cheer and support him. Everyone was looking forward to seeing how this unusual performance would precede. At the beginning of the dance, the gay student had already become the focus of the audience. In the loud music, he snapped his finger and twisted his waist in a quite stiff manner. He repeated those moves three times. The more he did that, the more attention he got from the audience. Some of his friends under the stage shouted his name again and again and the audience became very excited.

The gay student was the first to turn around to face the audience. He used one hand to hold his tie, another dragging down the part of his black T-shirt that was closed to his crotch. It was a clear imitation of the gesture made by Cabello where she pulled up her dress a little bit. Then, he stretched his leg in a sexy manner and used his hand to touch his thigh. It is a clear portrayal of the female curve. It is worth noticing that this series of moves are not just imitations of the original video. It was different from the original music video because it also contained some masculine elements. For example, he held his tie during the whole process. A tie can be a typical symbol of men's sexual attraction. He also dressed all in black. The simplicity of his costume also lacked the feeling of a sexy and complicated women's dress. In the opening part of the dance, female and male elements collided with each other, which made the gay student's dance very special.

"I love it when you call me *Señorita*". The LED screen in the background started to play a cyberpunk style video clip. In the video, blue circles and lines appeared alternately along with the rhythm and the proscenium strip lights also projected blue, red and green lights on the stage floor. Unlike the previous stiff moves, from now on he seemed to dance quite confidently. He started to enjoy the dance. as he twisted his shoulders and his head shacked naturally. Every gesture of him seemed to suggest that he didn't care about others' judgement anymore. Those bold moves amazed the audiences. Some of them stood up to support him and there are waves of excited shoutouts. It was really a moment for him to shine.

From a organiser's perspective, the organizer that offered us the report did not have very strong opinions on the gay student's dance. Whereas, he recorded some of the remarks of the other organizers. In a casual conversation, the organizer asked three of the other organisers why they wanted the gay student to dance a girl's dance. They responded that it can be ascribed to they were quite thrilled about the idea of having a gay student performing a girl's dance. Additionally, they believed that the performances would light the stage up and the audience would love it too. Yet they did know that a gay student's dance contains LGBT expressions.

Here, we define gender expressions as the way a person communicates gender identity to others through behaviours, clothing, hairstyles, voice, or body characteristics [34].

3.2. The Questionnaire Fullified by The Audience

In order to gain more insight into the event, the audience perspective is also important. In this case, some important findings of the questionnaire will be discussed here. First, in the 75 replies, the surveyed students hold generally indifferent and slightly positive attitudes towards LGBT issues. In answering the question "When you get to know the LGBT community, your attitude is?", 74.67% of the surveyed students supports the statement that "I don't have very strong opinions on LGBT people around me". In answering the question "Nowadays there are some LGBT related university student organizations and societies that have already been set up, what is your attitude?", 41.33% of the surveyed supported the foundation of LGBT societies and organizations and is willing to join those societies and organizations. 42.67% believe that the foundations of those organizations and societies does not matter. When asked the question "When you get to know the LGBT community, your attitude is?", 65.33% of the surveyed reported that they are willing to understand more about LGBT people when they have a chance but they are not quite interested in the LGBT topic.

Second, the surveyed students had a very strong tendency to use their perceptions about LGBT culture to label performances like Zhang's dance. In answering the question "Even if you do not know any LGBT performers, to what extent would you doubt that some of the performers are LGBT people?", 68% of the surveyed stated that they have doubted the gender identity of the performers on the stage. 26.67% reported that judging from their performances, they know for certain that the performers are LGBT people. In answering the question "Even if you are not sure about the performers' sexual orientation, to what extent do you believe that there are performances containing LGBT elements?", 54.67% of the surveyed believed that there were some performances of this sort, but the number of those performances are limited. 23% of them believe that performances of this sort rarely appeared.

However, despite the tendency to use gender stereotype to label the target performance, the surveyed students hold indifferent and slightly positive attitudes toward "LGBT expressions" in the performances of the New Year Gala. In answering the question "After watching the performances that you believe containing LGBT element, what is your attitude?", only 2.67% of them say that they tend to reject LGBT elements in the performance. 45.33% of the surveyed support LGBT expressions in the performance and 48% of them held

indifferent attitudes, reporting that those performances do not have very strong opinions on them.

Third, the surveyed students tend to expect that the faculty and the school leaders generally hold negative attitudes toward LGBT issues. In answering the question “Are the director of the activity and leaders of the school sensitive to the LGBT elements of the program?”, 64% of the surveyed students report that they believe that some of them are sensitive and 9.33% of the students reported that they believe that most of them are sensitive.

To sum up, the surveyed students hold three levels of attitudes toward LGBT issues. Generally speaking, they tend to hold indifferent attitudes toward LGBT issues. They would neither support nor reject LGBT culture. At the same time, they like to use stereotypes about LGBT people to label performances in the gala and tend to support LGBT expressions in the gala. Last, the surveyed students tend to predict that the school leaders would hold negative attitudes toward LGBT issues.

3.3. The Semi-structured Interview on The Gay Dancer

The semi-structured interview also yielded some interesting results. The original interview was conducted in Chinese and later translated into English. Translation of the contents may cause In the first part of the interview, the researcher asked the gay student several questions to understand his experience of studying in SISU as a gay student and how resilient he was when facing potential stressful events.

In terms of school climate, the gay student believed that even though he experienced some homophobic events, overall, the school climate in SISU was friendly and supportive. First, the gay student reported that he had encountered several stressful events before. For example, one of his friends in the class stopped talking to him after knowing that he is gay. Another classmate blatantly mocked LGBT people in the class because he believed that LGBT people could not have offsprings. The gay student was forced to modify his behaviors after experiencing those events. For example, he stopped talking to the students mentioned before and he avoided contact with the friends of those students. Despite of those changes in behavior, he was not troubled too much by those events and still believed that the school climate in SISU was friendly towards LGBT students.

In terms of friends and peers, the gay student believed that he had no problem in making friends with both homosexual and heterosexual students and he got supports from both groups. He reported that: “ Before I get to know someone in school, I usually assume that they support LGBT rights unless I have known that they have expressed their homophobic attitudes in public before” and “I even feel that some of my heterosexual female friends have a closer relationship with me than with my

heterosexual male peers. They would share with me their feelings about their partner if they are in a romantic relationship. They would never tell those feelings to their heterosexual male friends”. Besides, he reported having good relationships with his roommates: “I am quite sure that they know that I am gay but they don’t treat me differently. I once overheard one of my roommates talking to his girlfriend. Additionally, he said that it is completely normal to be gay or lesbian and we should be more tolerant.” That is the reason why he felt “very relaxed when facing his roommates” and never tried to hide his gender identity in front of them.

In terms of the climate in school organizations, the gay student also had a very good experience. He had worked in the student union for two years, which is one of his most important affiliations. When asked about how he felt about participating in activities organized by the student union, he said that people in the student union were very friendly and he had never experienced any forms of discrimination.

The gay student is quite resilient toward stressful events as well. Using Paul Kwon’s model of social stress, three factors are identified that helped strengthen his resilience toward potential stressful events. The first factor was social support. Based on the previous descriptions about school climate, he got supports from his friends, roommates and the student union. The second one is emotional openness. The gay student has a very strong ability to accept and process emotions that protect LGBT individuals from the negative effects of traumatic experiences with prejudice [35]. When he was in high school, two students once blocked his way and interrogated if he was gay or not. However, he said that this event didn’t trouble him a lot. He remarked that: “They (stressful events) seldom affected my mood; I just believe that those people (stigma perpetrators) are ignorant”. The third factor is hope and optimism. As mentioned before, the gay student usually assumes that people are friendly towards LGBT people before he gets to know them. Besides, he believed that the education system will accept his gender identity and he even wanted to be a high school teacher in a state-owned high school.

Overall, this part of the interview showed that the gay student lives in an LGBT friendly environment. Both external and internal factors make him quite resilient toward the potentially stressful event. With that basic information, the researcher went on to investigate the gay student’s experience of the particular event: the 2018-2019 New Year Gala of SES.

After watching his performance, a large proportion of the audience tended to believe that the performance contained some LGBT expressions. However, the gay student held a quite different view. He believed that the performance should not be understood as containing LGBT expressions and should be regarded as a pure

dance. Moreover, he did not really care about the audience response to his performance.

When the interviewer asked the gay student how he felt when the organizers told him the arrangement that he would perform a girl's dance, he responded that: "I cannot recall how I thought about the arrangement when I first received it. Nevertheless, I remember that I watched a lot of videos in which the male dancer performed a female style dance. I think that they all danced quite well in those videos. Every move they performed were accurate and had very powerful vibes. That was the reason why I accepted the arrangement". The researcher followed and asked: "It seems that you put a lot of emphasis on the quality of those videos and you used very general standards to judge them?" "Yes" he replied. "But did you notice the potential clashes of masculine and feminine elements?" asked the researcher. He answered: "Yes, I am aware of that and I think most of those male dancers are LGBT people. However, I think we should not use LGBT culture to interpret those videos. They are just dances, so we should judge them using the same standard that we use to judge other dances."

Based on those beliefs, the gay student was quite surprised when he heard the audience went very excited when he was on the stage. He remarked that: "At that time, I did not expect to be the centre of the stage at all, because there were several performers that dance far better than me on the stage. It was a surprise for me to heard that the audience went crazy. To be honest, I think the reaction of the audience did not cause much trouble for me. Of course, it made me more nervous, but I just enjoyed the stage. That's what a dancer should do".

When the interviewer informed him that the previous questionnaire showed that the majority of the audience tended to use LGBT to label and interpret his performance. The gay student, silent for ten seconds, then said: "Not until you told me those information did I realize that my performance was interpreted in that way, but what people think of me does not troubled me too much. Just like what I have mentioned, I enjoyed the stage and nothing else".

It can be concluded from the gay student's answers that he does not believe that his performance should be label as a performance that contains LGBT elements. Meanwhile, he is indifferent towards the audience's tendency of using LGBT expressions to label his performance.

The gay student has very different attitudes towards the director and the school leaders from the organizer and the audience as well. Judging from the organiser's perspective, he thought that the director was harsh and could be a potential source of stress for LGBT participants in the Gala. The audience also tended to believe that the director and the school leader would hold negative attitudes toward LGBT issues. However, he

thought that the director had a very good attitude towards him even though he did not know the director very well. He remarked that: "I think the director knows that I am gay. Recently I came across the director. She asked me if I want to dance again at this year's New Year Gala and said that If I couldn't make it to this year's Gala, the gala would be less interesting. Thus, I think she is pretty nice to me". Even after the researcher told him the organiser's observation that the director yelled at a female performer who "showed too much skin", he still believed that the director fully supported LGBT people. He defended for the instructor that: "She might just have a bad day. She never yelled at me during my two years' stay in the student union".

Unlike the organiser and the audience, the gay student believed that the leaders in the school did not have a very negative attitude toward LGBT students. He remarked that: "When facing the school leaders, usually I am a little bit nervous, but I am not worried about whether they are homophobic or not. I am nervous just because they are the leaders. Most students feel nervous when they face the school leaders."

The gay student's attitudes toward the director and the school leaders are quite different from the attitudes of the audience and the organiser. The audience tends to project that the school leaders generally have very negative attitudes toward LGBT people, but that is not what he experience. For him, the director is friendly and the school leaders are not homophobic.

In conclusion, the gay student's perspective has some similarities as well as differences with the audience's perspective and the organiser's perspective. First, in accordance with the results of the questionnaire and the organiser's record, the gay student also reported generally friendly environment in the student union and the larger campus (with some exceptions). Second, unlike the audience, both The gay student and the organiser believe that the performance should not be label as a dance that contains LGBT expressions. Third, different from the organiser and the audience, The gay student believe that the director and the school leaders are friendly toward LGBT people.

4. CONCLUSION

In summary, this research understands LGBT college students' participation in university cultural activities and explores three groups of people's value judgements of the same LGBT student's performance based on analysing data acquired from the organizer's records and reports, the questionnaire and the semi-structured interview. The audience hold generally indifferent attitudes toward LGBT people and organizations, but they tend to use stereotypes about LGBT people to label the performance. Besides, they tend to perceived that other people, especially the school leaders, would hold negative

attitudes toward LGBT students. Like the audience, some of the organizer believe that the school leaders do not have a very friendly attitudes toward LGBT people. However, they did not use LGBT to label the performance. The performer himself does not have very strong opinions on the dance and believes that it does not contain LGBT expressions. He also has very positive attitudes toward the he school leaders. Due to the limitation of time and the number of people surveyed, some findings of the research still need more data to prove and generalizations at the national and regional levels are not warranted. Future researches could be done to further explore the social mechanisms behind the different value judgements. Cross-regional and national researches are also encouraged to expand and/or revise the conclusions reached by this dissertation. This dissertation and related researches would be very beneficial to the empowerment of LGBT participants in college campus activities and the improvement of future policies.

APPENDIX

Questionnaire used in this study

Major _____ age _____

1. Have you ever participated in any cultural activities, such as the New Year Gala and the Freshmen Talent Show in the university?

I have never participated in those activities

I have participated in those activities as activity organizer or performers

I have participated in those activities as one of the audiences

I have participated in those activities but not in the forms that the question has mentioned

2. When you participated in those activities, have you ever noticed any performances that contained some stage expressions that were in conflict with the traditional gender concepts? For example, a male dancer might perform a female style dance.

I am not aware of those stage expressions

I remember some of those stage expressions but they did not leave me with very deep impression

I am aware of them, and they left me with very deep impression

3. Do you know any LGBT performers in those activities?

Yes

No

4. Even if you do not know any LGBT performers, to what extent would you doubt that some of the performers are LGBT people?

Judging from their performances, I could be very sure that they are LGBT people

I have doubted their gender identity during the performances, but I couldn't be sure about their sexual orientation.

I am pretty sure that there were no LGBT performers

5. Even if you are not sure about the performers' sexual orientation, to what extent do you believe that there are performances containing LGBT elements?

There were a lot of performances of this sort

There were some performances of this sort, but the number of those performances are limited

Performances of this sort rarely appeared

Performances of this sort never appeared

6. To what extent do you think that those performances that contained LGBT elements advocate LGBT culture?

LGBT culture is the core of those performances

Those performances have advocated LGBT culture, but it is not their emphasis

I am not sure about it

7. After watching the performances that you believe containing LGBT element, what is your attitude?

I am fully support them

I do not have very strong opinions about them

I tend to reject those LGBT elements

Other attitudes

8. Do you know any performances being cancelled or required to modify their contents because they contain too many LGBT elements?

There is a large member of them being cancelled or required to modify their contents

Some of them are cancelled and required to modify their contents

There is no censorship around LGBT elements

I do not know the reasons for performances being cancelled or required to modify their contents

9. When planning the program, did the organizers of the event consider that too many LGBT elements should not appear on the stage?

Considered, but not the main concern

Thought about it, and it's very important

Never considered

I have not considered it, but if I am an organizer, I will seriously consider it

I have not considered it, if I am an organizer, I will consider it appropriately, but it is not the focus of consideration.

I didn't think about it, and I wouldn't think about it even if I became an organizer

10. Are the director of the activity and leaders of the school sensitive to the LGBT elements of the program?

Most of them are not insensitive

Some of them are sensitive

Most of them are sensitive

11. Do you want to understand more about homosexuality?

I am very unwilling to do so

I would do so if I got a chance, but I am not quite interested in the topic

I am very interested in the topic and very willing to know more about it

Others

12. Where did you get your first piece of information about the LGBT community?

Information from internet

Magazines or other books

Courses from university

Classmates or friends

Movies or TV series

Others

13. When you get to know the LGBT community, your attitude is?

Curious, but afraid to make friends with them

I will repeal and avoid them

I do not have very strong opinions on LGBT students around me

Others

14. What is your sexual orientation?

Homosexual

Heterosexual

Others

Do not want to tell

15. Nowadays there are some LGBT-related university student organizations and societies that have already been set up, what is your attitude?

I support them and would like to join them

I do not like them

I do not have very strong opinions about them

Others

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