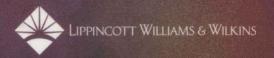
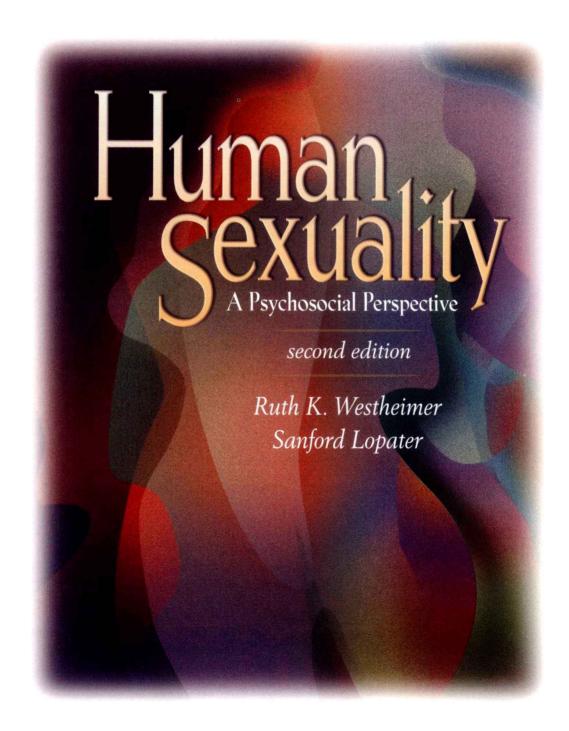
Human Cexula 1ty A Psychosocial Perspective

second edition

Ruth K. Westheimer Sanford Lopater







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Sexual Perspective

second edition

About the Authors

RUTH K. WESTHEIMER, EDD Dr. Ruth Westheimer is a Psychosexual Therapist, pioneering sex educator, and long-time proponent of "sexual literacy." She received a Masters degree in Sociology and a Doctorate in Education from Columbia University. Dr. Westheimer studied human sexuality with Dr. Helen Singer Kaplan at New York Hospital-Cornell University Medical Center and is an adjunct professor at New York University and fellow of the New York Academy of Medicine. In addition, she regularly conducts seminars on adolescent sexuality for pediatric residents and interns at Brookdale Hospital, SUNY Downstate Medical Center. She is a frequent speaker at colleges and universities across the country and twice has been named College Lecturer of the Year. Her radio program, "Sexually Speaking," which began in 1980, aired across the country, and her television show, "The Dr. Ruth Show," has been syndicated nationally and internationally.

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, handouts, 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

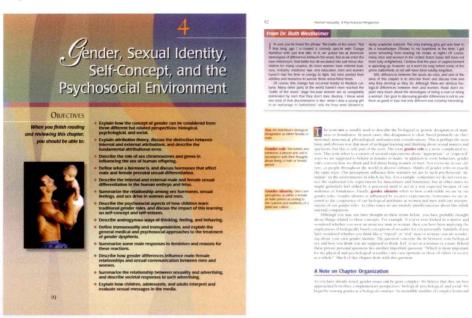
A guide to the pedagogical elements of the text

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.



Other Countries, Cultures, and Customs

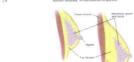
A cross-cultural approach is explicit throughout the book. Not only is cross-cultural material integrated into the text, but feature boxes entitled Other Countries, Cultures, and Customs, contain a vignette, study, or story that demonstrates the application of content in the chapter to other societies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





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.





Letter to Dr. Ruth Westheimer

This feature shows Dr. Ruth Westheimer's unique perspective from a closer angle, taking readers into the enlightening and revealing world of her role as therapist. These short "vignettes" present questions, concerns, and scenarios based on Dr. Westheimer's broad experience as both a sex therapist and an approachable, candid public personality.

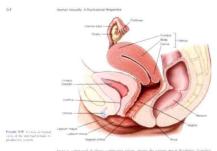
Boxed content highlights interesting and informative side discussions relevant to the chapter. In addition, comprehensive "Contraceptive Boxes" in Chapter 11 summarize the key information students need to know about the most common types of available contraceptives.

Key Concepts and Suggested Readings Included at the end of each chapter.

For Discussion Boxes

appear in the margins throughout each chapter and contains question or activities designed to pique the student's interest in the subject matter and provoke thoughtful classroom discussion or personal reflection.







Full-Color Photographs and Drawings

The Second Edition of Human Sexuality: A Psychosocial Perspective is enhanced with numerous additional full-color photographs of relevant and timely issues in human sexuality, as well as highquality drawings rendered in rich and accurate detail.

Glossary Terms

Key terms to know and understand are highlighted in the text and fully defined in the margin alongside the highlighted term. The complete list of terms and their definitions is compiled in a glossary at the end of the book.

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-reading 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 Trible, 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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Mary Wyandt, MEd, CHES University Health Center University of Arkansas Fayettesvillle, Arkansas 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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