

Human Sexuality

A Psychosocial Perspective

second edition

*Ruth K. Westheimer
Sanford Lopater*



LIPPINCOTT WILLIAMS & WILKINS



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About the Authors

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SANFORD LOPATER, PHD Sanford Lopater has been a faculty member in the Department of Psychology at Christopher Newport University in Virginia since 1973. He received his Doctorate in Experimental and Physiological Psychology from the University of Virginia. Dr. Lopater has taught human sexuality courses for the past 30 years, as well as other courses in the areas of biological psychology, behavioral medicine, and health psychology, and as a two-time recipient of Fulbright awards, he has worked in the area of postsecondary teacher training in England.



Preface

For the Second Edition of *Human Sexuality: A Psychosocial Perspective*, we continue our emphasis, as the title suggests, on the *psychosocial perspective*. Sexual thinking, feeling, and behaving occur within the context of our wider society, and reflect the many and diverse influences of human growth and development, our families, racial and ethnic traditions, traditional and nontraditional gender roles, and the entire social milieu in which we live, laugh, love, and make love. To examine our sexuality without explicit reference to these variables is both misleading and incomplete. Therefore, we again explore and examine these many interrelationships with a view to offering a multifaceted, engaging analysis of this big, rich subject.

APPROACH

In addition to all the traditional topics of human sexuality, the second edition, like the first, includes a considerable amount of pertinent and interesting, nontraditional information, in part to appeal to the many different academic majors represented in most human sexuality courses. Our approach is not specific to the needs and interests of students in the social, behavioral, and biological sciences. In casting our net wide we have included novel, relevant, fascinating information from disciplines such as history, law, business administration, military science, philosophy, ethics, law enforcement, and health care administration. Although no book can meet everyone's needs all the time, we have tried to appeal to a broad array of student interests and academic programs.

We have worked to “nest” virtually every important topic in three domains: the personal, the interpersonal, and the societal. For every key concept, we first discuss its implications for the individual as a solitary, thinking, evaluating person. We then explore its meaning to that person in an intimate or sexual relationship. And finally, we discuss the relevance of the issue to the wider psychosocial environment. In this way, nearly every significant topic is viewed from three complementary perspectives simultaneously, offering, we hope, a more comprehensive, cohesive understanding of the material and better avenues for students to draw a personal connection.

Finally, we once again take great pride in offering a human sexuality textbook that is easy and enjoyable to read. From the start, our objectives have been to educate students, to motivate them to learn more independently, and to reassure them that many of their thoughts, feelings, and fantasies are largely common and normal.

NEW TO THE SECOND EDITION

Expanded or new discussions found in the second edition include:

- ◆ Refinement of our examination of *bisexuality* and *transgender* issues
- ◆ Expansion of content related to *gender identity disorder*
- ◆ Updates on *vaginal pain* and *endometriosis*
- ◆ Presentation of the *biobehavioral model of romantic love and sexual desire*
- ◆ Current summary on the *role of odors in human sexuality*
- ◆ Recent reference to the *role of sperm form in male fertility*
- ◆ Updated discussion of *new methods of contraception and female sterilization*
- ◆ New research on *hormonal contraceptives for men*
- ◆ Contemporary analysis of the distinction between *adrenarche* and *gonadarche*
- ◆ Cross-cultural discussion of *female infidelity*
- ◆ Review of *sexual desire and lack of sexual desire* in ongoing relationships
- ◆ New information on *cystic fibrosis and sexual behavior among adolescents*
- ◆ Critical appraisal of the *role of nonoxynol-9 in HIV transmission*
- ◆ Up-to-date analysis of *diagnosis and treatment of STDs*
- ◆ New, highly lucid art illustrating *how HIV becomes AIDS*
- ◆ Informative new data on *hormonal treatments for paraphilias*
- ◆ Disturbing new information about *sex-trafficking*
- ◆ New longitudinal data on the *long-term effects of child sexual abuse*
- ◆ Current summary of new data on *male rape victims*

In addition, following the preface you will find two guides which clearly point to the integration of information about *gender orientation* and *cross-cultural* aspects of human sexuality throughout the entire book. We are certain that these aids will offer the reader lucid assistance in locating topical discussions related to homosexuality and cross-cultural issues and recognizing the essential significance of these two themes to our psychosocial perspective.

You will also find in this edition a new learning tool. Included in each chapter is a new feature labeled "*For Discussion . . .*"—a selection of discussion questions appearing throughout the chapter. We based our choice of questions for this feature on the pioneering work of Benjamin S. Bloom which first appeared almost 50 years ago, but which has received relatively little serious attention in the United States. Bloom has categorized levels of abstraction for questions which commonly appear in various educational contexts. At the more elementary levels these include "knowledge," and "comprehension," and move to progressively more sophisticated types of reasoning such as "application," "analysis," "synthesis," and "evaluation." Each "*For Discussion . . .*" employs one of the four more complex forms of conceptual learning and offers the student a number of highly provocative questions which encourage divergent thinking - important questions for which there is no single, correct answer. These questions are an excellent tool for stimulating class discussion or for writing assignments which require the integration of factual and conceptual information. You will certainly detect a level of controversy in these features.



Instructor and Student Ancillaries

Available to instructors and students is a complete set of free ancillaries. For detailed information on the package, please visit the book's Connection website, <http://connection.LWW.com/go/sexuality>.

FOR INSTRUCTORS:

- ◆ **Instructor's Manual**, including lesson plans, outlines, classroom activities, resource materials, hand-outs, and other features. Available on the book's Connection website and on CD-ROM (also available in print from your school's local LWW representative).
- ◆ **Test Bank and Test Generator** containing more than 2,000 questions written by co-author Sanford Lopater. Test bank available on the Connection website and test generator available on CD-ROM.
- ◆ **Image Bank** including PDFs for use with transparencies and JPEGs for use with presentation software packages. Available on the Connection website and on CD-ROM.
- ◆ **PowerPoint™ Presentations**, including slides for each chapter. Available on the Connection website and on CD-ROM.
- ◆ **Content Updates** that keep the text fresh over the life of the edition, found on the book's Connection website.
- ◆ **Course Introduction VHS Video** from Dr. Ruth Westheimer.
- ◆ Other supplements may be available for use in your class, including **Anatomical Chart Company** posters & models. Please contact your school's local LWW representative for more information.

FOR STUDENTS:

- ◆ **Study Guide**, located on the book's Connection website (also available in print from your school's local LWW representative).
- ◆ **Content Updates** that keep the text fresh over the life of the edition, located on the Connection site.
- ◆ **Web Resource Links** by chapter, found on the Connection site.
- ◆ Access to "Go Ask Alice," Columbia University's Health & Sexuality Q&A board.
- ◆ **Course Introduction Video** from Dr. Ruth Westheimer, located on the Connection site.

Users Guide

A guide to the pedagogical elements of the text

Objectives

Each chapter begins with a set of learning Objectives. The objectives state explicitly the main points the student should know and understand when he or she has finished reading the chapter.

From Dr. Ruth Westheimer


Introductory paragraphs, From Dr. Ruth Westheimer, at the beginning of each chapter provide the unique, personal insight of a person who has dedicated her professional life to educating the public in issues of human sexuality.

Gender, Sexual Identity, Self-Concept, and the Psychosocial Environment

OBJECTIVES

When you finish reading and reviewing this chapter, you should be able to:

- Explain how the concept of gender can be considered from three different but related perspectives: biological, psychological, and social.
- Explain attribution theory, discuss the distinction between internal and external attributions, and describe the fundamental attribution error.
- Describe the role of sex chromosomes and genes in influencing the sex of human offspring.
- Define what a hormone is, and discuss hormones that affect male and female sexual differentiation.
- Describe the internal and external male and female sexual differentiation in the human embryo and fetus.
- Summarize the relationship among sex hormones, sexual feelings, and sex drive in women and men.
- Describe the psychosocial aspects of how children learn traditional gender roles, and discuss the impact of this learning on self-concept and self-esteem.
- Describe anonymous ways of thinking, feeling, and behaving.
- Define transsexuality and transphobia, and explain the general medical and psychological approaches to the treatment of gender dysphoria.
- Summarize some male responses to feminism and reasons for these reactions.
- Describe how gender differences influence male/female relationships and sexual communication between men and women.
- Summarize the relationship between sexuality and advertising, and describe societal responses to such advertising.
- Explain how children, adolescents, and adults interpret and evaluate sexual messages in the media.



Other Countries, Cultures, and Customs

A cross-cultural approach is explicit throughout the book. Not only is cross-cultural material integrated into the text, but feature boxes entitled Other Countries, Cultures, and Customs, contain a vignette, study, or story that demonstrates the application of content in the chapter to other societies and their diverse ways of life are located throughout the text.

Other Countries, Cultures, and Customs

Masculinity and Male Bonding Among Japanese Businessmen


As you know, Japanese businessmen are known for their extreme loyalty and dedication to their company. This is often attributed to the concept of *uchi*, or "inside," which refers to the company as a family. Japanese businessmen often work long hours and are expected to be loyal to their company above all else. This is often reflected in their behavior, such as their reluctance to leave the company and their willingness to sacrifice for the company's success.



Research Highlight

What Are People Looking For?

Researchers have analyzed personal advertisements to learn about what men and women are looking for when they seek a romantic partner. The results of these studies have been surprising, showing that men and women have different preferences in a potential partner. For example, men are more likely to be attracted to women who are physically attractive, while women are more likely to be attracted to men who are successful and have a good personality.



Research Highlights

This feature offers in-depth analysis of the nature, meaning, methods, and implications of both classical and current studies. The methodology of various studies is critiqued and their long-term value explored. By drawing on studies from different disciplines (social and behavioral sciences, law, medicine, anthropology, history), the Research Highlights further reinforce the multidisciplinary approach of the book, while encouraging a closer critique of research design.

which with the support of local legal officials. The 1995 World Conference on Women's Studies, held in Beijing, China, was a landmark event in the history of women's studies. It brought together scholars from around the world to discuss the status of women in different cultures and to develop strategies for improving the lives of women. The conference was a success, and it led to the establishment of the United Nations Development Fund's Women's Empowerment Fund.

women that advertise their body configuration. They typically conform to current norms of attractiveness, which are often based on Western ideals. This is often reflected in the way they dress and the way they pose in their advertisements. The results of these studies have been surprising, showing that men and women have different preferences in a potential partner.

Romance on the Internet

In addition to personal advertisements, people are now exchanging relationships on the Internet. This is often done through online dating services, which allow people to meet and chat with potential partners. The results of these studies have been surprising, showing that men and women have different preferences in a potential partner.



Acknowledgments

The revision of this textbook has offered the authors and publisher the opportunity to assess the successes of the first edition and update and improve the second edition. In our case this was highly enjoyable and rewarding work because our initial conception and coverage were sound, lucid, and visually superb. We build on these strengths in this volume and further attempt to offer students and their professors a text which intrigues, informs, and provokes independent thinking and intelligent sexual decision-making.

Tom Lochhaas was our Developmental Editor, and working with him again fostered keen attention to clarity and the gradual but inevitable evolution of the primary literature in the several disciplines that comprise sexual studies. No writer could hope for a more attentive reader and editor than Tom. We were delighted again to enjoy the special and diversified expertise of Jonathan Dimes as our art director. As before, Jonathan directed the selection, procurement, and placement of virtually every photograph, chart, table, graph, or drawing. Jonathan always found a way to locate or create precisely the images required to convey complex concepts, anatomy, physiological processes, and all the subtleties of the essential, interpersonal context of human sexual experience and expression. Similarly, Armen Kojoyian worked hard to create a more “open,” readable textbook with eye-catching figure placements and a more comfortable single-column format. We are confident you will find that he succeeded.

Matt Hauber, our Senior Managing Editor, again exercised his steady hand at the helm of this enormous project. Matt planned this effort with the utmost care, executed its intermediate goals in a timely and painless way, and coordinated the skills and temperaments of a wonderful assortment of experts and support professionals. When an editor truly understands that there is strength in restraint, any author will be both productive and creative, and Matt reveals this virtue admirably and with civility.

The inception of this project was nurtured and guided by the former President of Lippincott, Williams & Wilkins, Tim Satterfield. Tim made every resource available to us for the production of a first-quality collegiate textbook and his decisions have proven to have important, far-reaching implications for thousands of students who have used this book and who have incorporated it into their growing family libraries. Tim's work was assumed by Susan Katz, the Vice President of Medical Education and Health Professions at LWW. Susan has devoted herself entirely and unselfishly to the continued success of our work; no writer could hope for a stronger advocate for their work or the more generous allocation of talent assets. Others at LWW have dedicated themselves to the highest standards of publishing excellence, and we are delighted to note and thank them here: Aimee Sirmon, Pam Lappies, Nancy Evans, Hilary Henderson, Jennifer Ajello, Doug Smock, Elizabeth Connolly, Jason Delaney, and Carla Fultz.

Many of the more explicit photographs for our book, and the line art drawings based on them, are of the highest available professional quality. This is due to the wonderful talent of Michal Heron and Stephen Ogilvie of New York City. With Michal, Stephen, Jonathan, and one of us (S. L.) working together, we were able to pose a score of models as we chose, refine their postures and expressions, and create the template for an art program that we feel is unsurpassed. Our thanks to them for translating many of our concepts and objectives into flawless photographs.

FROM RUTH WESTHEIMER

I'm very quick to say that I know what I know and I also know what I don't know. From the very beginning I knew that I could not write a textbook on human sexuality on my own, but from the second I laid eyes on Sandy Lopater, I also knew that he would be the perfect co-author. Undoubtedly we've both learned a great deal from working on this immense project and, as a result, the students who use this textbook will learn even more.

I first began working with Pierre Lehu in 1981 and he well deserves the title I have given him of Minister of Communications. As with every project with which I am involved, he has been of great help on this one and for that he gets my deepest gratitude.

Thanks to my family of origin, to my teachers who had the opportunity to instill in me the much cherished values of the Jewish tradition, and to the memory of my late husband, Fred, who encouraged me in all my endeavors. Thanks to my daughter, Miriam Westheimer, EdD, son-in-law Joel Einleger, MBA, their children Ari and Leora, my son Joel Westheimer, PhD, daughter-in-law Barbara Leckie, PhD, and their children, Michal and Benjamin.

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FROM SANFORD LOPATER

I wish to thank the colleagues and administrators who made it possible for me to devote large blocks of uninterrupted time over the last 8 years to develop and revise this manuscript. I especially wish to thank President Paul Tribble, Provost Richard Summerville, and Dean Douglas Gordon, as well as the Board of Visitors of Christopher Newport University for assisting me in this regard. My former Chair and lifelong colleague, Sam Bauer, has never doubted the importance of this project or my ability to complete it and I wish to express my sincere thanks to him here. Again, my administrative assistant, Emilie Smith consistently and attentively aided me in virtually every aspect of the essential, pragmatic issues of meeting deadlines, getting manuscript in the mail, and creating and maintaining a comfortable, calm working environment. Other professors in my own and other departments offered personal support and information: Robert Abdo, Tom Berry, Kelly Cartwright, Bob Doane, Dave Dooley, Regina Gerstman, Jeff Gibbons, Joe Healey, Tim Marshall, Lea Pellett, Stacy Rilea, and Drew Velkey.

A number of current and former students read portions of the manuscript, offering their helpful perspective and suggestions. For this I am especially grateful to Cheri Cain, Melissa Chamberlain, Analise Hernandez, Jean Mannion, and Ryan Serio.

Since 1965, Ted Goble, John Russell, Gary Mull, Ron Grant, Dan Cahill, Bob Shaw, Scott Adie, and Mr. and Mrs. Bill Lewis have taken a keen, personal interest in my academic and professional successes and it gives me immense pleasure to thank them here in this way.

My wife Susan, and daughters Emily, Erin, and Robye have been there for me throughout the last 8 years. Susan read and commented on nearly every word in the manuscript and my daughters always seemed to understand the reason for my absences.

I thank my parents, Harold Jack Lopater and Shirley H. Lopater for their solid guidance, love, and encouragement.

Finally, I must again offer my sincerest thanks to Ruth Westheimer. Our long, productive collaboration has been inspired by the happy marriage of Ruth's clinical expertise and my long classroom experience. Her industriousness and integrity have been essential to the successful development and completion of this work.



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*Hence a man leaves his father and his mother and clings
to his wife, so that they become one flesh.*

Genesis 2:24

*The two of them were naked, the man and his wife,
yet they felt no shame.*

Genesis 2:25

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