



ELEVENTH EDITION

Human Sexuality

Diversity in Contemporary Society

William L. Yarber • Barbara W. Sayad



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HUMAN SEXUALITY

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William L. Yarber

INDIANA UNIVERSITY

Barbara W. Sayad

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

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HUMAN SEXUALITY: DIVERSITY IN CONTEMPORARY SOCIETY, ELEVENTH EDITION

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Dedication

This book is dedicated to two courageous and visionary women who have made pronounced contributions to advancing sexual health.

Betty Dodson, PhD, a feminist icon and sex-positive educator, was an outspoken advocate for women's right to sexual knowledge and pleasure, and taught generations of women how to masturbate through workshops, videos, and books. For over five decades, she helped millions of women embrace their bodies and orgasms through self-pleasuring and use of the vibrator. Her book, *Liberating Masturbation: A Meditation on Selflove* (1974), is considered a feminist classic, and her *Sex for One* (1987) text sold over a million copies and was translated into 25 different languages. She received numerous awards including the Masters & Johnson Award in 2012 from the Society for Sex Therapy and Research, and was recently named one of the top 10 sexual revolutionaries by *Cosmopolitan* magazine. In 2020, she was named among the 50 top sexual and gender health revolutionaries worldwide by the Program in Human Sexuality, University of Minnesota Medical School. Dr. Dodson died on October 31, 2020, at age 91.

Joycelyn Elders, MD, has been career-long outspoken physician who challenged public health taboos. She courageously and frankly advocated for the sexual and reproductive health education and health care for young persons. Despite frequent opposition, Dr. Elders defended young people's "right to know" about their sexual health. Dr. Elders became Surgeon General of the United States in 1993 but her term was ended in 1994 when she suggested that our youth need to be taught about masturbation as a means for keeping them from engaging in more risky sexual behaviors. She is currently Professor Emeritus of Pediatrics at the University of Arkansas for Medical Sciences. Dr. Elders has received numerous expressions of praise and admiration. *Time* magazine named her one of the top 100 most influential women in the world during the past century. The Rural Center for AIDS/STD Prevention in the Indiana University School of Public Health-Bloomington awarded her the Ryan White Distinguished Leadership Award 2020.

—W. L. Y.

To Lucca and Adrian, who embody joy and hope, and to the rest of my family whose love and support are the sustenance of my life.

—B. W. S.

Brief Contents

- 1** Perspectives on Human Sexuality 1
- 2** Studying Human Sexuality 28
- 3** Female Sexual Anatomy and Physiology 60
- 4** Male Sexual Anatomy and Physiology 87
- 5** Gender, Gender Roles, and Sexuality 104
- 6** Sexuality in Childhood and Adolescence 137
- 7** Sexuality in Adulthood 164
- 8** Love and Communication in Intimate Relationships 196
- 9** Sexual Response and Expression 229
- 10** Variations in Sexual Behavior 282
- 11** Contraception and Abortion 308
- 12** Conception, Pregnancy, and Childbirth 343
- 13** The Sexual Body in Health and Illness 376
- 14** Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy 406
- 15** Sexually Transmitted Infections 449
- 16** HIV and AIDS 489
- 17** Sexual Assault and Sexual Misconduct 530
- 18** Sexually Explicit Materials, Sex Workers, and Sex Laws 573



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Contents

PREFACE xxii | LETTER FROM THE AUTHORS xxxiii |
ABOUT THE AUTHORS xxxv

1 Perspectives on Human Sexuality 1

TAKING A COURSE IN HUMAN SEXUALITY 2

SEXUALITY, POPULAR CULTURE, AND THE MEDIA 3

Media Portrayals of Sexuality 4

- **Practically Speaking** A QUICK AND EVOLVING GLOSSARY OF SEXUAL IDENTITY AND SEXUAL ORIENTATION 5

Television and Digital Media 8

Feature-Length Films 10

Lesbian, Gay, Bisexual, Transgender, and Queer People in Film and Television 10

Online Social Networks 11

- **Think About It** ONLINE DATING: NO LONGER A LAST ATTEMPT 13

SEXUALITY ACROSS CULTURES AND TIMES 15

Sexual Interests 15

Sexual Orientation 17

Gender 19

SOCIETAL NORMS AND SEXUALITY 20

Natural Sexual Behavior 20

Normal Sexual Behavior 20

- **Think About It** AM I NORMAL? 21
- **Think About It** DECLARATION OF SEXUAL RIGHTS 23

Sexual Behavior and Variations 24

FINAL THOUGHTS 25 | SUMMARY 25 | QUESTIONS FOR DISCUSSION 26 |

SEX AND THE INTERNET 26 | SUGGESTED WEBSITES 26 | SUGGESTED READING 27

2 Studying Human Sexuality 28

SEX, ADVICE COLUMNISTS, AND POP PSYCHOLOGY 29

Information and Advice as Entertainment 30

The Use and Abuse of Research Findings 30

- **Think About It** DOES SEX HAVE AN INHERENT MEANING? 31

THINKING OBJECTIVELY ABOUT SEXUALITY 32

Value Judgments Versus Objectivity 32

Opinions, Biases, and Stereotypes 33

Common Fallacies: Egocentric and Ethnocentric Thinking 34



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SEX RESEARCH METHODS 34

Research Concerns 35

Clinical Research 36

Survey Research 36

- **Practically Speaking** ANSWERING A SEX RESEARCH QUESTIONNAIRE: MOTIVES FOR FEIGNING ORGASMS SCALE 37

- **Think About It** A CHALLENGE FACING SEX RESEARCHERS: SELECTING THE BEST WAY TO MEASURE SEXUAL BEHAVIOR, SEXUAL ORIENTATION, AND GENDER IDENTITY 39

Observational Research 41

- **Practically Speaking** SPOTTING FLAWED RESEARCH 42

Experimental Research 43

THE SEX RESEARCHERS 43

Richard von Krafft-Ebing 44

Karl Heinrich Ulrichs 44

Karl Maria Kertbeny 44

Sigmund Freud 45

Havelock Ellis 45

Magnus Hirschfeld 46

Evelyn Hooker 46

Alfred Kinsey 47

Michel Foucault 48

William Masters and Virginia Johnson 49

Feminist Scholarship 49

CONTEMPORARY RESEARCH STUDIES 50

The National Health and Social Life Survey 51

The National Survey of Family Growth 51

- **Think About It** SEX RESEARCH: A BENEFIT TO INDIVIDUALS AND SOCIETY OR A THREAT TO MORALITY? 52

The Youth Risk Behavior Survey 53

The National College Health Assessment 54

The National Survey of Sexual Health and Behavior 55

2015 Sexual Exploration in America Study 56

FINAL THOUGHTS 57 | SUMMARY 57 | QUESTIONS FOR DISCUSSION 58 |

SEX AND THE INTERNET 59 | SUGGESTED WEBSITES 59 | SUGGESTED READING 59

3 Female Sexual Anatomy and Physiology 60

FEMALE SEX ORGANS: WHAT ARE THEY FOR? 61

External Structures 62

Internal Structures 64

- **Think About It** THE GROOMING OF PUBIC HAIR: NUISANCE OR NOVELTY? 65
- **Think About It** MY BEAUTIFUL/UGLY GENITALS: WHAT WOMEN ARE SAYING 69
- **Practically Speaking** PERFORMING A GYNECOLOGICAL SELF-EXAMINATION 70

Other Structures 71

The Breasts 71

- **Think About It** FEMALE GENITAL MUTILATION/CUTTING: HUMAN RIGHTS VIOLATION OR CULTURAL AND SOCIAL NORM? 72

FEMALE SEXUAL PHYSIOLOGY 74

Sex Hormones 74

The Ovarian Cycle 76

The Menstrual Cycle 78

Ingram Publishing/SuperStock

- **Practically Speaking** VAGINAL AND MENSTRUAL HEALTH 83
- **Think About It** BODY MODIFICATION: YOU'RE DOING WHAT? WHERE? 84

FINAL THOUGHTS 85 | SUMMARY 85 | QUESTIONS FOR DISCUSSION 86 |
SEX AND THE INTERNET 86 | SUGGESTED WEBSITES 86 | SUGGESTED READING 86

4 Male Sexual Anatomy and Physiology 87

MALE SEX ORGANS: WHAT ARE THEY FOR? 88

External Structures 88

- **Think About It** THE QUESTION OF MALE CIRCUMCISION 90
- **Think About It** DOES PENIS SIZE MATTER? 92

Internal Structures 93

Other Structures 95

MALE SEXUAL PHYSIOLOGY 96

Sex Hormones 96

- **Practically Speaking** SEXUAL AND REPRODUCTIVE HEALTH CARE: WHAT DO MEN NEED? 98

Spermatogenesis 99

Semen Production 100

Homologous Organs 101

FINAL THOUGHTS 101 | SUMMARY 102 | QUESTIONS FOR DISCUSSION 102 |
SEX AND THE INTERNET 102 | SUGGESTED WEBSITES 102 | SUGGESTED READING 103

5 Gender, Gender Roles, and Sexuality 104

STUDYING GENDER, GENDER ROLES, AND SEXUALITY 106

Sex, Gender, and Gender Roles: What's the Difference? 106

Sex and Gender Identity 107

- **Think About It** WHY GENDER-NEUTRAL PRONOUNS MATTER 108

Masculinity and Femininity: Opposites, Similar, or Blended? 110

- **Think About It** SEXUAL FLUIDITY: WOMEN'S AND MEN'S VARIABLE SEXUAL ATTRACTIONS 112

Gender and Sexual Orientation 113

GENDER-ROLE LEARNING 113

Theories of Socialization 113

Gender-Role Learning in Childhood and Adolescence 114

Gender Schemas: Exaggerating Differences 117

CONTEMPORARY GENDER ROLES AND SCRIPTS 118

Traditional Gender Roles and Scripts 118

Changing Gender Roles and Scripts 121

GENDER VARIATIONS 122

Transgender Issues and Experiences 123

Gender Dysphoria 125

- **Think About It** GENDER-CONFIRMING TREATMENT: PSYCHOLOGICAL AND PHYSIOLOGICAL NEEDS 126

Disorders of Sex Development (DSD) 128

Coming to Terms With Differences 132

FINAL THOUGHTS 134 | SUMMARY 134 | QUESTIONS FOR DISCUSSION 135 |
SEX AND THE INTERNET 135 | SUGGESTED WEBSITES 135 | SUGGESTED READING 136



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6 Sexuality in Childhood and Adolescence 137

SEXUALITY IN INFANCY AND CHILDHOOD (AGES 0 TO 11) 138

Infancy and Sexual Response (Ages 0 to 2) 139

Childhood Sexuality (Ages 3 to 11) 139

The Family Context 141

SEXUALITY IN ADOLESCENCE (AGES 12 TO 19) 142

Psychosexual Development 142

Adolescent Sexual Behavior 150

- **Think About It** DOES FIRST SEX “JUST HAPPEN?” REFLECTIONS FROM COLLEGE STUDENTS ABOUT THEIR FIRST SEXUAL ACTIVITY 154

Teenage Pregnancy and Birth Rates 155

Sexuality Education 157

- **Think About It** ARE YOUNG PEOPLE REALLY HAVING LESS SEXUAL ACTIVITY? 158
- **Think About It** PROMOTING POSITIVE SEXUAL HEALTH AMONG TEENS 160

FINAL THOUGHTS 161 | SUMMARY 161 | QUESTIONS FOR DISCUSSION 162 |

SEX AND THE INTERNET 162 | SUGGESTED WEBSITES 162 | SUGGESTED READING 163

7 Sexuality in Adulthood 164

SEXUALITY IN EARLY ADULTHOOD 165

Developmental Concerns 165

Establishing Sexual Orientation and Gender Identity 166

- **Think About It** WHY COLLEGE STUDENTS HAVE SEX 167

Being Single 173

- **Think About It** “HOOKING UP” AMONG COLLEGE STUDENTS: AS SIMPLE AS ONE MIGHT THINK? 174

Cohabitation 178

Same-Sex Marriage 179

SEXUALITY IN MIDDLE ADULTHOOD 180

Developmental Concerns 180

Sexuality in Marriage and Established Relationships 180

- **Think About It** “GOOD ENOUGH SEX”: THE WAY TO LIFETIME COUPLE SATISFACTION 182
- **Think About It** LIFE BEHAVIORS OF A SEXUALLY HEALTHY ADULT 183

Divorce and After 184

- **Think About It** SINGLES IN AMERICA: DATING TRENDS, SOCIAL MEDIA & FATIGUE 185

SEXUALITY IN LATE ADULTHOOD 186

Developmental Concerns 186

Stereotypes of Aging 186

Sexuality and Aging 187

FINAL THOUGHTS 193 | SUMMARY 193 | QUESTIONS FOR DISCUSSION 194 |

SEX AND THE INTERNET 194 | SUGGESTED WEBSITES 194 | SUGGESTED READING 195

8 Love and Communication in Intimate Relationships 196

FRIENDSHIP AND LOVE 198

LOVE AND SEXUALITY 199

Men, Women, Sex, and Love 199

Love Without Sex: Celibacy and Asexuality 200

HOW DO I LOVE THEE? APPROACHES AND ATTITUDES RELATED TO LOVE 201

Styles of Love 201

The Triangular Theory of Love 202

Love as Attachment 205

Unrequited Love 207

JEALOUSY 207

- **Think About It** THE SCIENCE OF LOVE 208

The Psychological Dimension of Jealousy 209

Managing Jealousy 210

Extradyadic Sex 211

Rebound Sex 213

MAKING LOVE LAST: FROM PASSION TO INTIMACY 213

- **Think About It** SLOW LOVE: A NEW PATH TO ROMANCE 214

THE NATURE OF COMMUNICATION 214

The Cultural Context 215

The Social Context 215

The Psychological Context 215

Nonverbal Communication 216

SEXUAL COMMUNICATION 217

Gender Differences and Similarities in Partner Communication 218

- **Think About It** LET'S (NOT) TALK ABOUT SEX: AVOIDING THE DISCUSSION ABOUT PAST LOVERS 219

DEVELOPING COMMUNICATION SKILLS 220

Talking About Sex 220

- **Practically Speaking** COMMUNICATION PATTERNS AND PARTNER SATISFACTION 222

CONFLICT AND INTIMACY 223

Sexual Conflicts 224

- **Practically Speaking** LESSONS FROM THE LOVE LAB 225

Conflict Resolution 225

FINAL THOUGHTS 226 | SUMMARY 226 | QUESTIONS FOR
DISCUSSION 227 | SEX AND THE INTERNET 227 | SUGGESTED
WEBSITES 227 | SUGGESTED READING 228

9 Sexual Response and Expression 229

HUMAN SEXUAL RESPONSE 231

Sexual Response Models 231

Desire and Arousal: Two Sides of the Same Coin? 233



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FEMALE SEXUAL RESPONSE 236

Sexual Excitement 236

Orgasm 236

- **Practically Speaking** CLITORAL SELF-STIMULATION SCALE 239

MALE SEXUAL RESPONSE 240

Erection 240

Ejaculation and Orgasm 240

- **Think About It** FACTORS THAT PROMPT AND INHIBIT MEN'S SEXUAL DESIRE 242

SEXUAL ATTRACTIVENESS 244

A Cross-Cultural Analysis 244

Evolutionary Mating Perspectives 247

Sexual Desire 250

SEXUAL SCRIPTS 251

Cultural Scripting 251

Intrapersonal Scripting 252

Interpersonal Scripting 252

AUTOEROTICISM 253

Sexual Fantasies and Dreams 253

Masturbation 256

- **Practically Speaking** ASSESSING YOUR ATTITUDE TOWARD MASTURBATION 259

SEXUAL BEHAVIOR WITH OTHERS 262

Most Recent Partnered Sex 262

- **Think About It** YOU WOULD SAY YOU "HAD SEX" IF YOU . . . 263

Frequency and Duration of Sex 264

Couple Sexual Styles 265

- **Think About It** THE FREQUENCY OF SEX: THE MORE, THE BETTER? 267

Touching 268

Kissing 269

- **Think About It** THE FIRST KISS: A DEAL-BREAKER? 270

Oral-Genital Sex 271

Vaginal Penetration 274

Anal Penetration 277

Cleaning up After Sex 278

Health Benefits of Sexual Activity 278

FINAL THOUGHTS 279 | SUMMARY 280 | QUESTIONS FOR DISCUSSION 281 |

SEX AND THE INTERNET 281 | SUGGESTED WEBSITES 281 | SUGGESTED READING 281

10 Variations in Sexual Behavior 282

SEXUAL VARIATIONS AND PARAPHILIC BEHAVIOR 283

What Are Sexual Variations? 283

What Is Paraphilia? 283

- **Think About It** CLASSIFYING VARIANT SEXUAL BEHAVIORS AS PARAPHILIA: THE CHANGING VIEWS OF PSYCHOLOGY 284

- **Think About It** "SEXUAL ADDICTION": REPRESSIVE MORALITY IN A NEW GUISE? 286

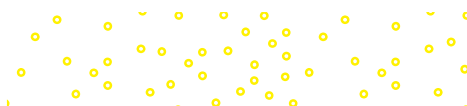
The Frequency of Paraphilia Behaviors and Desire 287

TYPES OF PARAPHILIAS 289

Fetishism 289



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■ **Practically Speaking** SEXUAL NOVELTY SCALE 290

Transvestism 291

Zoophilia 293

Voyeurism 293

■ **Think About It** WOULD YOU WATCH? COLLEGE STUDENTS AND VOYEURISM 294

Exhibitionism 295

■ **Think About It** COLLEGE STUDENTS MAKING OUT: SOMETIMES AN AUDIENCE IS REQUIRED 296

Telephone Scatologia 297

Frotteurism 297

Necrophilia 298

Pedophilia 298

BDSM, Sexual Masochism, and Sexual Sadism 299

ORIGINS AND TREATMENT OF PARAPHILIC DISORDERS 304

FINAL THOUGHTS 305 | SUMMARY 305 | QUESTIONS FOR DISCUSSION 306 | SEX AND THE INTERNET 306 | SUGGESTED WEBSITES 306 | SUGGESTED READING 306 |

11 Contraception and Abortion 308

RISK AND RESPONSIBILITY 309

Women, Men, and Contraception: Who Is Responsible? 310

■ **Think About It** FACTORS THAT INFLUENCE COLLEGE STUDENTS' CONTRACEPTIVE USE 311

Access to Contraception 312

METHODS OF CONTRACEPTION 314

Choosing a Method 314

Sexual Abstinence 316

Withdrawal (Coitus Interruptus) 316

■ **Think About It** RISKY BUSINESS: WHY COUPLES FAIL TO USE CONTRACEPTION 317

Hormonal Methods 318

Barrier Methods 323

■ **Practically Speaking** TIPS FOR EFFECTIVE MALE CONDOM USE 325

■ **Practically Speaking** CORRECT CONDOM USE SELF-EFFICACY SCALE 326

Intrauterine Devices (IUDs) 330

Long-Acting Reversible Contraception (LARC) 331

Fertility Awareness–Based Methods 331

Lactational Amenorrhea Method (LAM) 333

Sterilization 333

Emergency Contraception (EC) 335

ABORTION 336

Methods of Abortion 336

Safety of Abortion 337

Women and Abortion 337

Men and Abortion 338

The Abortion Debate 339

RESEARCH ISSUES 340

FINAL THOUGHTS 340 | SUMMARY 340 | QUESTIONS FOR DISCUSSION 341 | SEX AND THE INTERNET 342 | SUGGESTED WEBSITES 342 | SUGGESTED READING 342



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12 Conception, Pregnancy, and Childbirth 343

FERTILIZATION AND FETAL DEVELOPMENT 345

- The Fertilization Process 345
- Development of the Fetus 346

PREGNANCY 349

- Preconception Health 349
- Pregnancy Detection 349
- Adjustments and Psychological Changes in Women During Pregnancy 350
 - **Think About It** SEXUAL BEHAVIOR DURING PREGNANCY 352
- Complications of Pregnancy and Dangers to the Fetus 353
- Genetic Carrier Screening 359
- Pregnancy Loss 360

INFERTILITY 361

- Female Infertility 362
- Male Infertility 362
- Emotional Responses to Infertility 362
- Infertility Treatment 362
 - **Think About It** ARE SAME-SEX COUPLES AND FAMILIES ANY DIFFERENT FROM HETEROSEXUAL ONES? 365

GIVING BIRTH 366

- Labor and Delivery 366
- Choices in Childbirth 367
 - **Practically Speaking** MAKING A BIRTH PLAN 370
- Breastfeeding 371

POSTPARTUM AND BEYOND 371

- **Practically Speaking** BREAST VERSUS BOTTLE: WHICH IS BETTER FOR YOU AND YOUR CHILD? 372

FINAL THOUGHTS 373 | SUMMARY 373 | QUESTIONS FOR DISCUSSION 374 | SEX AND THE INTERNET 375 | SUGGESTED WEBSITES 375 | SUGGESTED READING 375

13 The Sexual Body in Health and Illness 376

LIVING IN OUR BODIES: THE QUEST FOR PHYSICAL PERFECTION 377

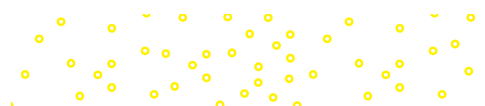
- Body Image and Sexuality 378
 - **Think About It** BODY MODIFICATION: YOU'RE DOING WHAT, WHERE? 379

ALCOHOL, MARIJUANA, OTHER DRUGS, AND SEXUALITY 380

- Alcohol Use and Sexuality 380
- Marijuana Use and Sexuality 382
- Other Drug Use and Sexuality 383

SEXUALITY AND DISABILITY 384

- Physical Limitations and Changing Expectations 385
- Vision and Hearing Impairment 386
- Sexuality and Chronic Illness 386



Developmental Disabilities	388
The Sexual Rights of People With Disabilities	388
SEXUALITY AND CANCER	389
Women and Cancer	389
▪ Practically Speaking SCREENING GUIDELINES FOR THE EARLY DETECTION OF BREAST CANCER	391
Men and Cancer	395
▪ Practically Speaking SCREENING GUIDELINES FOR THE EARLY DETECTION OF PROSTATE CANCER	397
Anal Cancer	399
OTHER SEXUAL HEALTH ISSUES	399
Toxic Shock Syndrome	399
Vulvodynia	399
Endometriosis	400
Polycystic Ovary Syndrome (PCOS)	400
Prostatitis	400
COVID-19 and Sexuality	401
▪ Practically Speaking COVID-19 AND SEXUALITY: IT'S COMPLICATED	402
FINAL THOUGHTS	403
SUMMARY	403
QUESTIONS FOR DISCUSSION	404
SEX AND THE INTERNET	404
SUGGESTED WEBSITES	405
SUGGESTED READING	405

14 Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy 406

SEXUAL FUNCTION DIFFICULTIES: DEFINITIONS, TYPES, AND PREVALENCE	408
Defining Sexual Function Difficulties: Different Perspectives	408
Prevalence and Cofactors of Sexual Function Difficulties	411
▪ Practically Speaking SEXUAL DESIRE: WHEN APPETITES DIFFER	415
Disorders of Sexual Desire	416
Orgasmic Difficulties	419
▪ Practically Speaking THE “PELVIC SWING” DURING PENILE-VAGINAL INTERCOURSE FACILITATES SEXUAL AROUSAL AND ORGASM AMONG WOMEN	420
▪ Think About It ORGASM, THAT SIMPLE? YOUNG ADULTS’ EXPERIENCES OF ORGASM AND SEXUAL PLEASURE	422
Sexual Pain Disorders	423
Substance/Medication-Induced Sexual Dysfunction	425
Other Disorders	425
PHYSICAL CAUSES OF SEXUAL FUNCTION DIFFICULTIES AND DISSATISFACTION	425
Physical Causes in Men	426
Physical Causes in Women	426
PSYCHOLOGICAL CAUSES OF SEXUAL FUNCTION DIFFICULTIES AND DISSATISFACTION	426
Immediate Causes	426
Conflict Within the Self	428
Relationship Causes	428
SEXUAL FUNCTION ENHANCEMENT	429
Developing Self-Awareness	429
▪ Think About It THOSE WHO EXPERIENCE “MAGNIFICENT SEX”: WHAT THEY SAY THAT MAKES IT HAPPEN	430



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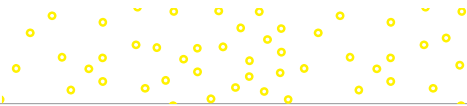


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- **Practically Speaking** KEGEL EXERCISES FOR ALL GENDERS 432
- Intensifying Erotic Pleasure 433
- **Think About It** SEXUAL TURN-ONS AND TURN-OFFS: WHAT COLLEGE STUDENTS REPORT 436
- TREATING SEXUAL FUNCTION DIFFICULTIES 436**
- Masters and Johnson: A Cognitive-Behavioral Approach 437
- Kaplan: Psychosexual Therapy 440
- Other Nonmedical Approaches 440
- Medical Approaches 441
- Lesbian, Gay, Bisexual, Transgender, and Queer+ Sex Therapy 443
- **Practically Speaking** SEEKING PROFESSIONAL ASSISTANCE 444
- When Treatment Fails 445
- FINAL THOUGHTS 445 | SUMMARY 446 | QUESTIONS FOR DISCUSSION 447 |**
- SEX AND THE INTERNET 447 | SUGGESTED WEBSITES 448 | SUGGESTED READING 448**

15 Sexually Transmitted Infections 449

- THE STI EPIDEMIC 450**
- STIs: The Most Common Reportable Infectious Diseases 451
- Who Is Affected: Disparities Among Groups 452
- Factors Contributing to the Spread of STIs 453
 - **Practically Speaking** PREVENTING STIS: THE ROLE OF MALE CONDOMS, FEMALE CONDOMS, AND DENTAL DAMS 457
 - **Think About It** ARE PERSONS KNOWLEDGEABLE ABOUT STIS AND WORRIED THEY MIGHT BECOME INFECTED? RESULTS OF A NATIONAL STUDY 458
 - **Think About It** ACCURATELY JUDGING IF A POTENTIAL SEXUAL PARTNER IS INFECTED WITH AN STI: EASILY DONE? 459
 - **Practically Speaking** STI ATTITUDE SCALE 462
- Consequences of STIs 463
- PRINCIPAL BACTERIAL STIS 463**
- Chlamydia 465
- Gonorrhea 467
- Urethritis 468
- Syphilis 469
 - **Think About It** THE TUSKEGEE SYPHILIS STUDY: A TRAGEDY OF RACE AND MEDICINE 471
- PRINCIPAL VIRAL STIS 473**
- HIV and AIDS 473
- Genital Herpes 473
- Human Papillomavirus (HPV) 474
- Viral Hepatitis 476
- VAGINAL INFECTIONS 477**
- Bacterial Vaginosis 477
- Genital Candidiasis 478
- Trichomoniasis 478
- OTHER STIS 479**
- ECTOPARASITIC INFESTATIONS 479**
- Scabies 479
- Pubic Lice 480



INFECTIONS CAUSED BY STIS 480

Pelvic Inflammatory Disease (PID) 480

Cervicitis 481

Cystitis 481

PREVENTING AND TREATING STIS 482

Avoiding STIs 482

- **Practically Speaking** SAFER AND UNSAFE SEX BEHAVIORS 483

Treating STIs 484

- **Practically Speaking** WHICH STI TESTS SHOULD I GET AND WHAT SHOULD I DO IF I TEST POSITIVE? 485

FINAL THOUGHTS 486 | SUMMARY 486 | QUESTIONS FOR DISCUSSION 487 |
SEX AND THE INTERNET 487 | SUGGESTED WEBSITES 488 | SUGGESTED READING 488

16 HIV and AIDS 489

WHAT IS AIDS? 491

Conditions Associated With AIDS 491

The Immune System and HIV 491

- **Think About It** THE STIGMATIZATION OF HIV AND OTHER STIS 492

The Virus 493

How the Disease Progresses 494

THE EPIDEMIOLOGY AND TRANSMISSION OF HIV 496

The Epidemiology of HIV/AIDS in the United States 497

Modes and Myths of Transmission 499

Sexual Transmission 501

- **Think About It** “DO YOU KNOW WHAT YOU ARE DOING?” COMMON CONDOM-USE MISTAKES AMONG COLLEGE STUDENTS 503

Substance and Injection Drug Use 504

Mother-to-Child Transmission 505

AIDS DEMOGRAPHICS 506

Minority Races/Ethnicities and HIV 507

- **Practically Speaking** HOW TO NEGOTIATE CONDOM USE AND WHAT TO SAY WHEN YOUR PARTNER REFUSES 509

The Gay Community 510

Women and HIV/AIDS 512

Transgender People and HIV 513

Children and HIV/AIDS 514

HIV/AIDS Among Youth 514

Older Adults and HIV/AIDS 515

Geographic Region and HIV 516

PREVENTION AND TREATMENT 517

Protecting Ourselves and Our Partners 518

- **Think About It** WHICH STRATEGIES WOULD YOU USE TO REDUCE YOUR RISK OF STI/HIV? WHAT ONE GROUP OF WOMEN DID 518
- **Practically Speaking** WANT TO BECOME MORE CONFIDENT IN USING CONDOMS AND EXPERIENCE MORE SEXUAL PLEASURE? TRY SELF-GUIDED PRACTICE AT HOME 520

HIV Testing 522

Treatments 525



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LIVING WITH HIV OR AIDS 526
 If You Are HIV-Positive 526

FINAL THOUGHTS 527 | SUMMARY 527 | QUESTIONS FOR DISCUSSION 529 |
SEX AND THE INTERNET 529 | SUGGESTED WEBSITES 529 | SUGGESTED READING 529

17 Sexual Assault and Sexual Misconduct 530

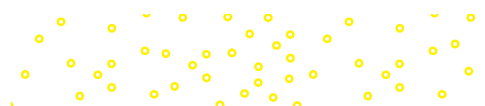
SEXUAL HARASSMENT 532
 What Is Sexual Harassment? 532
 Flirtation Versus Harassment 534
 Harassment in College 536
 Harassment in the Workplace 537
 Gender-Based Harassment in Public Spaces 539

HARASSMENT AND DISCRIMINATION AGAINST LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER PEOPLE 540
 Heterosexual Bias 540
 Prejudice, Discrimination, and Violence 541
 Ending Anti-Gay Prejudice and Enactment of Antidiscrimination Laws 544

SEXUAL ASSAULT 546
 ■ **Think About It** AN UNEXPLORED FORM OF SEXUAL VIOLENCE: WOMEN FORCING PENILE PENETRATION 548
 Campus Sexual Assault 550
 Nonconsensual Sexual Contact 550
 ■ **Think About It** DRUG-FACILITATED SEXUAL ASSAULT: AN INCREASING THREAT 553
 Myths About Rape 554
 ■ **Practically Speaking** WHAT CAN YOU DO TO PREVENT SEXUAL ASSAULT? BE A “BYSTANDER” 556
 ■ **Practically Speaking** BEING SAFE: STRATEGIES FOR AVOIDING BEING SEXUALLY ASSAULTED 557
 Confusion Over Sexual Consent 558
 ■ **Think About It** VERBALLY CONSENTING TO SEX: AS SIMPLE AS ONE MIGHT THINK? 559
 ■ **Think About It** ARE COLLEGE STUDENTS VERBALLY AND UNAMBIGUOUSLY AFFIRMING SEXUAL CONSENT? RESEARCH SHOWS THAT RARELY HAPPENS 561
 The Aftermath of Rape 563
 ■ **Practically Speaking** SUPPORTING SOMEONE WHO HAS BEEN RAPED 564
 ■ **Practically Speaking** HAVING SEX AGAIN AFTER BEING SEXUALLY ASSAULTED: RECLAIMING ONE’S SEXUALITY 565

CHILD SEXUAL ABUSE 566
 Effects of Child Sexual Abuse 568
 Treatment Programs 569
 Preventing Child Sexual Abuse 569

FINAL THOUGHTS 570 | SUMMARY 570 | QUESTIONS FOR DISCUSSION 571 |
SEX AND THE INTERNET 572 | SUGGESTED WEBSITES 572 | SUGGESTED READING 572



18 Sexually Explicit Materials, Sex Workers, and Sex Laws 573

SEXUALLY EXPLICIT MATERIAL IN CONTEMPORARY SOCIETY 574

Pornography or Erotica: Which Is It? 574

Sexually Explicit Material and Popular Culture 575

The Consumption of Sexually Explicit Materials 576

- **Practically Speaking** PORNOGRAPHY USAGE MEASURE 577

Themes, Content, and Actors of SEV 578

- **Think About It** THE REPRESENTATION OF FEMALE AND MALE ORGASMS IN MAINSTREAM SEXUALLY EXPLICIT VIDEOS: REALISTIC OR FANTASY? 580

The Effects of SEV 581

- **Think About It** SEXUALLY EXPLICIT VIDEO USE IN ROMANTIC COUPLES: BENEFICIAL OR HARMFUL? 583

Censorship, Sexually Explicit Material, and the Law 586

- **Think About It** WHAT POPULAR MEDIA SAYS ABOUT SEXUALLY EXPLICIT VIDEOS AND RELATIONSHIPS: SUPPORTED BY RESEARCH? 588

SEX WORK AND SEX TRAFFICKING 590

- **Think About It** SEX TRAFFICKING: A MODERN-DAY SLAVERY 591

The Prevalence of Sex Work 592

Male Sex Workers 596

- **Think About It** TOURIST WOMEN AS BUYERS OF SEX FROM MEN: INEQUALITIES OF POWER AND SOCIOECONOMICS 598

Sex Work and the Law 599

The Impact of HIV/AIDS and Other STIs on Sex Work 599

- **Think About It** SHOULD SEX WORK BE DECRIMINALIZED AND LEGALIZED? 600

SEXUALITY AND THE LAW 601

Legalizing Private, Consensual Sexual Behavior 601

Same-Sex Marriage 602

Advocating Sexual Rights 603

FINAL THOUGHTS 603 | SUMMARY 604 | QUESTIONS FOR DISCUSSION 605 | SEX AND THE INTERNET 605 | SUGGESTED WEBSITES 605 | SUGGESTED READING 605

GLOSSARY G-1

REFERENCES R-1

NAME INDEX NI-1

SUBJECT INDEX SI-1



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Guide to Diversity, Equity, and Inclusion

Chapter 1 Perspectives on Human Sexuality:

- Inclusive terminology: Sexual orientation and identity
- Media portrayals of gender
- LGBTQ+ individuals in film and television
- Cross-cultural comparison of sexual interests
- Cross-cultural comparison of sexual orientation
- Cross-cultural comparison of gender
- The Declaration of Sexual Rights and the right to sexual and reproductive health

Chapter 2 Studying Human Sexuality:

- Sexual stereotyping and ethnocentrism
- Underrepresentation of ethnic groups, gender identity, and sexual orientations in sampling and surveys
- Researchers broadening the study of sexual activity and behaviors
- Accurately measuring gender identity and sexual orientation of non-binary and non-conforming individuals in surveys
- Feminist scholarship in human sexuality
- The feminist perspective in sex therapy
- Insights and perspectives from feminist, gay, lesbian, bisexual, transgender, and queer research
- Contemporary studies documenting sexual minority students

Chapter 3 Female Sexual Anatomy and Physiology:

- Cross-cultural data on women's genital perceptions
- Female genital mutilation/cutting as a cultural custom
- Cross-cultural attitudes toward menstruation
- Ethnicity and the use of cosmetic procedures

Chapter 4 Male Sexual Anatomy and Physiology:

- Phallic symbols and identity across cultures
- Cultural and religious associations for circumcision

Chapter 5 Gender and Gender Roles:

- International data on binary gender classifications
- Nonbinary gender identity and expression
- Gender-neutral pronouns
- Cross-cultural data on sex, gender and sexual fluidity
- Influence of media on gender
- Gender equality and same-sex couples
- Sex, gender, and sexual orientation continuum
- Transgender issues and experiences
- Gender dysphoria and gender-confirming treatments
- Anti-sex and anti-gender discrimination advocacy and laws

Chapter 6 Sexuality in Childhood and Adolescence:

- Sexual orientation and gender identity during adolescence
- Homophobia and LGBTQ+ youth
- Cross-cultural data on teenage pregnancy and births
- Analysis of what Latinx and lower income students wish to know about sex and sexuality
- Comprehensive sexuality education for youth

Chapter 7 Sexuality in Adulthood:

- Development of sexual orientation models
- Prevalence of sexual minorities
- The identity process for LGBTQ+ individuals
- Singlehood in sexual minority dating communities
- Same sex marriage and anti-discrimination laws
- Sexuality and stereotypes of aging

Chapter 8 Love and Communication in Intimate Relationships:

- A global perspective on gender equality
- Gender and cultural differences related to love
- Frequency of sex and orgasm among heterosexual and LGBTQ+ individuals
- Sex and gender differences in the context of jealousy
- Sexual communication and LGBTQ+ individuals

Chapter 9 Sexual Response and Expression:

- Cross-cultural data on sexual attractiveness
- Sexual fantasies of men and women
- Research on same-sex sexual attraction
- Levels of sexual desire in same-sex and mixed-sex relationships
- Frequency and duration of sex in mixed-sex and same-sex relationships
- International data on declining birth rates
- International data on romantic kissing
- Sexual behavior in mixed- and same-sex couples
- Diversity in photo-realistic representations of individuals and couples by skin-tone, body type, gender, physical ability, and age during solo masturbation and partnered sex
- Sexual intimacy for people who use a wheelchair

Chapter 10 Variations in Sexual Behavior:

- Individuals with transvestism versus transgender individuals
- Pedophilia sexual orientation versus pedophilic disorder
- Difference between paraphilic sexual interest and paraphilic disorder
- Higher prevalence of paraphilic behavior among men
- Frequency of paraphilic behaviors and desire among females and males

Chapter 11 Contraception and Abortion:

- Reproductive justice and access to contraception

- Cross-cultural data on teen birth rate
- Barriers to contraceptive services for underserved populations
- Cross-cultural data on women and abortions

Chapter 12 Conception, Pregnancy, and Childbirth:

- Cross-cultural and international data on infant and maternal mortality
- Adverse pregnancy outcomes among women of color
- Impact of COVID-19 on racial and ethnic minorities
- Same-sex couples and use of artificial insemination
- Longevity of relationships and families in same-sex and mixed-sex couples

Chapter 13 The Sexual Body in Illness and Health:

- Eating disorders in racial and sexual minorities
- Alcohol use and sexual violence and victimization on college campuses
- Sexuality and people with disabilities
- Sexuality and people with chronic illnesses
- Sexual rights of people with disabilities
- Cervical cancer among women of color
- Cross-cultural and international data on prostate cancer

Chapter 14 Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy:

- DSM-5 and nonphysiological aspects of female sexuality
- Differences in sex therapy for LGBTQ+ individuals
- Impact of internalized and societal homophobia on LGBTQ+ individuals
- Strategies of dealing with differences in sexual desire among persons of diverse sexual orientations in long-term relationships
- Importance of context in women's sexual arousal
- Similarities of the components of "magnificent" sex among men and women and persons young and old, heterosexual, LGBTQ+, disabled or chronically ill
- Percentage of sexually satisfied men and women versus those dissatisfied who indicated that they had done different activities to improve their sex life
- Diversity in photo-realistic representations of mixed-sex and same-sex couples doing activities to deal with sexual function problems

Chapter 15 Sexually Transmitted Infections:

- Gender and sexual orientation disparities in the incidence of STIs
- Rates of chlamydia, syphilis, and gonorrhea among racial and ethnic minorities
- Impact of poverty, marginalization, and limited health services on treatment of STIs in racial and ethnic minorities
- International data on benefits and risks of male circumcision
- Repercussions of the Tuskegee Syphilis Study on African American communities
- CDC recommendations for HIV/STI testing for adults by gender, age, pregnancy status, sexual orientation, and injection drug users.

Chapter 16 HIV and AIDS:

- Epidemiology of HIV and AIDS in the United States by transmission group, age and race and ethnic minorities
- Social and economic factors limiting HIV prevention and treatment services among injection drug users
- HIV/AIDS as a health crisis for African Americans
- HIV among gay, bisexual, and queer men in the U.S. South as “America’s Hidden H.I.V. Epidemic”
- Prevalence of HIV/AIDS in the Hispanic/Latinx community
- HIV/AIDS as a public health issue among Asian Americans, Native Hawaiians and other Pacific Islanders, and American Indians and Alaskan Natives
- HIV/AIDS in the gay community
- HIV infection and AIDS among women of color
- HIV prevalence among transgender individuals, particularly transgender women

Chapter 17 Sexual Harassment and Sexual Misconduct

- Incidence of sexual harassment on colleges for sexual minorities
- Street harassment among LGBTQ+ individuals
- Campus nonconsensual sexual contact experienced by men, women, transgender women, transgender men, gender non-conforming, and queer individuals
- Female and male similarities and differences in giving consent to intimate sexual behavior
- Diversity in drawing representations of mixed-sex and same-sex couples doing activities to deal with sexual function problems
- Forms of heterosexual bias
- Negative outcomes of anti-gay prejudice, cross-cultural findings
- Violence against sexual minorities in the United States.
- Sexual assault of men by women
- Sexual orientation equality laws to protect sexual minority individuals
- Supreme Court ban of discrimination based on sexual orientation and gender identity
- Campus nonconsensual sexual contact experienced by sexual minorities, data

Chapter 18 Sexually Explicit Materials, Sex Workers, and Sex Laws

- Censorship of books featuring transgender individuals, gay marriage, and questions of gender identity
- Research on male sex workers and their clients
- The prevalence of HIV/AIDS among sex workers
- The focus of heterosexual-centered, gay and lesbian-centered, and feminist-values sexually explicit videos
- Representation of female and male orgasms in mainstream sexually explicit videos
- Barriers sex workers face in accessing HIV services
- Criminalization and decriminalization of same-sex behavior
- Legalization of same-sex marriage in the United State in 2015

Preface

Celebrating Sexual Diversity in Contemporary Society

Since the first edition, *Human Sexuality: Diversity in Contemporary Society* has presented students with a nonjudgmental and affirming view of human sexuality while encouraging them to embrace their own sexuality. More recently, our discussion of human sexuality has increasingly cited research studies and writings from countries beyond America, thus broadening student understanding of the diverse meanings and expressions of human sexuality.

Eleven editions later, *Human Sexuality: Diversity in Contemporary Society* continues to be a pioneering text. The sexual affirmation approach encourages students to become proactive in and about their own sexual well-being and includes an emphasis on the importance of embracing intimacy, pleasuring, and mutual satisfaction in sexual expression. It also strives to represent the contemporary, diverse society that students encounter inside and outside the classroom. And with McGraw Hill Education Connect for Human Sexuality, students embark on a personalized digital learning program, which allows them to study more effectively and efficiently.

Health and Well-Being

As one fundamental component of the human condition, sexuality can impact personal well-being. When balanced with other life needs, sexuality contributes positively to personal health and happiness. When expressed in destructive ways, it can impair health. We believe that studying human sexuality is one way of increasing the healthy lifestyle of students. Integrated into all chapter are discussions, research, questions, and prompts that interrelate students' well-being and their sexuality.

Thinking Critically About Human Sexuality

Each chapter contains multiple **Think About It** features that prompt students to think critically about topics in sexuality such as am I normal, the science of love, hooking up, what behaviors constitute having had sex, orgasm and pleasure, and how college students indicate and interpret consent to have sex.

think about it

Those Who Experience “Magnificent Sex”: What They Say That Makes It Happen

Sex is not just some bonus activity in life. It can define who we are, where we're going and what we're capable of being.

—Peggy Kleinplatz and A. Dana Menard

What makes sex magnificent? Sex researchers and therapists Peggy Kleinplatz and A. Dana Menard (2020) state that they have found that many people and couples in new relationships say that their sex life is “satisfactory” or “functional” yet they suspect that it could be better. Kleinplatz and Menard believe that great sex is desired and available, but many people do not know how to get it. So they conducted a study to identify the components of what can be called “great,” “remarkable,” “wonderful,” and/or “memorable” partnered sex. The goal of their study was to learn what makes some sex magnificent in hope that the information can be valuable to individuals and couples who desire more pleasurable, intimate, and rewarding sex. The results of their study were presented in their book *Magnificent Sex: Lessons from Extraordinary Lovers* (2020).

respect for and trust in their partner. Words often used were “synchronicity,” “merger,” “bridging the gap,” “electricity,” and “energy.” One woman stated, “At that moment, there was no one else in the world” (p. 24).

Deep Sexual and Erotic Intimacy

A major component of magnificent sex declared by nearly everyone was the intensity and depth of the intimacy shared with their partner and mutual respect. Some noted that optimal sex cannot be separated from the relationship in which it occurs.

Extraordinary Communication and Deep Empathy

Having extraordinary communication with one's partner was a recurring theme. Being able to share oneself completely with another person—that is, revealing parts of themselves not usually shared—

Speaking Practically about Human Sexuality

The **Practically Speaking** feature asks students to examine their own values and the ways they express their sexuality. Topics include sexual communication, effective condom use, having sex again after sexual assault, and a glossary on sex, gender, and gender variation terms. These features help students apply the concepts presented in the book to their own lives.

practically speaking



A Quick and Evolving Glossary of Sexual Identity and Sexual Orientation

Our knowledge and understanding about sexuality, gender, gender identity, and gender variations along with the nomenclature to describe each are evolving. For example, we now recognize that gender diversity extends well beyond variation in masculinity or femininity such that both government institutions and social media platforms like Facebook and Tinder have adopted over 30 different self-identifying gender terms that go well beyond the social constructs of man and woman (Whyte et al., 2018). Though subject to opinions and differences, this document represents a partial list of current terminology used for sexual and gender identities and variations and sexual orientation. The comprehensive list is, undoubtedly, much longer. To learn of the other current terms, one can seek information from professional sexuality organizations, especially those that focus on sexuality and gender-related issues. Over time, there will be additions and corrections to this

Gender confirming treatment A means for those who find it essential and medically necessary to establish congruence with their gender identity. Also referred to as *gender affirming treatment* or *gender reassignment surgery*.

Gender diverse An umbrella term used to describe an ever-evolving array of labels people may apply when their gender identity, expression, or perception does not conform to the norms and stereotypes of others. Replaces the former term gender nonconforming.

Gender dysphoria A clinical symptom and psychiatric diagnosis which has focus on the distress that stems from the incongruence between one's expressed or experienced gender and the gender assigned at birth. Previously called gender identity disorder.

Gender fluid(ity) People whose gender expressions and/or identity is not static; that is, it is not the same all the time.

The Significance of Ethnicity

Until relatively recently, Americans have ignored race and ethnicity as a factor in studying human sexuality. We have acted as if being white, African American, Latino, Asian American, or Native American made no difference in terms of sexual attitudes, behaviors, and values. But there are significant differences, and it is important to examine these differences within their cultural context. Ethnic differences, therefore, should not be interpreted as “good” or “bad,” “healthy” or “deficient,” but as reflections of the diversity in our culture. Our understanding of the role of race and ethnicity in sexuality, however, is a still evolving area of research.

Celebrating sexual diversity, however, is only part of the story. Through an integrated, personalized digital learning program, students gain the insight they need to study smarter and improve performance. McGraw Hill Education Connect is a digital assignment and assessment platform that strengthens the link between faculty, students, and course work, helping everyone accomplish more in less time. Connect for Human Sexuality includes assignable and assessable animations, quizzes, exercises, and interactivities, all associated with learning objectives.

A Personalized Experience that Leads to Improved Learning and Results

How many students think they know everything about human sexuality but struggle on the first exam? Students study more effectively with Connect and SmartBook.

- Connect’s assignments help students contextualize what they’ve learned through application, so they can better understand the material and think critically.
- Connect reports deliver information regarding performance, study behavior, and effort so instructors can quickly identify students who are having issues or focus on material that the class hasn’t mastered.
- SmartBook helps students study more efficiently by highlighting what to focus on in the chapter, asking review questions, and directing them to resources until they understand.
- SmartBook creates a personalized study path customized to individual student needs.

SmartBook is now optimized for mobile and tablet and is accessible for students with disabilities. Content-wise, it has been enhanced with improved learning objectives that are measurable and observable to improve student outcomes. SmartBook personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. Study time is more productive and, as a result, students are better prepared for class and coursework. For instructors, SmartBook tracks student progress and provides insights that can help guide teaching strategies.

Powerful Reporting

Whether a class is face-to-face, hybrid, or entirely online, McGraw Hill Connect provides the tools needed to reduce the amount of time and energy instructors spend administering their courses. Easy-to-use course management tools allow instructors to spend less time administering and more time teaching, while reports allow students to monitor their progress and optimize their study time.

- The **At-Risk Student Report** provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of the course due to low engagement levels.
- The **Category Analysis Report** details student performance relative to specific learning objectives and goals, including APA learning goals and outcomes and levels of Bloom's taxonomy.
- The **SmartBook Reports** allow instructors and students to easily monitor progress and pinpoint areas of weakness, giving each student a personalized study plan to achieve success.



SMARTBOOK®

Preparing Students for Higher-Level Thinking

Available in McGraw Hill Connect, **Power of Process** guides students through the process of critical reading, analysis, and writing. Faculty can select or upload their own content, such as journal articles, and assign analysis strategies to gain insight into students' application of the scientific method. For students, Power of Process offers a guided visual approach to exercising critical thinking strategies to apply before, during, and after reading published research. Additionally, utilizing the relevant and engaging research articles built into Power of Process, students are supported in becoming critical consumers of research.

Power of Process for PSYCHOLOGY



connect®

At the Apply and Analyze-level of Bloom's taxonomy, Scientific Reasoning Exercises offer in-depth arguments to sharpen students' critical thinking skills and prepare them to be more

discerning consumers regarding information in their everyday lives. For each chapter, there are multiple sets of arguments related to topics in the Human Sexuality course, accompanied by autograded assignments that ask students to think critically about claims presented as facts. These exercises can also be used as group activities or for discussion.

New to this edition and found in Connect, **Writing Assignments** offer faculty the ability to assign a full range of writing assignments to students) with just-in-time feedback.

You may set up manually scored assignments in a way that students can

- automatically receive grammar and high-level feedback to improve their writing before they submit a project to you;
- run originality checks and receive feedback on “exact matches” and “possibly altered text” that includes guidance about how to properly paraphrase, quote, and cite sources to improve the academic integrity of their writing before they submit their work to you.

The new writing assignments will also have features that allow you to assign milestone drafts (optional), easily re-use your text and audio comments, build/score with your rubric, and view your own originality report of student’s final submission.

And McGraw Hill Education Psychology’s APA Documentation Style Guide helps students properly cite and document their writing assignments.

Inform and Engage on Psychological Concepts

At the lower end of Bloom’s taxonomy, **Concept Clips** help students comprehend some of the most difficult concepts in human sexuality. Colorful graphics and stimulating animations describe core concepts in a step-by-step manner, engaging students and aiding in retention. Concept Clips can be used as a presentation tool in the classroom or for student assessment. Clips cover topics such as attraction, mate selection, and learning gender roles.

Interactivities, assignable through Connect, engage students with content through experiential activities. Topics include first impressions and attraction.

New to the 11th edition, **Application-Based Activities** are highly interactive, automatically graded exercises built around course learning objectives. These online learn-by-doing exercises offer students a safe space to apply their knowledge and problem-solving skills to real-world scenarios as well as practice vocabulary and identify examples. Feedback is provided throughout the activity to support learning and improve critical thinking skills. Topics explored in this edition include Ethics in Research, Sexual Anatomy, Gender Identity, Types of Love, and Homologous Structures.

New videos demonstrate psychological concepts in action and provide the opportunity to assess students’ understanding of these concepts as they are brought to life. New to this edition are: Weird Facts About the History of Birth Control, Alexander Tsiaras: Conception to Birth, History of the word “Gay,” My Girlfriend Is Now My Husband, Myths About IUDs, Sarah Barmak: The Uncomplicated Truth about Women’s Sexuality, Talking to Kids About Sex is a Good Thing, The Cases For and Against Circumcision, The Heartbreak Of Not Having A Vagina, The Origin of Gender, Tiny Husband: Larger Than Life Couple Shows Love Knows No Bounds, Why was Pink for Boys and Blue for Girls, Can a Child have more than Two Parents?

Through the connection of human sexuality to students’ own lives, concepts become more relevant and understandable. Located in Connect, **NewsFlash** is a multi-media assignment tool that ties current news stories, TedTalks, blogs and podcasts to key psychological principles and learning objectives. Students interact with relevant news stories and are assessed on their ability to connect the content to the research findings and course material. NewsFlash is updated twice a year and uses expert sources to cover a wide range of topics including: emotion, personality, stress, drugs, COVID-19, disability, social justice, stigma, bias, inclusion, gender, LGBTQ+, and many more.

Online Instructor Resources

The resources listed here accompany *Human Sexuality: Diversity in Contemporary Society*, eleventh edition. Please contact your McGraw Hill representative for details concerning the

availability of these and other valuable materials that can help you design and enhance your course.

- **Instructor's Manual:** Broken down by chapter, this resource provides chapter outlines, suggested lecture topics, classroom activities and demonstrations, suggested student research projects, essay questions, and critical-thinking questions.
- **PowerPoint Slides:** The PowerPoint presentations, now with improved accessibility, highlight the key points of the chapter and include supporting visuals. All of the slides can be modified to meet individual needs.

Test Bank and Test Builder Organized by chapter, the questions are designed to test factual, conceptual, and applied understanding; all test questions are available within Test Builder. Available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed, administered within a Learning Management System, or exported as a Word document of the test bank. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download.

Test Builder allows you to:

- access all test bank content from a particular title.
- easily pinpoint the most relevant content through robust filtering options.
- manipulate the order of questions or scramble questions and/or answers.
- pin questions to a specific location within a test.
- determine your preferred treatment of algorithmic questions.
- choose the layout and spacing.
- add instructions and configure default settings.

Test Builder provides a secure interface for better protection of content and allows for just-in-time updates to flow directly into assessments.

Remote Proctoring & Browser-Locking Capabilities Remote proctoring and browser-locking capabilities, hosted by Proctorio within Connect, provide control of the assessment environment by enabling security options and verifying the identity of the student.

Seamlessly integrated within Connect, these services allow instructors to control students' assessment experience by restricting browser activity, recording students' activity, and verifying students are doing their own work.

Instant and detailed reporting gives instructors an at-a-glance view of potential academic integrity concerns, thereby avoiding personal bias and supporting evidence-based claims.

Supporting Instructors with Technology

With McGraw Hill Education, you can develop and tailor the course you want to teach.



With Tegrity, you can capture lessons and lectures in a searchable format and use them in traditional, hybrid, “flipped classes,” and online courses. With Tegrity’s personalized learning features, you can make study time efficient. Its ability to affordably scale brings this benefit to every student on campus. Patented search technology and real-time learning management system (LMS) integrations make Tegrity the market-leading solution and service.



Easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes, using McGraw Hill Education’s Create. Find the content you need by searching through thousands of leading McGraw Hill Education textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book’s appearance by selecting the cover and adding your name, school,

and course information. Order a Create book, and you will receive a complimentary print review copy in three to five business days or a complimentary electronic review copy via email in about an hour. Experience how McGraw Hill Education empowers you to teach your students your way at <http://create.mheducation.com>.

Trusted Service and Support

McGraw Hill Education's Connect offers comprehensive service, support, and training throughout every phase of your implementation. If you're looking for some guidance on how to use Connect or want to learn tips and tricks from super users, you can find tutorials as you work. Our Digital Faculty Consultants and Student Ambassadors offer insight into how to achieve the results you want with Connect.

Integration with Your Learning Management System

McGraw Hill integrates your digital products from McGraw Hill Education with your school learning management system (LMS) for quick and easy access to best-in-class content and learning tools. Build an effective digital course, enroll students with ease and discover how powerful digital teaching can be.

Available with Connect, integration is a pairing between an institution's LMS and Connect at the assignment level. It shares assignment information, grades, and calendar items from Connect into the LMS automatically, creating an easy-to-manage course for instructors and simple navigation for students. Our assignment-level integration is available with Blackboard Learn, Canvas by Instructure, and Brightspace by D2L, giving you access to registration, attendance, assignments, grades, and course resources in real time, in one location.

Annual Editions: Human Sexualities

This volume offers diverse topics on sex and sexuality with regard to the human experience. *Learning Outcomes*, *Critical Thinking* questions, and *Internet References* accompany each article to further enhance learning. Customize this title via McGraw Hill Create at <http://create.mheducation.com>.

Taking Sides: Clashing Views in Human Sexuality

This debate-style reader both reinforces and challenges students' viewpoints on the most crucial issues in human sexuality today. Each topic offers current and lively pro and con essays that represent the arguments of leading scholars and commentators in their fields. *Learning Outcomes*, an *Issue Summary*, and an *Issue Introduction* set the stage for each debate topic. Following each issue is the *Exploring the Issue* section with *Critical Thinking and Reflection* questions, *Is There Common Ground?* commentary, *Additional Resources*, and *Internet References* all designed to stimulate and challenge the student's thinking and to further explore the topic. Customize this title via McGraw Hill Education Create at <http://create.mheducation.com>.

Chapter-by-Chapter Changes

The research on sexuality is ever increasing, thereby providing the material to allow this new edition to be current and relevant. Not only does our book incorporate the latest research on sexual diversity and expression, but it also reflects current social and cultural trends in sexuality that impact the development of a healthy and pleasurable sexuality. Below are listed the major additions and changes to the eleventh edition of *Human Sexuality: Diversity in Contemporary Society*.

Chapter 1: Perspectives on Human Sexuality

- New *Practically Speaking*: “A Quick and Evolving Glossary of Sexual Identity and Sexual Orientation”
- Revised *Think About It*: “Online Dating: No Longer a Last Attempt”
- A new look at sexting
- Updated data and figures on media use

Chapter 2: Studying Human Sexuality

- Expanded discussion of the Kinsey heterosexual-homosexual rating scale.
- New material on how gender identity of gender non-binary and non-conforming individuals can be more accurately assessed on research questionnaires and other surveys.
- New *Practically Speaking*: “Spotting Flawed Research”
- Discussion of the findings of the latest Centers for Disease Control and Prevention Youth Risk Behavior Survey.
- Discussion of the findings of the latest American College Health Association on research on college student sexual behavior.
- Presentation the major findings of the 2015 Sexual Exploration in America Study, which assessed the prevalence and appeal of over 50 diverse sexual behaviors.

Chapter 3: Female Sexual Anatomy and Physiology

- New discussion on the role and grooming of pubic hair for all genders
- Revised *Think About It*: “My Beautiful/Ugly Genitals: What Women are Saying”
- New research on the safety of monthly menstrual cycles and the safety of menstrual products
- Models of the sexual response cycle have been moved to Ch. 9, where all genders’ responses are discussed
- New *Think About It*: “Body Modification: You’re Doing What? Where?”

Chapter 4: Male Sexual Anatomy and Physiology

- Updated *Think About It*: “The Question of Male Circumcision”
- Revised *Think About It*: “Does Penis Size Matter?”
- Updated evidence regarding supplemental testosterone for adult men

Chapter 5: Gender, Gender Roles, and Sexuality

- New *Think About It*: “Why Gender-Neutral Pronouns Matter”
- Updated *Think About It*: “Sexual Fluidity: Women’s and Men’s Variable Sexual Attractions”
- Revised and updated material on gender differences in patterns of sexual behavior
- New material on society’s changing views of family
- A new look at the gender binary as it relates to sexual behavior, along with the challenges and costs in maintaining it
- New sex and gender continuum is presented and discussed
- Updated and expanded discussion on transgender youth

Chapter 6: Sexuality in Childhood and Adolescence

- Expanded discussion on young people talking about sex with their parents
- New material on what young people wish to learn about sexual behaviors

- New *Think About It*: “Does First Sex ‘Just Happen?’ Reflections from College Students About Their First Sexual Activity”
- Updates on teen pregnancy, birth rates, and racial, ethnic, and economic disparities
- New *Think About It*: “Are Young People Really Having Less Sexual Activity?”
- Expanded discussion on views of comprehensive sexuality education
- New *Think About It*: “Promoting Positive Sexual Health Among Teens”

Chapter 7: Sexuality in Adulthood

- Introduction to the sexual configurations theory and its relationship to sexual identities and attractions
- An exploration of “mostly straight” as a distinct sexuality
- Updated *Think About It*: “‘Hooking Up’ Among College Students: As Simple as One Might Think?”
- Expanded discussion and updates on the social context of singlehood
- Updates on why people marry and cohabitate
- New Happiness Index describing what “perfectly happy” couples look like
- New *Think About It*: “Singles in America: Dating Trends, Social Media & Fatigue”
- New material on how sexual interactions differ by the length of a relationship
- New research on sexual activity, concerns, perspectives, and satisfaction among older adults
- New perspectives on menopausal hormone therapy

Chapter 8: Love and Communication in Intimate Relationships

- New research on gender differences, sexual orientation, and orgasm
- Broadened perspectives on individuals who identify as asexual
- New taxonomy on Sternberg’s triangular theory of love.
- Expanded discussion on how social media can induce jealousy in romantic relationships
- A new and expanded discussion of consensual nonmonogamy, its types, and demographics of who engages in polyamory
- New *Think About It*: “Making Love Last: A New Path to Romance”
- New discussion on how socializing can revitalize a partnership
- New research on sexual communication and sexual functioning

Chapter 9: Sexual Response and Expression

- Expanded discussion of erotophilia-erotophobia
- Expanded discussion of repeated orgasms among women
- New *Practically Speaking*: “Clitoral Self-Stimulation Scale”
- Renamed and updated *Think About It*: “Factors that Prompt and Inhibit Men’s Sexual Desire”
- New material on the findings of a national study of sexual fantasies of adults in America and a similar study conducted in Canada
- Updated information on the prevalence of solo masturbation, penile-vaginal intercourse, and anal penetration among American adults
- Additional photo-realistic representations of solo masturbation and partnered sex among diverse couples.

Chapter 10: Variations in Sexual Behavior

- Expanded discussion of several paraphilias such as exhibitionism, frotteurism, BDSM, and cross-dressing.
- Discussion of the World Health Organization's new definition of "too frequent sexual behavior"
- New *Practically Speaking*: "Sexual Novelty Scale"
- New research on the prevalence of having sex with someone in a public place
- New *Think About It*: "College Students Making Out: Sometimes an Audience is Needed"
- Updated discussion of autoerotic asphyxia

Chapter 11: Contraception and Abortion

- Complete updates throughout the chapter on pregnancy, unintended pregnancies, contraception, and abortion
- New data on current contraceptive status by age
- New *Think About It*: "Factors that Influence College Students' Contraceptive Use"
- Introduction to the social determinants of health and barriers that prevent use of family planning services
- Expanded discussion on Title X and its impact on women's reproductive health
- A new discussion on how the COVID-19 pandemic has influenced reproductive health care

Chapter 12: Conception, Pregnancy, and Childbirth

- Expanded discussion on environmental concerns as they relate to fertility, pregnancy, and births
- Rapidly-evolving research on COVID-19 and pregnancy and pregnancy outcomes
- Updates on infertility, including causes, treatments, and outcomes
- Clarification and updates regarding stages of childbirth and phases of labor
- Updates on labor and delivery, along with data on episiotomies, labor induction, and C-sections
- New to this chapter *Think About It*: "Are Same-Sex Couples and Families Any Different from Heterosexual Ones?"

Chapter 13: The Sexual Body in Health and Illness

- Expanded discussion on body image and eating disorders as they relate to race/ethnicity and age
- New material on marijuana use and sexuality
- New *Practically Speaking*: "Screening Guidelines for the Early Detection of Prostate Cancer"
- New material on polycystic ovary syndrome
- New research and discussion on COVID-19 and sexuality
- New *Practically Speaking*: "COVID-19 and Sexuality: It's Complicated"

Chapter 14: Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy

- Updated *Think About It*: "Sexual Desire: When Appetites Differ"
- Expanded discussion of dealing with sexual desire discrepancy among couples

- New *Practically Speaking*: “The ‘Pelvic Swing’ During Penile-Vaginal Intercourse Facilitates Sexual Arousal and Orgasm in Women”
- Expanded discussion of orgasm difficulties among women
- New research on strategies couples use to maintain sexual passion
- New *Think About It*: “Those Who Experience ‘Magnificent Sex’: What They Say Makes It Happen”
- Updated discussion of a painful sex
- Additional photo-realistic representations of partnered sex addressing sexual function difficulties among diverse couples.

Chapter 15: Sexually Transmitted Infections

- Updated data on the prevalence, incidence, and medical information of major sexually transmitted infections
- New *Think About It*: “Are Persons Knowledgeable About STIs and Worried They Might Become Infected? Results of a National Study”
- New discussion on a short gap between partners and sexual delay discounting
- Expanded discussion on the role of male condoms, female condoms, and dental dams in STIs
- Updated research on the efficacy of male circumcision on preventing HIV and other STIs
- New *Practically Speaking*: “Which STI Tests Should I Get and What Should I Do If I Test Positive?”

Chapter 16: HIV and AIDS

- Updated information on the prevalence and incidence of HIV/AIDS in the United States and worldwide
- Results of a 2019 Kaiser Family Foundation national poll of percent of persons believing that HIV/AIDS is a serious issue, a serious concern for people they know, and how concerned they are about acquiring HIV.
- New *Practically Speaking*: “How to Negotiate Condom Use and What to Say When Your Partner Refuses”
- Updated and expanded discussion of HIV/AIDS among minority races/ethnicities and sexual minorities such as transgender individuals
- Expanded discussion of pre-exposure prophylaxis and new material on post-exposure prophylaxis
- New *Practically Speaking*: “Want to Become More Confident in Using Condoms and Experience More Sexual Pleasure? Try Self-Guided Practice at Home”
- New and updated information on HIV/AIDS testing, diagnosis, and treatment

Chapter 17: Sexual Assault and Misconduct

- Expanded discussion and updated research on the prevalence of sexual assault and misconduct on college campuses
- New *Think About It*: “An Unexplored Form of Sexual Violence: Women Forcing Penile Penetration”
- New and expanded discussion of sexual harassment in school and college, in the workplace, and in public places
- Renamed and updated *Think About It*: “Drug-facilitated Sexual Assault: An Increasing Threat”

- Updated information on harassment and discrimination of LGBTQ+ persons and state laws and policies to protect LGBTQ+ individuals from discrimination.
- Expanded discussion on sexual consent
- New *Think About It*: “Are College Students Verbally and Unambiguously Affirming Sexual Consent? Research Shows That Rarely Happens”

Chapter 18: Sexually Explicit Materials, Sex Workers, and Sex Laws

- New research on the percentage of adults who report having watched sexually explicit videos and the impact of viewing
- Results of research on viewing sexually explicit videos during the COVID-19 pandemic
- New *Practically Speaking*: “Pornography Usage Measure”
- New *Think About It*: “The Representation of Female and Male Orgasms in Mainstream Sexually Explicit Videos: Realistic or Fantasy?”
- Updated *Think About It*: “Should Sex Work Be Decriminalized and Legalized?”
- New *Think About It*: “Tourist Women as Buyers of Sex from Men: Inequalities of Power and Socioeconomics”
- Update on the number of countries that have legalized same-sex marriage

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Letter from the Authors

“Our bodies silently plead for sex that makes us feel alive and engaged in one another’s embrace. . .”

—Peggy Kleinplatz & A. Dana Menard

We have found that when students first enter a human sexuality class, they may feel excited, nervous, and uncomfortable, all at the same time. These feelings are common; the more an area of life is judged “off limits” to public and private discussion, the less likely it is to be understood and embraced. Yet sex surrounds us and impacts our lives every day from the provocative billboard ad on the highway, to the steamy social media images of the body, to men’s and women’s fashions, and to prime-time television dramas. People *want* to learn about the role and meaning of human sexuality in their lives and how to live healthy psychologically and physically, yet they often do not know whom to ask or what sources to trust. In our quest for knowledge and understanding, we need to maintain an intellectual curiosity. Author William Arthur Ward observes, “Curiosity is the wick in the candle of learning.”

As you can see from the title of this book, a focus on diversity has been a central theme of our research and writing as well as the photos and illustrations that accompany this text. Because we believe that sexual expression and behavior develop within a social context, it has been our intention to provide a broad range of perspectives to help enrich your understanding of human sexuality. Over the eleven editions of this textbook, we have made every effort to integrate both national and international studies that relate to aspects and expressions of sexual diversity - from the evolving language that we use, to the cultural perspectives that are shared, and to the broad range of photos that have been chosen. This can be most visibly seen in Chapter 9, where the photo-realistic representations effectively capture the wide expression of sexuality that exists among diverse individuals. Our hope and intention are to provide you, the student, with a broader perspective of what it means to be a sexual person.

Students begin studying sexuality for many reasons: to gain insights into their sexuality and relationships, to become more comfortable with their sexuality, to learn how to enhance sexual pleasure for themselves and their partners, to explore personal sexual issues, to dispel anxieties and doubts, to validate their sexual identity, to consent for sex and avoid and resolve traumatic sexual experiences, and to learn how to avoid STIs and unintended pregnancies. Many students find the study of human sexuality empowering: They become more free to explore and discover their sexuality, they become better communicators about their sexual desires, they focus more on giving and receiving pleasure rather than on performance, and they develop the ability to make intelligent sexual choices based on reputable information and their own needs, desires, and values rather than on stereotypical, unreliable, incomplete, or unrealistic information; guilt; fear; or conformity. They learn to differentiate between what they have been told about their own sexuality and what they truly believe; that is, they begin to own their sexuality and develop a sexuality that fits them. Those studying human sexuality often report that they feel more appreciative and less apologetic, defensive, or shameful about their sexual feelings, attractions, and desires.

The study of human sexuality calls for us to be open-minded: to be receptive to new ideas and to various perspectives; to respect those with different experiences, values, orientations, ages, abilities, and ethnicities; to seek to understand what we have not understood before;

to reexamine old assumptions, ideas, and beliefs; and to embrace and accept the humanness and uniqueness in each of us.

Sexuality can be a source of great pleasure. Through it, we can reveal ourselves, connect with others on the most intimate levels, create strong bonds, and bring new life into the world. Paradoxically, though, sexuality can also be a source of shame, guilt and confusion, anger and disappointment, a pathway to infection, and a means of exploitation and aggression. We hope that by examining the multiple aspects of human sexuality presented in this book, you will come to understand, embrace, and appreciate your own sexuality and the unique individuality of sexuality among others; to learn how to make healthy sexual choices for yourself; to integrate and balance your sexuality into your life as a natural health-enhancing component; and to express your sexuality with partners in pleasurable, sharing, nonexploitive, and nurturing ways.

William L. Yarber
Barbara W. Sayad

About the Authors

WILLIAM L. YARBER is senior scientist at The Kinsey Institute and Provost Professor in the Indiana University School of Public Health–Bloomington. He is also senior director of the Rural Center for AIDS/STD Prevention, affiliated faculty member in the Department of Gender Studies at IU, and adjunct professor in the Indiana University–Bloomington School of Medicine.

In 2020, Dr. Yarber was selected as one of the recipients of the first-ever 50 Distinguished Sexual and Gender Health Revolutionaries award given by the Program in Human Sexuality, University of Minnesota Medical School. Chosen from nominees throughout the world, this award recognizes fifty scientists, activists, thought leaders, scholars, and writers who have made positive and significant contributions to revolutionize the sexual and gender health climate of the world.

Dr. Yarber, who received his doctorate from Indiana University, has authored and co-authored numerous scientific reports on sexual risk behavior and AIDS/STD prevention in professional journals and has received federal and state grants to support his research and prevention activities. He is a member of the international Kinsey Institute Condom Use Research Team that has, for over two decades, investigated male condom use errors and problems and developed behavioral interventions designed to improve correct and consistent condom use that aligns with sexual pleasure.

At the request of the U.S. Centers for Disease Control and Prevention, Dr. Yarber authored the country's first secondary school AIDS prevention education curriculum, *AIDS: What Young People Should Know* (1987, 1989). He is founder and co-editor of the *Handbook of Sexuality-Related Measures, Fourth Edition* (2019). Dr. Yarber and Dr. Sayad's textbook, *Human Sexuality: Diversity in Contemporary Society* (McGraw Hill), which is used in colleges and universities throughout the United States, was published in 2012 by the Beijing World Publishing Company as the most up-to-date text on human sexuality published in China in the past half century. Also in 2012, the text was published in South Korea and in 2018 it was published in Taiwan where the text was considered the beginning of reformed sexuality education.

Dr. Yarber chaired the National Guidelines Task Force, which developed the *Guidelines for Comprehensive Sexuality Education: Kindergarten–12th Grade* (1991, 1996, 2004), published by the Sexuality Information and Education Council of the United States (SIECUS) and adapted in six countries worldwide. Dr. Yarber is past president of The Society for the Scientific Study of Sexuality (SSSS) and a past chair of the SIECUS board of directors. His awards include the SSSS Distinguished Scientific Achievement Award; the Professional Standard of Excellence Award from the American Association of Sex Educators, Counselors, and Therapists; the Indiana University President's Award for Distinguished Teaching; and the inaugural Graduate Student Outstanding Faculty Mentor Award at Indiana University.

Dr. Yarber has been a consultant to the World Health Organization Global Program on AIDS as well as sexuality-related organizations in Brazil, China, Jamaica, Poland, Portugal, Taiwan, and Venezuela. He regularly teaches undergraduate and graduate courses in human sexuality. He was previously a faculty member at Purdue University and the University of Minnesota, as well as a public high school health science and biology teacher. Dr. Yarber endowed at Indiana University, for perpetuity, the world's first professorship in sexual health, the *William L. Yarber Endowed Professor in Sexual Health* and the annual *Ryan White & William L. Yarber Lecture*.



William L. Yarber
Charles Rondot/Indiana University



Barbara Werner Sayad

Barbara Werner

BARBARA WERNER SAYAD is a teacher, trainer, writer, and consultant in the field of human sexuality and public health. As a retired faculty member from California State University, Monterey Bay, Dr. Sayad has taught a wide variety of courses ranging from human sexuality to multi-cultural health education and promotion. Her work among students and in the classroom has earned her several teaching awards, each of which she is most proud. Additionally, she has chaired university committees, spoken at dozens of university-related events, trained and collaborated with other faculty members and colleagues, and helped to raise monies for both national and international non-profit organizations.

Dr. Sayad has presented her work at a variety of institutions, the most significant of which has focused on comprehensive sexuality education. One that she is most proud of is her alliance with Aibai, the largest LGBTQ organization in China, where she twice traveled to present to the Asian Conference on Sexual Education in Beijing and Chengdu. There she also led workshops and roundtables with and for American delegates and Chinese scholars at the U.S. Embassy, U.S. State Department, and UNESCO and was invited to present at Xixi, the equivalent of a TED Talk, in Shanghai. Most recently, Dr. Sayad helped to facilitate a trip to Cuba, where she collaborated with colleagues and met with delegates from CENESEX, Cuba's government-sponsored sexuality education and gender equity organization.

The vast majority of Dr. Sayad's career has been connected to issues of social justice: women's reproductive rights, sexuality education and advocacy, and health access. Her commitment to social justice has fueled all of her professional work, including her contributions to health-related texts, curricular guides, publications, training programs and conference presentations.

Dr. Sayad holds a Bachelor of Science degree in Foods and Nutrition, a Master's degree in Public Health, and a PhD in Health Services.

Above all, Dr. Sayad is most proud of her three children, two young grandchildren, and extended family. She is also eternally grateful and happy to be married for 40 plus years to Dr. Robert Sayad.

chapter

1

Perspectives on Human Sexuality



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CHAPTER OUTLINE

Studying Human Sexuality

Sexuality, Popular Culture, and the Media

Sexuality Across Cultures and Times

Societal Norms and Sexuality



Student Voices

"The media, especially magazines and television, has had an influence on shaping my sexual identity. Ever since I was a little girl, I have watched the women on TV and hoped I would grow up to look sexy and beautiful like them. I feel that because of the constant barrage of images of beautiful women on TV and in magazines young girls like me grow up with unrealistic expectations of what beauty is and are doomed to feel they have not met this exaggerated standard."

—21-year-old female

"The phone, television, and Internet became my best friends. I never missed an episode of any of the latest shows, and I knew all the words to every new song. And when Facebook entered my life, I finally felt connected. At school, we would talk about status updates: whom we thought was cute, relationship status, and outrageous photos. All of the things we saw were all of the things we fantasized about. These are the things we would talk about."

—23-year-old female

"Though I firmly believe that we are our own harshest critics, I also believe that the media have a large role in influencing how we think of ourselves. I felt like ripping my hair out every time I saw a skinny model whose

stomach was as hard and flat as a board, with their flawless skin and perfectly coifed hair. I cringed when I realized that my legs seemed to have an extra 'wiggle-jiggle' when I walked. All I could do was watch the television and feel abashed at the differences in their bodies compared to mine. When magazines and films tell me that for my age I should weigh no more than a hundred pounds, I feel like saying, 'Well, gee, it's no wonder I finally turned to laxatives with all these pressures to be thin surrounding me.' I ached to be model-thin and pretty. This fixation to be as beautiful and coveted as these models so preoccupied me that I had no time to even think about anyone or anything else."

—18-year-old female

"I am aware that I may be lacking in certain areas of my sexual self-esteem, but I am cognizant of my shortcomings and am willing to work on them. A person's sexual self-esteem isn't something that is detached from his or her daily life. It is intertwined in every aspect of life and how one views his or her self: emotionally, physically, and mentally. For my own sake, as well as my daughter's, I feel it is important for me to develop and model a healthy sexual self-esteem."

—28-year-old male

"Nature is to be revered, not blushed at."

—Tertullian (c. 155 CE–c. 220 CE)

"Educating the mind without educating the heart is no education at all."

—Aristotle (384 BCE–322 BCE)

SEXUALITY WAS ONCE HIDDEN from view in our culture: Fig leaves covered the "private parts" of nudes; poultry breasts were renamed "white meat"; censors prohibited the publication of the works of D. H. Lawrence, James Joyce, and Henry Miller; and homosexuality was called "the love that dares not speak its name." But over the past few generations, sexuality has become more open. In recent years, popular culture and the media have transformed what we "know" about sexuality. Not only is sexuality *not* hidden from view; it often seems to surround and embed itself into all aspects of our lives.

In this chapter, we discuss why we study human sexuality and examine popular culture and the media to see how they shape our ideas about sexuality. Then we look at how sexuality has been conceptualized in different cultures and at different times in history. Finally, we examine how society defines various aspects of our sexuality as natural or normal.

● Studying Human Sexuality

The study of human sexuality differs from the studies of accounting, plant biology, and medieval history, for example, because human sexuality is surrounded by a vast array of taboos, fears, prejudices, and hypocrisy. For many, sexuality creates ambivalent feelings. It is linked not only with intimacy and pleasure but also with shame, guilt, and discomfort. As a result, you may find yourself confronted with society's mixed feelings about sexuality as you study it. You may find, for example, that others perceive you as somehow "unique" or

“different” for taking this course. Some may feel threatened in a vague, undefined way. Parents, partners, or spouses (or your own children, if you are a parent) may wonder why you want to take a “sex class”; they may want to know why you don’t take something more “serious”—as if sexuality were not one of the most important issues we face as individuals and as a society. Sometimes this uneasiness manifests itself in humor, one of the ways in which we deal with ambivalent feelings: “You mean you have to take a *class* on sex?” “Are there labs?” “Why don’t you let me show you?”

Ironically, despite societal ambivalence, you may quickly find that your human sexuality text or ebook becomes the most popular book in your dormitory or apartment. “I can never find my textbook when I need it,” one of our students complained. “My roommates are always reading it. And they’re not even taking the course!” Another student observed: “My friends used to kid me about taking the class, but now the first thing they ask when they see me is what we discussed in class.” “My friends gather around when I open up my online sexuality course, waiting for a glimpse of photos or new information.”

As you study human sexuality, you will find yourself exploring topics not ordinarily discussed in other classes. Sometimes they are rarely talked about even among friends. They may be prohibited by family, religious, or cultural teaching. For this reason, behaviors such as masturbation and sexual fantasizing are often the source of considerable guilt and shame. But in your human sexuality course, these topics will be examined objectively. You may be surprised to discover, in fact, that part of your learning involves *unlearning* myths, factual errors, distortions, biases, and prejudices you learned previously.

Sexuality may be the most taboo subject you study as an undergraduate, but your comfort level in class will probably increase as you recognize that you and your fellow students have a common purpose in learning about sexuality. Your sense of ease may also increase as you and your classmates get to know one another and discuss sexuality, both inside and outside the class. You may find that, as you become accustomed to using the nuanced sexual vocabulary, you are more comfortable discussing various topics. For example, your communication with a partner may improve, which will strengthen your relationship and increase sexual satisfaction for both of you. You may never before have used the word *masturbation*, *clitoris*, or *penis* in a class setting or any kind of setting, for that matter. But after a while, using these and other terms may become second nature to you. You may discover that discussing sexuality academically becomes as easy as talking about computer science, astronomy, or literature. You may even find yourself, as many students do, sharing with your friends what you learned in class while on a bus or in a restaurant, as other passengers or diners gasp in surprise or lean toward you to hear better!

Studying sexuality requires respect for your fellow students. You’ll discover that the experiences and values of your classmates vary greatly. Some have little sexual experience, while others have a lot of experience; some students hold progressive sexual values, while others hold conservative ones. Some students are lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, or another identity (LGBTQ+). This plus sign represents inclusiveness of all identities. Most students are young, others middle-aged, some older—each in a different stage of life and with different developmental tasks before them. Furthermore, the presence of students from any of the numerous religious and ethnic groups in the United States reminds us that there is no single behavior, attitude, value, or sexual norm that encompasses sexuality in contemporary society. Finally, as your sexuality evolves you will find that you will become more accepting of yourself as a sexual human being with your own “sexual voice.” From this, you will truly “own” your sexuality.

● Sexuality, Popular Culture, and the Media

Much of sexuality is influenced and shaped by popular culture, especially the mass media. Popular culture presents us with myriad images of what it means to be sexual. But what kinds of sexuality do the media portray for our consumption?



Taking a course in human sexuality is like no other college experience. It requires that students examine their sexual beliefs and behaviors in the context of a wide variety of social and cultural factors and incorporate this new perspective into their sexual lives and well-being.

Andersen Ross/Getty Images

“Words do not have inherent meaning, they are signifiers of meaning and these meanings shift across time.”

—Morgan Lev Edward Holleb (1989–)

“One picture is worth more than a thousand words.”
—Chinese proverb

“Would you like to come back to my place and do what I’m going to tell my friends we did anyway?”
—Spanky

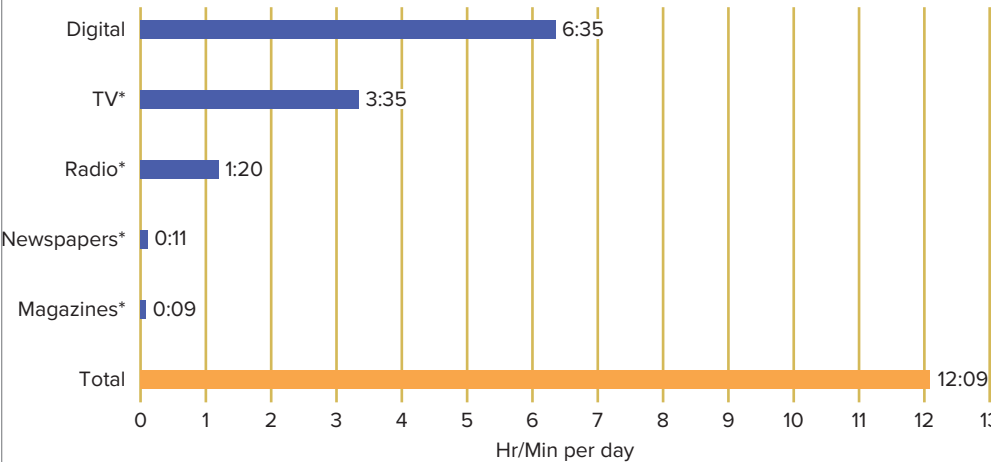
Media Portrayals of Sexuality

What messages do the media send about sexuality to children, adolescents, adults, and older people? To people of varied races, ethnicities, and sexual orientations? Perhaps as important as what the media portray sexually is what is not portrayed—masturbation, condom use, and older adults’ sexuality, for example.

Media are among the most powerful forces in people’s lives today. Adults ages 18 and over spend more time engaging with media than in any other activity—an average of 12 hours per day, 7 days per week (see Figure 1). Watching TV, playing video games, texting, listening to music, and searching the Internet provide a constant stream of messages, images, expectations, and values about which few (if any) of us can resist. Whether and how this exposure is related to sexual outcomes is complex and debatable, depending on the population studied. However, data that are available may provide an impetus for policymakers who are forming media policies, parents who are trying to support their children’s identity and learning, and educators and advocates who are concerned about the impact of media on youth and who wish to underscore the potential impact of media in individuals’ lives. For those concerned about promoting sexual health and well-being, understanding media’s prominence and role in people’s lives is essential.

Mass-media depictions of sexuality function not only to entertain and exploit, but also in some cases to educate. As a result, the media often do not present us with “real” depictions of sexuality. Sexual activities, for example, are usually not explicitly acted out or described in mainstream media. The social and cultural taboos that are still part of mainstream U.S. culture remain embedded in the media. Thus the various media present the social context of sexuality; that is, the programs, plots, movies, stories, articles, newscasts, and vignettes tell us *what* behaviors are culturally most appropriate, *with whom* they are appropriate, and *why* they are appropriate.

Probably nothing has revolutionized sexuality the way that access to the Internet has. A click on a website link provides sex on demand. The Internet’s contributions to the availability and commercialization of sex include live images and chats, personalized pages and ads, and links to potential or virtual sex partners. The spread of the web has made it easy to obtain information, solidify social ties, and provide sexual gratification.



Note: Includes all time spent with that medium, regardless of multitasking; for example, 1 hour of multitasking on TV while listening to radio is counted as 1 hour for TV and 1 hour for radio;
*excludes digital

• **FIGURE 1**
Average Time Spent Per Day With Media by Persons in the United States, Ages 18 and Over, 2019.
Source: www.eMarketer.com [April 2019]

practically speaking



A Quick and Evolving Glossary of Sexual Identity and Sexual Orientation

Our knowledge and understanding about sexuality, gender, gender identity, and gender variations along with the nomenclature to describe each are evolving. For example, we now recognize that gender diversity extends well beyond variation in masculinity or femininity such that both government institutions and social media platforms like Facebook and Tinder have adopted over 30 different self-identifying gender terms that go well beyond the social constructs of man and woman (Whyte et al., 2018). Though subject to opinions and differences, this document represents a partial list of current terminology used for sexual and gender identities and variations and sexual orientation. The comprehensive list is, undoubtedly, much longer. To learn of the other current terms, one can seek information from professional sexuality organizations, especially those that focus on sexuality and gender-related issues. Over time, there will be additions and corrections to this evolving nomenclature.

Agender Those who do not identify with any gender.

Anatomical sex Refers to physical sex: gonads, uterus, vulva, vagina, penis, etc.

Androgyny A combination of masculine and feminine traits or nontraditional gender expression. May be referred to as *genderqueer* or *gender fluid*.

Asexuality Lack of sexual attraction.

Assigned sex An assignment that is made at birth, usually male or female, typically on the basis of external genital anatomy but sometimes on the basis of internal gonads, chromosomes, or hormone levels.

Bisexuality An emotional and sexual attraction to two or more genders or someone who is attracted to people, regardless of their gender. (See also *pansexuality*.)

Cisgender Someone whose gender identity aligns with the gender assigned at birth.

Disorders of sex development (DSD) Considered by some to pathologize gender variations, the diagnosis may be used to describe congenital conditions in which the external appearance of the individual does not coincide with the chromosomal constitution or the gonadal sex. The term DSD is no longer used by the World Health Organization. Also known as *differences of sex development* or *intersex*.

Gender The socially constructed roles, behaviors, activities, and attributes that a society considers appropriate for a sex.

Genderqueer A spectrum of identities that are not exclusively masculine or feminine. Rather, a person identifies with neither, both, or a combination of male or female genders.

Gender binary The idea that gender is an either-or option of male or female. Many who question their gender are uncertain, unwilling to state, or feel limited by those neatly fitting categories.

Gender non-binary or *genderqueer* is a spectrum of gender identities that are not exclusively masculine or feminine.

Gender confirming treatment A means for those who find it essential and medically necessary to establish congruence with their gender identity. Also referred to as *gender affirming treatment* or *gender reassignment surgery*.

Gender diverse An umbrella term used to describe an ever-evolving array of labels people may apply when their gender identity, expression, or perception does not conform to the norms and stereotypes of others. Replaces the former term *gender nonconforming*.

Gender dysphoria A clinical symptom and psychiatric diagnosis which has focus on the distress that stems from the incongruence between one's expressed or experienced gender and the gender assigned at birth. Previously called *gender identity disorder*.

Gender fluid(ity) People whose gender expressions and/or identity is not static; that is, it is not the same all the time.

Gender identity A person's internal sense or perception of being male, female, or blend of both, or neither.

Gender roles Attitudes, behaviors, rights, and responsibilities that particular cultural groups associate with our assumed or assigned sex.

Gender variant Anyone who deviates from the historical norms of masculinity and femininity. Also known as *transgender*, *gender diverse*, *gender non-binary*, or *genderqueer*.

Genetic sex Chromosomal and hormonal sex characteristics.

Heteroflexible Individuals who identify as heterosexual or mostly heterosexual but report moderate same-sex behavior and attraction.

Heteronormativity The belief that heterosexuality is normal, natural, and superior to all other expressions of sexuality.

Heterosexuality Emotional and sexual attraction between persons of the other sex. Also referred to as *straight*.

Homosexuality Emotional and sexual attraction between persons of the same sex. Also referred to as *gay* or *queer*.

Intersex A variety of conditions that may occur during fetal development and lead to atypical development of physical sex characteristics. These conditions can involve the external genitals, internal reproductive organs, sex, and sex-related hormones. May also be known as *disorders of sex development* (DSD).

Pansexuality Emotional and sexual attraction regardless of gender identities and expressions.

Queer Those whose identified gender or sexual identity is non-conforming, that is, not heterosexual or cisgender.

Sex Consists either of the two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions.

Sexual and gender minority A group including, but not limited to, individuals who identify as lesbian, gay, bisexual, asexual, transgender, two-spirit, queer, and/or intersex.

Individuals with same-sex or -gender attractions or behaviors and those with a difference in sex development are also included.

Sexual orientation A multidimensional construct composed of sexual identity, attraction, and behavior.

Transgender An umbrella term for those whose gender expression or identity is not congruent with the sex assigned at birth. This includes those who identify as *genderqueer* or *gender fluid*, *gender nonconforming*, *intersex*, and *trans*.

Transsexual A somewhat outdated term for someone who is not the gender they were assigned at birth. Often implied is a medical transition. *Transgender* is now the preferred term.

Transvestism Wearing of clothes of the other sex for any one of many reasons, including relaxation, fun, and sexual gratification. Often referred to as *cross-dressing*.

Images of sexuality permeate our society, sexualizing our environment. Think about the sexual images you see or hear in a 24-hour period. What messages do they communicate about sexuality?

John Violet/Alamy Stock Photo



It's common knowledge that most of us have thoroughly integrated all forms of media into our lives. In spite of being heavy users of media, more than half of those aged 13–17 are worried that they spend too much time on their cellphones, while a similar percent have tried to limit their use of social media or video games (Pew Research Center, 2018). Though high school males spend more time on the computer than high school females, teenagers spend most of their media/communications time watching TV and videos (Rideout & Robb, 2019). For school-aged children and adolescents, the American Academy of Pediatrics [AAP] (2016) suggests that parents teach young people to balance media use with other healthy behaviors; no small endeavor considering the powerful draw and influence of the media.

The music industry is awash with sexual images and messages too. Contemporary pop music, from rock 'n' roll to rap, is filled with lyrics about sexuality mixed with messages about love, rejection, violence, and loneliness. Research has found that women are frequently sexualized and objectified within music videos, with sexual references including women engaging in implicit sexual behaviors, sex is seen as a priority for men, and women are defined by having a man (American Psychological Association [APA], 2018). As a result, there is increasing evidence that exposure to sexual content in music may be impacting young people's identity and gender role development, most significantly related to stereotypical gender role attitudes, ideals, and expectations. Because of censorship issues, the most overtly sexual music is not played on the radio but is more often streamed through the Internet via YouTube, Pandora, Spotify, and other sites.



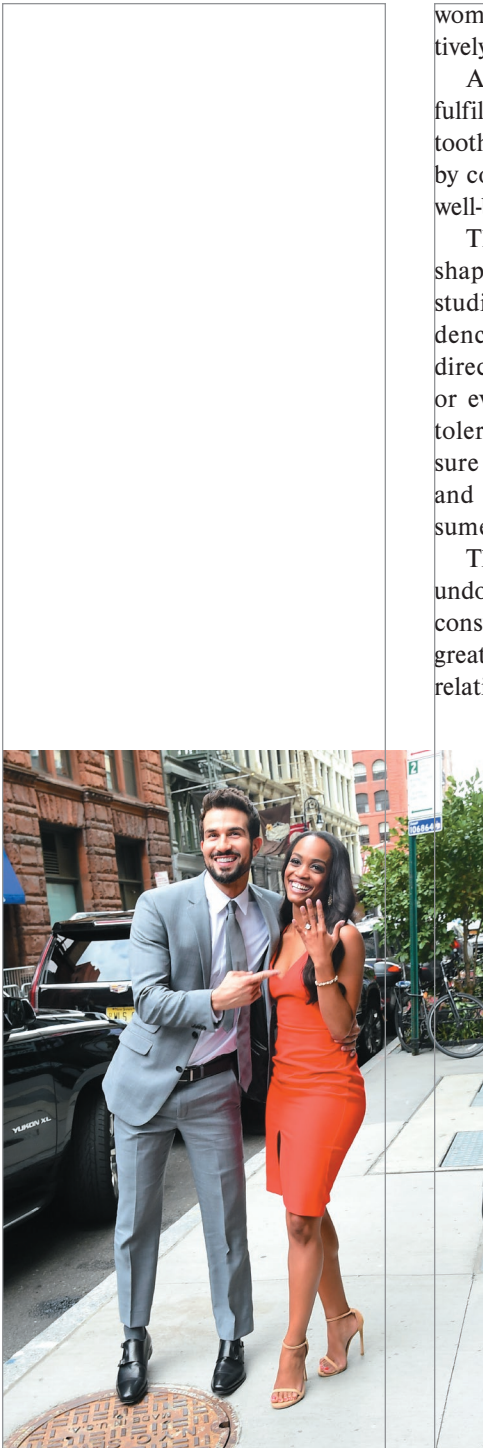
Women's magazines such as *Cosmopolitan*, *Women's Health*, and *Elle* use sex to sell their publications. How do these magazines differ from men's magazines such as *Men's Health*, *Playboy*, and *Maxim* in their treatment of sexuality?

emka74/Alamy Stock Photo

Magazines, tabloids, and books contribute to the sexualization of our society as well. It's important to note that sexualization is not the same as sex or sexuality; rather **sexualization** is a form of sexism that narrows a frame of a person's worth and value. The sexualization of individuals sees value and worth only as sexual body parts for others' sexual pleasure. For example, popular romance novels and self-help books disseminate ideas and values about sexuality and body image. Men's magazines have been singled out for their sexual emphasis. *Playboy*, *Men's Health*, and *Maxim*, with their Playmates of the Month, sex tips, and other advice, are among the most popular magazines in the world. *Sports Illustrated's* annual swimsuit edition alone draws 63 million adult users in the United States (Sports Illustrated, 2020).

It would be a mistake to think that only male-oriented magazines focus on sex. Women's magazines such as *Cosmopolitan* and *Elle* have their own sexual content. These magazines feature romantic photographs of lovers to illustrate stories with such titles as "Sizzling Sex Secrets of the World's Sexiest Women," "Making Love Last: If Your Partner Is a Premature Ejaculator," and "Turn on Your Man with Your Breasts (Even If They Are Small)." Preadolescents and young teens are not exempt from sexual images and articles in magazines such as *Seventeen* and *J-14*. Given these magazines' heavy emphasis on looks, it's not surprising that those who read a lot of women-focused magazines are more likely to have internalized the thin ideal, have negative views of their appearance, engage in restricted eating and bulimic behaviors, and experience negative psychological health (Northrup, 2013; Swiatkowski, 2016).

In the absence of alternative resources to guide their decisions concerning sexual relationships, college students often rely on sexual scripts conveyed through mass media (Hust et al., 2014). Since the majority of men's magazines seem to promote men as sexual aggressors, it's easy to understand how many men internalize this message. As a result, readers of men's magazines report lower intentions to ask their sexual partner for consent for sexual activity and are less likely to adhere to sexual consent decisions by their partner (Hust et al., 2014). A recent meta-analysis from 59 studies revealed that exposure to sexual media had a small but significant effect on sexual attitudes and behaviors, with effects being stronger for adolescents than emerging adults. Additionally, the effects were stronger for boys than girls and for white individuals compared with Black individuals (Coyne et al., 2019). Regarding



Reality shows, such as *The Bachelorette* and *90 Day Fiancé* frequently highlight idealized and sexual themes. What are some of the most popular reality shows? Do they differ according to race/ethnicity?

Raymond Hall/GC Images/Getty Images

women's exposure to women's magazines, Ward (2016) found that their exposure was positively associated with their ability to refuse unwanted sexual activity.

Advertising in all media uses the sexual sell, promising sex, romance, popularity, and fulfillment if the consumer will only purchase the right soap, perfume, cigarettes, alcohol, toothpaste, jeans, or automobile. In reality, not only does one *not* become "sexy" or popular by consuming a certain product, but the product may actually be detrimental to one's sexual well-being, as in the case of cigarettes or alcohol.

Throughout the world, the media have assumed an increasingly significant role in shaping perspectives toward gender and sexual roles. In a review of 135 peer-reviewed studies in the United States between 1995 and 2015, the findings found consistent evidence that both laboratory exposure and everyday exposure to mainstream media are directly associated with higher levels of body dissatisfaction, greater **self-objectification**, or evaluating oneself based on appearance; greater support of sexist beliefs; and greater tolerance of sexual violence toward women (Ward, 2016). In addition, experimental exposure to media has led society to have a diminished view of women's competence, morality, and humanity. This evidence, however, varies depending on the genres of media we consume and our preexisting beliefs, identities, and experiences.

Though much research has focused on the impact of media on female development, media undoubtedly has an impact on men as well. What has been found is that men's frequent consumption of sexually objectifying media (i.e., TV, films, and videos) was associated with greater objectification of their romantic partners, which in turn was linked to lower levels of relationship and sexual satisfaction (Zurbriggen et al., 2011).

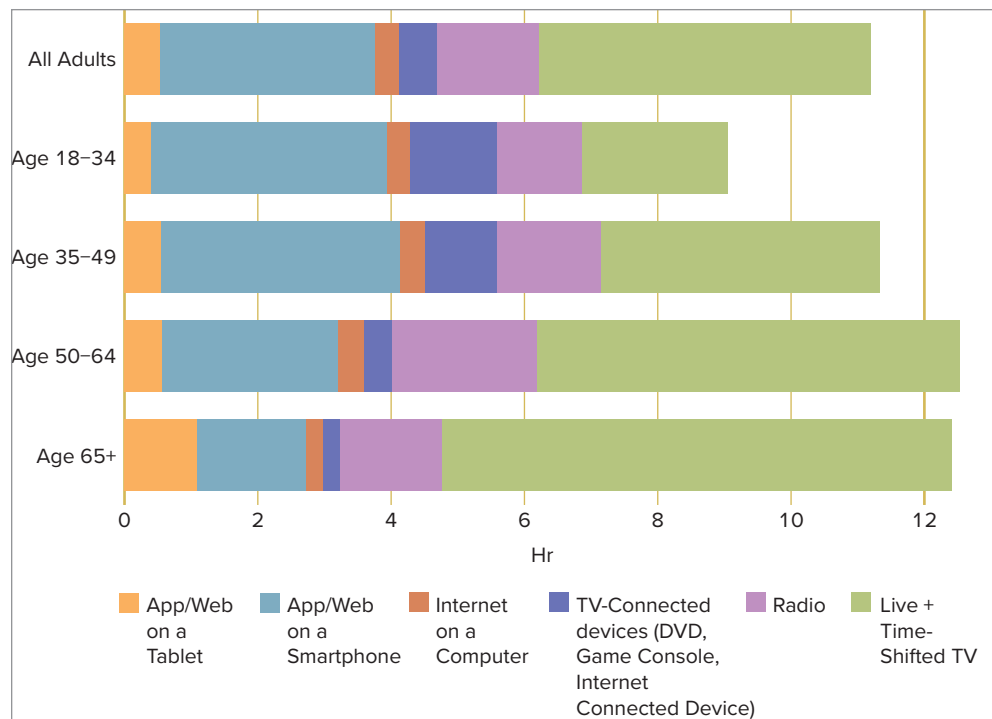
Media images of sexuality permeate a variety of areas in people's lives. They can produce sexual arousal and emotional reactions, provide social connection, entertain, increase sexual behaviors, and be a source of sex information. On the other hand, unmonitored Internet access among youth raises significant concerns about its risks. Since 2006, the **Me Too movement** (or #MeToo) in social media has helped to create more gender and racial equality and inclusion, as well as safer working environments. Though it originally addressed sexual harassment and sexual assault, its scope has expanded to an international movement for justice for people in marginalized communities. However, there is still work to be done. Though sexual harassment has decreased and the voices of women are being heard, it doesn't mean that we can cease our awareness or actions around social justice and empowerment issues.

Given the fact that teens now spend an average of more than seven hours per day on screen media for entertainment, it's clear that media consumption and exposure play a significant role in their lives (Rideout & Robb, 2019). Currently, the total time spent on screen media beats time spent eating and drinking, socializing, and grooming.

Of concern around adolescents' heavy media use is their viewing of sexually explicit videos. Because of its easy access along with the potential risks associated with its use, understanding its implications is important for parents, partners, as well as the rest of us.

Television and Digital Media

Among all types of media, television and digital (online and mobile) have been the most prevalent, pervasive, and vexing icons, saturating every corner of public and private space, shaping consciousness, defining reality, and entertaining the masses (see Figure 2). While the frequency of online videos has been increasing, so has been the number of sexual references in programming. While narratives that provide educational information regarding the risks and consequences of sexual behavior are frequently missing from television shows, sexual violence and abuse, casual sex among adults, lack of contraception use, and failure to portray consequences of risky behaviors are common. Because reality programs (e.g.,



● **FIGURE 2**
Amount of Time of Daily Media Use, By Age, 2019.
 Source: The Nielsen Company, 2019

Temptation Island and *Are You The One?*), and screen media feature “real” people (as opposed to actors), it is possible that exposure to their objectifying content can have even a more significant impact than other types of programming. Considering the variety of media genres, including music videos, advertising, video games, and magazines, it becomes apparent that sexualized images are often the dominant way that young people learn about sex.

While it is apparent that exposure to television does not affect all people in the same way, it is clear that the sexual double standard, or judging heterosexual men and women differently for the same sexual behavior, taps into our national ambivalence about sex, equality, morality, and violence. It accomplishes this in ways that are both subtle and blatant, leaving some viewers confused, others angry, and still others reinforced around their views of the other sex. Other programs seek to normalize non-heterosexual behaviors as well as gender variations (Kinsler et al., 2018). With no shortage of dramas, comedies, movies, or specials available we now see queer characters in a variety of mainstream venues including those in *Schitt’s Creek*, *Grace and Frankie*, and *Everything’s Gonna Be Okay*. Additionally, television is making strides to educate teens and young adults about sexuality and parenting. Programs such as *Teen Mom*, *13 Reasons Why*, and *Sex Education* have consulted with professional organizations to help educate viewers. This type of alliance is good for all of us.

Unlike the film industry, which uses a single ratings board to regulate all American releases, television has been governed by an informal consensus. In 1997, networks began to rely on watchdog standards and practices departments to rate their shows; however, these divisions have few, if any, hard-and-fast rules. While the Federal Communication Commission (FCC) does not offer clear guidelines about what is and is not permissible on the airwaves, the agency does permit looser interpretations of its decency standards for broadcasts between 10 P.M. and 6 A.M.

Music and Game Videos MTV, MTV2, VH1, BET, and music video platforms such as Vimeo and YouTube are very popular among adolescents and young adults. Unlike audio-recorded music, music videos play to the ear and the eye. With this, artists have brought energy, sexuality, and individualism to the young music audience, while others have

“The vast wasteland of TV is not interested in producing a better mousetrap but in producing a worse mouse.”

—Laurence Coughlin



Watching female icons such as Cardi B and Megan Thee Stallion dance in a provocative manner has become mainstream in most music videos.

(a) Scott Legato/Getty Images; (b) Tommaso Boddi/Getty Images

objectified and degraded mostly women by stripping them of any sense of power and individualism and focusing strictly on their sexuality.

Video games that often promote sexist and violent attitudes fill the aisles of stores across the country and generate over \$43 million per year in the United States (Bowles & Keller, 2019). Pushing the line between obscenity and amusement, games often provide images of unrealistically shaped and submissive women mouthing sexy dialogues in degrading scenes. Men, in contrast, are often revealed as unrealistic, violent figures whose primary purpose is to destroy and conquer. Though many of these video games are rated “M” (mature) by the Entertainment Software Ratings Board, they are both popular with and accessible to young people.

Recently, however, the gaming industry has been challenged by an outcry against sexism in both video games and in the workplace that produces them. The nature of female representations in games, most significantly the sexualization and stereotyping of female characters, has decreased. The decline has been attributed to an increasing universal interest in gaming coupled with the heightened criticism directed at the gaming industry. This is not to say that the sexualization that does exist is nonproblematic, but rather the trend toward portraying all genders as competent, strong, and attractive without overt sexualization may eventually help to achieve gender parity, at least in the game culture.

An additional concern in the online gaming and chat worlds, including the chat features on consoles like Xbox and services like Steam, are the spaces that allow children and adults to interact. Sexual predators can meet young people online through multiplayer video games and chat apps and, over time, make virtual connections that build trust. Their goal, whether it’s through video games or other means of social media, is to trick children into sharing sexually explicit photos and videos of themselves, which they use as blackmail for more imagery or to humiliate or exact revenge; a practice known as **sextortion** (Bowles & Keller, 2019; De Santisteban & Gamez-Guadix, 2018). Though there are tools to detect abuse content, scanning for new images is difficult. Parents need to know what their children are playing and what tools are available to help protect them. Parents who suspect a problem should react carefully when their children report encounters as punishing children by prohibiting video games or social media could backfire and drive children to even more secrecy.

Feature-Length Films

From their very inception, motion pictures have dealt with sexuality. In 1896, a film titled *The Kiss* outraged moral guardians when it showed a couple stealing a quick kiss. “Absolutely disgusting,” complained one critic. “The performance comes near being indecent in its emphasized indecency. Such things call for police action” (quoted in Webb, 1983). Today, in contrast, film critics use “explicit,” a word independent of artistic value, to praise a film. “Explicit” films are movies in which the requisite “sex scenes” are sufficiently titillating to overcome their lack of aesthetic merit. What is clear is that movies are similar to television in their portrayal of the consequences of unprotected sex, such as unplanned pregnancies or sexually transmitted infections (STIs), including HIV/AIDS.

The notion of “true love” in dramas and romantic comedies has come to represent the idealized belief of some that love conquers all. Stories about love, including those in books, magazines, music, television, and the Internet, are often so stereotypical and idealized that it is difficult for people to separate these unrealistic representations from what is healthy and reasonable in their romantic relationships. (For more information about styles of love, see Chapter 8.) To help balance these notions, it is important to have authentic personal experiences, mentors in one’s life, honesty with oneself, and peers who will reveal that sex is often imperfect and that disagreements and communication difficulties are typical.

Lesbian, Gay, Bisexual, Transgender, and Queer People in Film and Television

Lesbian, gay, bisexual, transgender, and queer (LGBTQ+) individuals are slowly being integrated into mainstream films and television. However, when queer people do appear, they

are frequently defined in terms of their sexual orientation or gender identity, as if there were nothing more to their lives. Though the situation is changing, gay men are generally stereotyped as effeminate or flighty or they may be closeted. Lesbian women are often stereotyped as either super-feminine or super-masculine. And queer individuals often appear as odd.

“Coming out” stories are now the standard for television programs that deal with gay characters. However, what has recently changed is that the age of these characters has become younger. Teen coming-out stories seem relevant in that they reflect the identity issues of being gay, transgender, queer, questioning, or unsure about their sexual identity and expose the vulnerability most young people in junior high and high school feel about being bullied. Different from stories in which queer people are marginalized and stereotyped, the messages in many of the shows for younger audiences are quite consistent: that you will be accepted for who you are. Still, media have a long way to go in terms of normalizing any type of healthy sexual relationships. The biggest hurdle remains in showing adults, particularly two males, kissing on screen as their heterosexual counterparts would. While teen shows may have somewhat overcome this barrier, most “adult” programs have not.

More frequent in movies is what has been referred to as **queerbating**, a marketing technique used to describe media where the creators integrate homoeroticism between two characters to lure in same sex and liberal audiences, yet never fully include actual representation for fear of alienating a wider audience. For example, in Disney’s remake of *Beauty and the Beast* in 2017, there’s a momentary shot that shows Le Fou dancing with another man, along with coded words about his feelings for Gaston. This bait-and-switch technique leaves many LGBTQ+ fans disappointed not to see themselves represented in meaningful ways that shed light on their lives and relationships.

Online Social Networks

Using the Internet is a major recreational activity that has altered the ways in which individuals communicate and carry on interpersonal relationships. Though social theorists have long been concerned with the alienating effects of technology, the Internet appears quite



In the film, *Bombshell*, a group of women take on Fox News head Roger Ailes for the toxic environment he presided over.

Axelle/Bauer-Griffin/FilmMagic/Getty Images



Writers in television and film are finally giving gay characters prominence beyond their sexuality. These programs include *The L Word*, *Generation Q*, *Pose*, *Betty*, & *Dear White People*.

TCD/Prod.DB/Alamy Stock Photo



For anyone with a computer, social networks provide readily accessible friends and potential partners, help maintain friendships, and shape sexual culture.

Dean Mitchell/Getty Images

different from other communication technologies. Its efficacy, power, and influence, along with the anonymity and depersonalization that accompany its use, have made it possible for users to more easily obtain and distribute sexual materials, images, and information, as well as to interact sexually in different ways.

Social networking sites like Facebook, Instagram, and Twitter are well integrated into the daily lives of most people around the world. Their popularity cannot be underestimated: Facebook alone reports to have nearly 2.5 billion global users (Statista, 2019.1a). Add this to the 500 million Americans who are daily active users on Instagram and the one billion monthly active users worldwide (Statista, 2019.1b), and it's obvious that the digital landscape has taken over the globe.

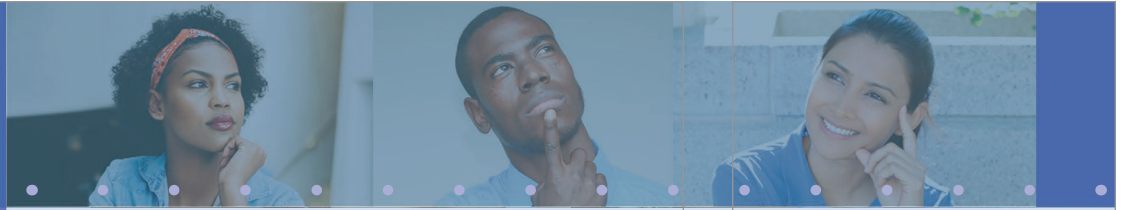
Social networking sites provide an opportunity for many to display their identities: religious, political, ideological, work-related, sexual orientation, and gender identity, to name a few. While doing so, individuals can also gain feedback from peers and strengthen their bonds of friendship. At the same time, social networking can be a place of "relationship drama." By posting details or pictures from a date on a social networking site such as Instagram or Snapchat, individuals share every gory detail of their relationship with anyone willing to take the time to view or read about it. While many who use the Internet to flirt with others have largely positive opinions and experiences, significant numbers of other users have negative ones. Many social networking users report having unfriended or blocked someone who was flirting in a way that made them feel uncomfortable, while others have unfriended someone they are no longer dating. Some have also used these sites to check up on someone they previously dated or to research potential romantic partners. **Ghosting**, or withdrawing from a person's life without notice and by ignoring their communications following a date or relationship, is another problem that may be more common among online dating. Not surprising, many realize that these sites can serve as an unwanted reminder that relationships have ended and, maybe worse, that their previous beloved one is now dating someone else. There is also increasing concern about the potential link between social media use and mental health and well-being in young people. A British study involving more than 10,000 youth, ages 13 to 16, found a clear connection between increased social media use and symptoms of psychological distress in girls. The link was not clear among boys (Viner et al., 2019). Though sites such as Instagram and Facebook did not directly cause mental health issues, nearly 60% of the impact on psychological distress in girls was attributed to social media disrupting their sleep and exposing them to **cyberbullying**, the use of electronic communication to bully, intimidate, or threaten a person.

With thousands of sexual health sites maintained online, new forms of media are also powerful tools for learning. When credible sources are located, these media have become convenient avenues by which people can get important sexual health information. There are, however, two significant concerns associated with using media to learn about sexuality and sexual health: the possibility that the information is inaccurate or misleading and the possibility that those who turn to the media may turn away from real people in their lives.

For many users, the Internet provides a fascinating venue for experiencing sex. For some users, however, porn consumption gets them in trouble: maxed-out credit cards, neglected responsibility, and overlooked loved ones. There are both online and community resources for those who desire counseling. While searching for such sources, however, consumers and professionals must be aware of the differences between therapy, consultation, and entertainment. Additionally, because entrepreneurs can make more money from hype and misinformation than from high-quality therapy and education, consumers must remain vigilant in assessing the background of the therapist and the source of the information.

One occurrence associated with the drastically changing culture of interpersonal communication is what is called **sexting**—the sending or receiving suggestive or explicit texts, photos, or video messages via computers or mobile devices. The wide array of accessible media provides the opportunity for choosing different purposes for sending and receiving sexts, including sexual self-expression, experimentation, self-definition, and education. At the same time, it has become clear that expectations of privacy in the digital world are being challenged related to ownership of sexual messages and images, sharing and trafficking of sexual material

think about it



Online Dating: No Longer A Last Attempt

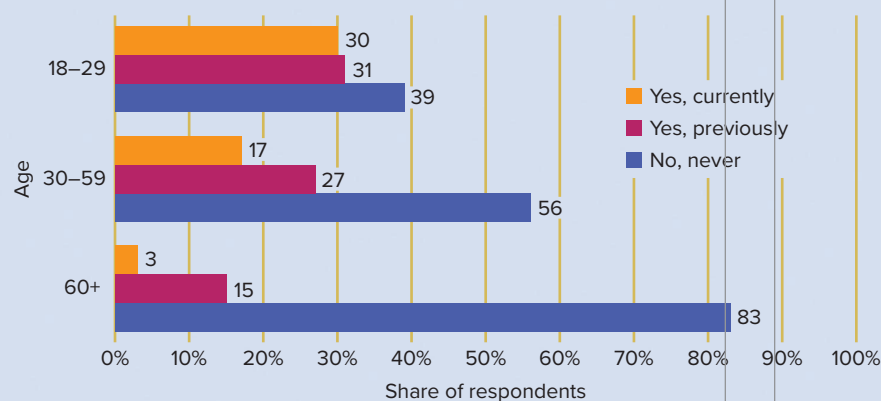
The popularity and accessibility of digital media and technology have allowed individuals to present themselves publicly in ways that were previously never possible. No longer is online dating seen as a last attempt for the lonely and desperate, nor is it stigmatized by the general public. After all, almost half of U.S. online users have met or known someone who has met a romantic partner on a dating website or app (Statista, 2019.1c). Dating sites such as Match.com, Tinder, Plenty of Fish, and Grindr, along with platforms such as Facebook, Instagram, Twitter, and Snapchat enable individuals to find potential partners in just minutes with the simple swipe of an app or a click on a website. Social media facilitate communication and support, play a prominent role in navigating and documenting romantic relationships, provide an outlet for sexual exploration and expression and, for a small minority, are a means to exploit another. Using technology, individuals negotiate over when, with whom, and how to meet and interact.

Over time, traditional sites and avenues for meeting singles, including universities, clubs, gyms, and workplaces, have been partially replaced by the Internet, thereby allowing people to meet and form relationships with others with whom they have no knowledge or social connections. But just how successful or risky are these sites and apps? Once the work of creating a profile is complete, can getting a date really be that difficult? To some degree, that depends on what it is that people want—to hook up or have casual sex, to date casually, or to date as a way of actively pursuing a relationship. In early 2019, 49% of dating app users stated that they were using online dating services to look for an exclusive romantic partner.

An additional 20% used online dating for non-exclusive romantic partners and 33% stated that they used online dating apps and services specifically for sexual encounters (Statista, 2019.1c). The same survey found that dating platform or app users were predominantly male and younger in age (see Figure 3). Combined, the online dating audience size is approximately 34 million, amounting to approximately \$555 million in revenue in 2018 (Statista, 2019.1c).

No doubt, the Internet, including dating sites, is a means of communication which not only brings new contexts for socialization and interaction, but provides a means of expressing identity and sexuality that might otherwise feel more threatening than a face-to-face contact. It's common knowledge that technology can enhance one's ability to find a date, and in doing so, fulfill their desire to flirt, date, and in some cases, find a suitable partner. For the isolated, marginalized, underrepresented, and disenfranchised individuals, many of whom hide their gender or sexual identities from others, Internet dating sites may play an even more prominent and useful role in navigating romantic relationships because it allows them to be honest about who they are. When the experiences with online dating are examined, almost half of users reported having had a very or somewhat positive experience with it. Men report having a better time with dating apps than women, with only 10% of male users reporting somewhat or very negative experiences, whereas 29% of women reported negative experiences (Statista, 2019.1c).

Dating apps are not without their detractors and caveats. One pitfall of online dating is the view that in the endless array of online partners, one can be less satisfied with their choice. This could be



• **FIGURE 3**

Percentage of Internet Users in the United States Who Have Used Online Dating Sites or Apps as of 2017, by Age Group.

Source: Statista, 2020

compared to going to a frozen yogurt shop, seeing the 15 delicious options, choosing 1 or 2, and feeling less satisfied because of all the flavors they could have had instead. Outcomes related to this level of frustration include the belief that technology has made finding a mate more difficult, and in doing so may delay or even suppress the desire to establish a deeper relationship. As a result, both the selection process and the process of self-presentation have, in some people's experience, brought about a kind dating-app fatigue or weariness. What might underscore this fatigue is that of the 1.6 billion swipes a day on Tinder, there are just 26 million matches (Julian, 2018). It appears that the overwhelming majority of matches don't lead to either a two-way text exchange, much less a date, or sex for that matter. Additional concerns associated with online dating are that some users feel uncomfortable meeting someone who might pose a danger, having to block or report someone for personal or legal reasons, or having requests for or being sent unsolicited photos. The phenomenon of ghosting appears to occur among one-fourth of dating respondents (Henderson, 2018). In the past when partners met through peer groups, for example, ghosting was perhaps not as prevalent because of the social stigma associated with it. Today, because of the anonymity the Internet provides and possible isolation of its users, individuals don't have to incur such costs.

Based on these and other factors, many online dating users have taken measures before personally meeting someone to first

search their name on social media profiles as well as search their phone number online. Additionally, it's always wise to meet someone for the first time in a public place and let a friend or colleague know in advance about your plans. Despite the risks associated with dating apps and sites, most customers view them as welcome agents in their search for companionship, love, sex, and intimacy (Hobbs et al., 2016). For those who are still waiting for that perfect date, if what you're doing doesn't work, then change your strategy.

Think Critically

1. Would you consider participating in or have you posted or created a dating site? If so, how did you describe yourself? Were you completely honest? If you would not consider using a dating site, what prevents you from doing so?
2. Do you believe that Internet sites should be censored? Why or why not?
3. What are some actions you might take to protect yourself from being uncomfortable and remaining safe when using a dating site?

without consent, and potential social and psychological health consequences of shared texts (Garcia et al., 2016).

When looking at the relationship status of those who send and receive sexts, the landscape is quite varied. Three common scenarios for sexting are: (1) the exchange of images solely between two romantic partners, (2) exchanges between a partner and someone outside the relationship, and (3) exchanges between people who are not yet in a relationship but at least one person hopes to be. When surveyed about their reasons for sending sexts, most stated that they wanted to give their partner a sexy present, use it to enhance their relationship, or respond to a sext that was given to them (Champion & Pedersen, 2015).

The most damaging aspect of the sharing of sexts occurs when they go beyond the intended recipient and are trafficked to others for whom they were not intended. Sexting can hurt one's reputation, career, self-esteem, and current relationships and friendships. It can also cause shame and guilt to the victim of such a transgression. And the potential of sextortion, or coaxing victims into taking explicit photos and videos and then threatening to distribute them to others if they don't pay them, is becoming increasingly common among scammers. Complicating this problem is the offenders' utilization of privacy protection networks to obscure their identities. These sites enable offenders to route all of their incoming and outgoing Internet traffic through a number of different locations anywhere in the world, so that law enforcement cannot use traditional means to locate them (Pittaro, 2019). Additionally, the utilization of encryption can protect offenders' identities as well as the exploitation materials they create, share, and collect from observation by law enforcement. It probably comes as no surprise that some individuals, particularly women and very young persons, are more susceptible to being victimized because they are perceived to be more vulnerable to calculating offenders.

In response to teen sexting, some states have brought felony charges under child exploitation laws, while in other places prosecutors can require young people to take courses on the dangers of social media instead of charging them with a crime. The struggle to reconcile digital eroticism with real-world consequences is inherent when using technology to facilitate human interactions. Instead of looking at sexting as objectifying and inherently dangerous, another perspective is that sexting can be sexually liberating. That is, the self-portrayal of the body that occurs in sexting can facilitate individuals' exploration of their bodies and help them reclaim and liberate themselves from society's view of the ideal. An indicator of this sexual liberation is acceptance with nudity. Two researchers recently assessed the contrasting

views of sexting, that being objectifying versus liberating, and found that sexting is both of these (Liong & Cheng, 2019). That is, while sexting involves showing one's bare body or body parts to another person can encourage objectification, sexting for all genders can be a form of liberation from the everyday restrictions placed upon the body. The authors concluded with the need for sex(t) education that could help youth develop awareness to explore their unique bodies, accept that no one must be subjected to the desires of others, and if they choose to sext, do so responsibly and consensually.

Because of the high volume of sexual discussions and material available on the Internet, there is an increasing demand for government regulation. In 1996, Congress passed the Communications Decency Act, which made it illegal to use computer networks to transmit "obscene" materials or place "indecent" words or images where children might read or see them. However, courts have declared this legislation a violation of freedom of speech.

While one might argue that it is unwise to confuse entertainment with education, media use is not without its negative consequences on health. Studies find that high levels of media use among young people is associated with academic problems, sleep deprivation, obesity, risky behaviors, and more (American Academy of Pediatrics [AAP], 2016). Recognizing the ubiquitous role of media in children's lives, AAP has released policy recommendations to help families maintain healthy media usage, which includes the following:

- Avoid use of screen media except video chatting among children younger than 18 months
- Locate high-quality programming beginning at around 18–24 months of age and watch it with their children
- Allow one hour of high-quality programming per day for children aged 2–5 years
- Limit time and type of media for children 6 and older, along with media-free times together and ongoing communication about online citizenship and safety.

● Sexuality Across Cultures and Times

What we see as "natural" in our culture may be viewed as unnatural in other cultures. Few Americans would disagree about the erotic potential of kissing. But other cultures perceive kissing as merely the exchange of saliva. To the Mehinaku of the Amazon rain forest, for example, kissing is a disgusting sexual abnormality; no Mehinaku engages in it (Gregor, 1985). The fact that others press their lips against each other, salivate, *and* become sexually excited merely confirms their "strangeness" to the Mehinaku.

Culture takes our **sexual interests**—our incitements or inclinations to act sexually—and molds and shapes them, sometimes celebrating sexuality and other times condemning it. A brief exploration of sexual themes across cultures and times will give you a sense of the diverse shapes and meanings humans have given to sexuality.

Sexual Interests

All cultures assume that adults have the *potential* for becoming sexually aroused and for engaging in sexual intercourse for the purpose of reproduction. But cultures differ considerably in terms of how strong they believe sexual interests are. These beliefs, in turn, affect the level of desire expressed in each culture.

The Mangaia Beginning at a young age, the Mangaia of Polynesia emphasize both the pleasurable and procreative aspects of sex (Marshall, 1971). At about age 7, a Mangaian boy first learns about masturbation and at about age 8 or 9, he may begin to masturbate. Around age 13 or 14, following a circumcision ritual, boys are given instruction in the ways of pleasing a girl: erotic kissing, cunnilingus, breast fondling and sucking, and techniques for bringing her to repeated orgasms. After 2 weeks, an older, sexually experienced woman has sexual



Congressman Anthony Weiner resigned from the House of Representatives in 2011 after sending to multiple women sexually suggestive pictures of himself.

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"Sex is hardly ever just about sex."

—Shirley MacLaine (1934–)

intercourse with the boy to instruct him further on how to sexually satisfy a woman. Girls the same age are instructed by older women on how to be orgasmic: how to thrust their hips and rhythmically tighten their vagina in order to experience repeated orgasms. A girl finally learns to be orgasmic through the efforts of a “good man.” If the woman’s partner fails to satisfy her, she is likely to leave him; she may also ruin his reputation with other women by denouncing his lack of skill. Young men and women are expected to have many sexual experiences prior to marriage.

This adolescent paradise, however, does not last forever. The Mangaia believe that sexuality is strongest during adolescence. As a result, when the Mangaia leave young adulthood, they experience a rapid decline in sexual desire and activity, and they cease to be aroused as passionately as they once were. They attribute this swift decline to the workings of nature and settle into a sexually contented adulthood.

The Dani In contrast to the Mangaia, the New Guinean Dani show little interest in sexuality (Schwimmer, 1997). To them, sex is a relatively unimportant aspect of life. The Dani express no concern about improving sexual techniques or enhancing erotic pleasure. Extra-relational sex and jealousy are rare. As their only sexual concern is reproduction, sexual intercourse is performed quickly, ending with male ejaculation. Female orgasm appears to be unknown to them. Following childbirth, both mothers and fathers go through 5 years of sexual abstinence. The Dani are an extreme example of a case in which culture, rather than biology, shapes sexual attractions.

Victorian Americans In the nineteenth century, white middle-class Americans believed that women had little sexual desire. If they experienced desire at all, it was “reproductive desire,” the wish to have children. Reproduction entailed the unfortunate “necessity” of engaging in sexual intercourse. A leading reformer wrote that in her “natural state” a woman never makes advances based on sexual desires, for the “very plain reason that she does not feel them” (Alcott, 1868). Those women who did feel desire were “a few exceptions amounting in all probability to diseased cases.” Such women were classified by a prominent physician as suffering from “Nymphomania, or Furor Uterinus” (Bostwick, 1860).

Whereas women were viewed as asexual, men were believed to have raging sexual appetites. Men, driven by lust, sought to satisfy their desires by ravaging innocent women. Both men and women believed that male sexuality was dangerous, uncontrolled, and animal-like. It was part of a woman’s duty to tame unruly male sexual impulses.

The polarized beliefs about the nature of male and female sexuality created destructive antagonisms between “angelic” women and “demonic” men. These beliefs provided the rationale for a “war between the sexes.” They also led to the separation of sex from love. Intimacy and love had nothing to do with male sexuality. In fact, male lust always lingered in the background of married life, threatening to destroy love by its overbearing demands.

The Sexual Revolution Between the 1960s and the mid-1970s, significant challenges to the ways that society viewed traditional codes of behavior took place in the United States. Dubbed the “sexual revolution,” or “sexual liberation,” this period of rapid and complex changes invited individuals and society to confront the sexually repressive Victorian era and begin to recognize a separation and autonomy in what was thought to be unexamined decisions and regulations. This counterculture movement questioned previously established rules, regulations, and decisions in these areas:

- *Individual self-expression and autonomy.* Previously structured around the collective good of the family and community, the counterculture found meaning and purpose in supporting the individual rights of men and women, including the right to sexual expression and pleasure.
- *Women’s rights.* The traditional, stereotypical role of the man being breadwinner and of the woman being the homemaker were challenged by roles whereby individuals could choose according to their needs. It became acceptable for women to express their inherent sexuality and for men to be their emotional and authentic selves. It was during this period that abortion became legal, and widespread accessibility and dissemination of birth control became available.



Similar to beliefs about sexuality, ideals about body image, sexual expression, and what women do to achieve both change over time.

(a) History Archives/Alamy; (b) ABC/Shutterstock

- *Relationship status.* No longer was marriage the only context within which couples could express their sexuality, love, and commitment for one another. A new philosophy of sex, referred to as “free love,” allowed individuals to broaden and act on their sexual desires without marriage, judgment, or contempt.
- *Sexual orientation.* Overriding previous dogma from church and state, there has been a broader acceptance of homosexuality. This was reinforced in 1973 when the American Psychiatric Association removed homosexuality from its list of diagnosable mental disorders. More recently in 2015, the U.S. Supreme Court ruled same-sex marriage legal in all states.
- *Sexuality education.* Though a handful of sexuality education programs had been introduced prior to the 1960s, few were uniformly embraced or included in school curriculums until SIECUS: Sex Ed for Social Change became a vocal force in education and policy.

Although a significant amount of time has passed since the end of the Victorian era and the counterculture’s attempt to shift values and attitudes about sexuality, many traditional sexual beliefs and attitudes continue to influence us. These include the belief that men are “naturally” sexually aggressive and women sexually passive, the sexual double standard, and the value placed on women being sexually inexperienced. While the media continue to push boundaries about what is acceptable and desirable in sexual expression, so do most Americans continue to adapt their thinking about what is acceptable, desirable, “normal,” and tolerable.

Sexual Orientation

Homosexuality, more commonly referred to as **gay**, is an emotional and sexual attraction to individuals of the same sex or gender. Some people who have same-sex attractions or relationships may identify as **queer**, or for a range of reasons may choose not to identify with those or any labels. **Bisexuality** is an emotional and sexual attraction to two or more genders or someone who is attracted to people regardless of their gender. Individuals who identify as heterosexual or mostly heterosexual, but report some same-sex behavior and attraction are referred to as **heteroflexible**. There is significant debate about whether **asexuality**, a state of having no sexual attraction to anyone or low or absent interest in sexual activity, is a sexual orientation. There is a lack of consistent methods for defining and assessing sexual orientation, making it difficult to assess the populations who experience sexual orientation-related disparities. Nevertheless, now that **same-sex marriage** has been legalized in the United States, full social legitimacy and dignity have been granted to persons who marry a person of the same sex. This view of marriage is currently shared by 29 other countries.

In ancient Greece, the highest form of love was that expressed between males.

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Ancient Greece In ancient Greece, the birthplace of Western civilization, the Greeks accepted same-sex relationships as naturally as Americans today accept heterosexuality. For the Greeks, same-sex relationships between men represented the highest form of love.

The male-male relationship was based on love and reciprocity; sexuality was only one component of it. In this relationship, the code of conduct called for the older man to initiate the relationship. The youth initially resisted; only after the older man courted the young man with gifts and words of love would he reciprocate. The two men formed a close emotional bond. The older man was the youth's mentor as well as his lover. He introduced the youth to men who would be useful for his advancement later; he assisted him in learning his duties as a citizen. As the youth entered adulthood, the erotic bond between the two evolved into a deep friendship. After the youth became an adult, he married a woman and later initiated a relationship with an adolescent boy.

Greek male-male relationships, however, were not substitutes for male-female marriage. The Greeks discouraged exclusive male-male relationships because marriage and children were required to continue the family and society. Husbands regarded their wives primarily as domestics and as bearers of children (Keuls, 1985). (The Greek word for woman, *gynē*, translates literally as "child-bearer.") Husbands turned for sexual pleasure not to their wives but to *hetaerae* (hi-TIR-ee), highly regarded courtesans who were usually educated slaves.

The Sambians Among Sambian males of New Guinea, sexual orientation is very malleable (Herdt & McClintock, 2000). Young boys begin with sexual activities with older boys, move to sexual activities with both sexes during adolescence, and engage in exclusively male-female activities in adulthood. Sambians believe that a boy can grow into a man only by the ingestion of semen, which is, they say, like mother's milk. At age 7 or 8, boys begin their sexual activities with older boys; as they get older, they seek multiple partners to accelerate their growth into manhood. At adolescence, their role changes, and they must provide semen to boys to enable them to develop. At first, they worry about their own loss of semen, but they are taught to drink tree sap, which they believe magically replenishes their supply.