

EXPLORING THE DIMENSIONS OF



# Human Sexuality

Jerrold S. Greenberg  
Clint E. Bruess  
Debra W. Haffner

Jerrold S. Greenberg • Clint E. Bruess • Debra W. Haffner

EXPLORING THE DIMENSIONS OF

# Human Sexuality

A fully developed  
and integrated  
theme!

This new text beautifully  
and effectively presents  
the multiple dimensions  
of human sexuality.

**Exploring the Dimensions of Human Sexuality:** This feature organizes the multi-faceted issues in each chapter into biological, psychological, and socio-cultural factors. This visual element is integrated with the **companion Web site** where various resources and activities await instructors and students. Visit [www.jbpub.com/sexuality](http://www.jbpub.com/sexuality).

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## Exploring the Dimensions of Human Sexuality



Our feelings, attitudes, and beliefs regarding sexuality are influenced by our internal and external environments. Go to [www.jbpub.com/sexuality](http://www.jbpub.com/sexuality) to learn more about the biological, psychological, and sociological factors that affect your sexuality.

### Biological Factors

- Physiological reactions—such as blushing or erections—are nonverbal means of communicating sexual attraction.
- Alcohol or drugs can distort the communication process.
- Physical touching can show interest, intimacy, and emotional closeness.
- Reaching too soon can inhibit communication and frustrate a partner.

### CASE STUDY

Your ability to communicate sexually plays an important role in your sexual well-being and self-image. Your ability to discuss sexual history, preferences, and safer sexual activities can help prevent unwanted pregnancy and transmission of STDs and HIV.

From a psychological standpoint, a positive self-image of yourself as a communicator gives you confidence. A negative self-image may hinder your ability to ask for dates, to ask for sexual activities that you like, or to ask for safer sexual activities.

Sexual communication is influenced by virtually all social and cultural aspects, including

### Socio-Cultural Factors

- Media strongly influence sexual communication.
- Gender affects style of communication.
- Sexuality education may increase confidence.
- Culture influences communication style.
- Religion may influence what sexual activities one participates in.
- Family and peers set an example of sexuality.

### Psychological Factors

- Emotions can overwhelm the ability to communicate.
- The role of the "double standard" in thinking may alter the communication process.
- ego may get in the way of listening to a partner.
- Self-image and body image may distort communication.

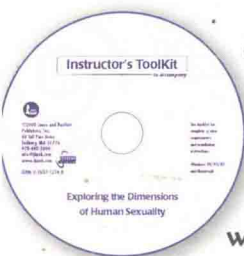
religion, ethnic heritage, language, family traditions, peers, geographic region, and even the mass media. Gender plays a pervasive role. Men and women communicate in different styles and express emotions differently. Consider the confusion of sexual language if your partner suggested that you weren't close enough to engage in "sexual relations." You might back off any type of physical contact. It's important to talk with your partner to make sure you both understand what the other means.

■ **Dynamic and comprehensive pedagogy!**

**Reviewing the Dimensions of Human Sexuality** at the end of each chapter includes discussion questions, critical thinking questions featuring a critical-thinking case for students to examine, and application questions that relate to the chapter-opening story. An **Exploring Personal Dimensions** section with an **interactive self-assessment** directs students to focus on personal choices and take responsibility for their sexual health and well-being.

A superb **anatomical art** program brings the science of human sexuality to life for students.

**Gender, Multicultural, Global, Communication, and Ethical Dimensions** Boxes further reinforce the theme of the text with high-interest issues from around the world.



JONES AND BARTLETT PUBLISHERS  
40 Tall Pine Drive  
Sudbury, MA 01776  
978.443.5000  
[info@jbpub.com](mailto:info@jbpub.com)



ISBN 0-7637-0859-3



9 780763 708597

# Exploring the DIMENSIONS *of* Human Sexuality

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JONES AND BARTLETT PUBLISHERS

*Sudbury, Massachusetts*

BOSTON

TORONTO

LONDON

SINGAPORE

*World Headquarters*

Jones and Bartlett Publishers  
40 Tall Pine Drive  
Sudbury, MA 01776  
978-443-5000  
info@jbpub.com  
www.jbpub.com

Jones and Bartlett Publishers  
Canada  
2100 Bloor Street West  
Suite 6-272  
Toronto, ON M6S 5A5  
CANADA

Jones and Bartlett Publishers  
International  
Barb House, Barb Mews  
London W6 7PA  
UK

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**Production Credits**

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Editorial Project Management: GTS Publishing Services  
Composition and Prepress: GTS Graphics, Inc.  
Cover Design: Seventeenth Street Studios  
Web Designer: Dean A. Wetherbee  
Printing and Binding: Banta  
Cover Printing: Banta  
Cover Photo: PhotoDisc

*Library of Congress Cataloging-in-Publication Data*

Greenberg, Jerrold S.

Exploring the dimensions of human sexuality / Jerrold S.

Greenberg, Clint E. Bruess, Debra W. Haffner.

p. cm.

Includes bibliographical references and index.

ISBN 0-7637-0859-3

1. Sex. 2. Sex (Psychology) 3. Hygiene, Sexual.

4. Interpersonal relations. 5. Sexual Ethics. I. Bruess, Clint E.

II. Haffner, Debra. III. Title.

HQ21.G67118 1999

306.7--dc21

99-44462

CIP

Printed in the United States of America

03 02 01 00 99 10 9 8 7 6 5 4 3 2 1



Exploring the Dimensions of  
**Human Sexuality**

# Preface

## About the Authors

**J**errold S. Greenberg, EdD is a professor in the Department of Health Education and the Director of Community Service at the University of Maryland. He has authored over thirty books and is the founder/manager of the Service-Learning in Health Education Interest Group and listserv.

**C**lint E. Bruess is Dean of the School of Education and Professor of Health Education at the University of Alabama at Birmingham. He has co-authored over 15 textbooks in the areas of human sexuality, sexuality education, personal health, and school health programs. In addition, he has published numerous articles in professional journals and served in elected and appointed positions for the American School Health Association (also a Fellow), American Association for Health Education (also a Fellow), and the Society of Public Health Educators.

**D**ebra Haffner, MPH has served as the President and CEO of the Sexuality Information and Education Council of the United States since 1988. She has written extensively on adolescent sexuality and sexuality education. She is a Fellow of the Society for Adolescent Medicine and is currently a student at Union Theological Seminary.

**T**he son of one of your authors was entering fifth grade, the grade in which sexuality education was “formally begun” in his school district. “Formally begun,” now isn’t that a misnomer! Not only do children start learning about sexuality when still in the cradle, but some school districts understand the importance of “comprehensive sexuality education” programs. These programs begin in the child’s first year of school and build depth and breadth, as appropriate for the child’s developmental age, throughout the remainder of his or her school years. In any case, this school district was not that “comprehensive” (sexuality education was taught for a few weeks in the fifth grade, a few weeks in the eighth grade, and as an elective for those high school students who chose to enroll).

Recognizing the potentially controversial nature of sexuality education, the school organized a committee of parents to review instructional materials and curriculum outlines planned for use. The parent committee was then responsible for approving these components of the sexuality education course, or identifying resources or instructional plans that might be problematic; that is, that might include controversial content or use an arguably controversial film, picture, book, or other instructional aid. If problems were identified, they would need correcting by the teachers before the course could be conducted. Knowing me to be a sexuality educator, and naively expecting that I would therefore be supportive of the program, I was one of the parents selected to serve on this review committee.

The first committee meeting was chaired by the teacher of the sexuality education course of study and the school coordinator responsible for overseeing the program. They made a presentation to the parents of the proposed course content, the instructional materials that would be employed to teach that content, and the instructional strategies (methods) they would use. To my surprise, the program focused exclusively on the reproductive system anatomy and physiology. At the conclusion of the presentation, I asked, with an inquiring tone, “How will you help your students process their feelings regarding sexuality? You know, their embarrassment as evidenced by their giggling, their confusion regarding the appropriate sexual behavior for youth of their age, and the guilt often associated with sexual behavior?” The teacher and coordinator had obviously been well rehearsed. They quickly replied that the reproductive system would be taught just like any other system of the body, rather than highlighted by including discussion of feelings associated with it. It was at that point that I volunteered to resign from the parent review committee and asked to join the

“Digestive System Parent Review Committee.” Of course, there wasn’t one. That allowed me the opportunity to point out that there really is a distinction between education regarding sexuality and education pertaining to health in general. And, that this distinction needs to be addressed with students. We do that in this book by exploring the varied dimensions of human sexuality.

In many regards, human sexuality today does not differ from that of our ancestors. In a biological sense, human reproduction occurs the same way. Religion and culture have long played a role in our sexuality; so has public policy. However, we have noted a greater awareness now exists of the many dimensions that shape our sexuality.

As long-time sexuality educators, it is clear to us that no one aspect of sexuality can be separated from the others, and no one aspect is more important. We have written a text that presents all aspects of sexuality as interconnected and significant. Throughout this text you will find an emphasis on health and well-being based on the assumption that we are all sexual beings and that sexuality should be viewed in its totality—with biological, spiritual, psychological, and social/cultural dimensions.

Because we realize that learning best occurs when students are actively involved, we have created a text that goes beyond merely presenting factual knowledge about the varied dimensions of human sexuality. We want students to explore the varied dimensions, and see how each affects their personal sexuality.

The dimensions discussed in the book can be broken down into biological, psychological, and socio/cultural categories. Here are some examples:

## Biological Dimensions

**Physiology** The basis of understanding sexuality is knowledge about the physiology of how our bodies work. Factual information lays the foundation of critical thinking—without the facts, you can’t begin to think critically about your sexuality. The greater your knowledge, the more likely you are to take responsibility for your sexual health.

**Gender** The physiological differences between genders lay the foundation for the development of psychological and social wellness, and strongly influence our perceptions of sexual wellness. Gender differences receive a full chapter and boxed treatment in every chapter.

## Psychological Dimensions

**Psychology** Developing a positive image of self and sexuality is critical to developing sexual wellness. For example, a positive body image lends itself to your overall wellness; a negative self-image can lead to drug abuse (steroids or diet pills) or psychological disorders (anorexia, bulimia, binge eating disorder, or muscle dysmorphia). Body image is so important that we devote a mini-chapter to the topic—the most comprehensive coverage in the market!

**Spiritual** Religious and spiritual beliefs influence feelings about sexual behavior, premarital sex, adultery, divorce, contraception, abortion—even masturbation. Spiritual issues are discussed in Multicultural Dimensions boxes and in the opening chapter.

## Social/Cultural Dimensions

**Multicultural** Cultures within the United States and around the world differ in their views of sexuality. From semi-nude beaches in the South of France to



Middle Eastern Muslim communities where women are covered from head to hand to foot, ours is a world of diversity. Your ability to respect your sexual partner's cultural beliefs and feelings will result in a higher level of satisfaction for both of you. To help students better understand sexual diversity, each chapter contains one boxed example of a culture within the United States and one from around the world.

**Ethics** Ethical decision-making takes on legal and moral implications in the area of sexuality. The law and courts become involved in such far-flung areas as access to abortion clinics, workplace sexual harassment, and ownership of frozen embryos. Moral implications include sexual coercion, and underscore the importance of taking responsibility of your sexual wellness. Ethical issues are covered in boxes in every chapter, as well as in Chapter 18: Sexual Ethics, Morality, and the Law.

**Public Policy** Even public policy affects our sexual behavior! The Healthy People 2010 project attempts to use health promotion to establish AIDS and STD awareness, decrease unwanted teenage pregnancies, and increase the number of women who receive prenatal care. Public policy on free speech continues to allow the uncontrolled distribution of pornographic material on the Internet. Furthermore, access to proper health care, birth control, and positive sexual role models is often lacking for the poor.

## Integration

**Integrated Theme** With so many factors influencing our sexual behavior, we have created a striking full-page feature: Exploring the Dimensions of Human Sexuality, an integrated approach which ties all these strands together. This feature helps students understand how many different aspects affect their sexual health and influence their sexual behavior. Our intent is to help students envision the convergence of the many aspects of sexuality, and help them choose sexual practices that lead to a lifetime of sexual health and wellness.

**Integrated Web Site** Exploring the Dimensions of Human Sexuality also links to our web site ([jbpub.com/sexuality](http://jbpub.com/sexuality)), where each dimension is presented in greater depth. Students will be able to click on a particular dimension, and find self-assessments, exercises, research links, and information that allows them to further explore their own dimensions of human sexuality. Integrating the book and web site actively engages the students in the learning process.

*See the visual walkthrough on page xix for an example of this feature.*

## Pedagogy

Throughout, numerous ways of organizing content are presented to enhance student learning.

**In Focus mini-chapter on Body Image** The first of its kind in a human sexuality text, we offer a comprehensive look at the concept of body image in a mini-chapter. Together in one place we discuss how body image affects self-esteem and sexuality; and how the quest for a perfect body creates problems ranging from eating disorders, cosmetic surgery, and steroid abuse; and how body image affects both genders. There are also three other In Focus chapters: Unexpected Pregnancy Outcomes, HIV and AIDs, and Atypical Sexual Behaviors.

**The Dimensions of Human Sexuality Boxed Feature Program** A carefully designed boxed feature program reinforces the dimensions theme of the textbook with five distinct boxes in each chapter: Multicultural Dimensions, Global Dimensions, Gender Dimensions, Communication Dimensions, and Ethical Dimensions. *Please refer to page xviii of the visual walkthrough for detailed descriptions of these features.*



**Critical Thinking** Exploring the dimensions of human sexuality requires students to think critically about how the multi-faceted dimensions relate to them. To that end, we have embedded the text with critical thinking questions to help students reflect on the subject matter and understand its implications to their sexual health. Critical thinking questions are found in boxes, in photo captions, and in the end-of-chapter section—including application questions related to the chapter-opening story, critical thinking questions about material read, and a critical thinking mini-case. Critical thinking questions help students recall information, synthesize new material with existing knowledge, and stimulate students to make informed judgments about the information provided.

**Myth vs. Fact and Did You Know . . . Boxes** Students' sexual health and wellness are also influenced by sexual myths and folklore. Many of our brief sidebars are designed to set students straight on such myths. Did You Know . . . boxes add whimsical and high-interest information to further engage the student.

**Chapter-Opening Story** Each chapter opens with an engaging real-life story that explores the concepts to be discussed in the chapter. Students are drawn into the chapter material with a high-interest case, and introduced to the topics that will be discussed. At the end of the chapter, students are asked to apply the chapter's information to application questions about the opening story.

**Reviewing the Dimensions of Human Sexuality** Each chapter ends with an interactive feature designed to help students take responsibility for their sexual health and wellness. Reviewing the Dimensions of Human Sexuality includes an interactive self-assessment designed to help students understand and clarify their own feelings about sexuality issues presented in that chapter. It also includes discussion questions, application questions pertaining to the opening story, critical thinking questions, a critical thinking mini-case, and a self-assessment.

**An Introduction to Service-Learning Appendix** We recognize the responsibility our readers have for the sexual health of the communities in which they live and study. Although we are all rightfully concerned with our own sexual health and well-being, we must also recognize our responsibility to take action to contribute to the sexual health of the communities in which we reside. One way in which we encourage this action is by including an Introduction to Service-Learning appendix at the conclusion of the text. The activities suggested here employ a service learning methodology; that is, readers provide service while learning chapter content at the same time. This feature represents a unique approach to sexual responsibility and does not appear in other sexuality texts.

Writing this book has, itself, been a service-learning activity for us. We did abundant and thorough research to identify state-of-the-art knowledge and attitudes pertaining to sexuality and learned a great deal in doing so. That was the learning part of the service-learning equation. The service part relates to our interest in helping to enhance the sexual health and wellness of our readers. As such, we hope you find the information we included, the issues we raised and discussed, and the myths we debunked useful as you live and express your sexuality. If that is the case, the time, effort, and energy we devoted to writing this text will have been well worth that investment.

# Features of Exploring the DIMENSIONS of Human Sexuality

## A Visual Walkthrough

**Exploring the Dimensions of Human Sexuality** is designed around the central theme that our feelings, attitudes, and beliefs regarding sexuality are continually influenced by our internal and external environments. All aspects of sexuality—biological, spiritual, psychological, and social/cultural—are interconnected and significant. The boxed feature program, additional pedagogy, and ancillaries of this new textbook have been designed around these core concepts.

### Boxed Features



#### Communication Dimensions

Communication Dimensions boxes discuss the communication issues that arise around issues of sexuality—between the genders, partners from different ethnic groups, and others.



**Multicultural Dimensions** To better appreciate how different people view sexuality, we offer a multicultural boxed feature. Multicultural boxes deal exclusively with diversity issues within the United States.



**Global Dimensions** Global Dimensions boxes deal with sexuality issues outside of the U.S. and cover issues such as divorce in China and international differences in discussing sexuality.



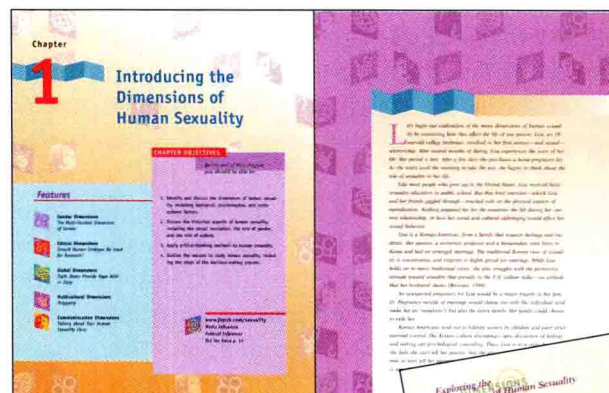
**Gender Dimensions** Issues arising from gender dimensions of sexuality are integrated throughout the text, discussed in detail in the Gender Dimensions chapter, and featured in the Gender Dimensions feature found in each chapter. Issues discussed in these feature boxes include communication differences between genders, responsibility for contraception, and many others.



**Ethical Dimensions** The importance of ethics in sexuality is underscored in the Ethical Dimensions boxed features that cover such topics as abstinence-only education in schools and the ethics surrounding technological advances.

### Pedagogical Design

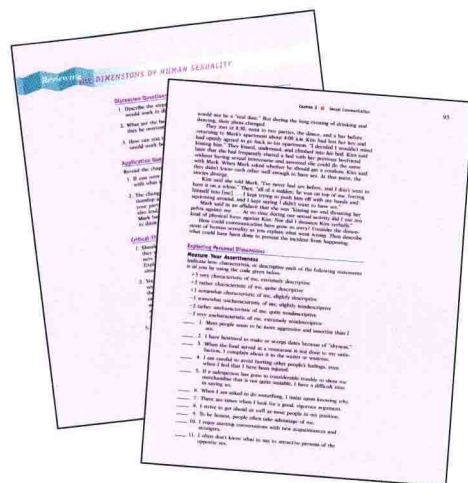
**Chapter-Opening Pedagogy** Each chapter-opening spread gives the reader a glimpse of what is to come with chapter objectives, a list of the Dimensions of Human Sexuality boxed features that will follow, and a list of topics also explored on the companion web site. In addition, a high-interest and engaging, real-life story draws students into the chapter material and introduces them to the topics that will be discussed. This opening story is revisited at the end of the chapter in the application questions.



**Exploring the Dimensions of Human Sexuality** This feature organizes the multi-faceted issues in each chapter into biological, psychological, and socio-cultural factors. This visual element is integrated with the companion web site where instructors and students can further explore these dimensions.







**Reviewing the Dimensions of Human Sexuality** This chapter-ending pedagogy—the most dynamic and comprehensive of texts in this market—gives students the opportunity to review and apply key chapter concepts. Items include discussion questions, critical thinking questions featuring an additional critical-thinking case for students to examine, and application questions that relate to the chapter-opening story. An Exploring Personal Dimensions section with an interactive self-assessment directs students to focus on personal choices and take responsibility for their sexual health and well-being.

## Special Features

### Myth vs. Fact and Did You Know. . .

Students' sexual health and wellness are influenced by sexual myths and folklore. Myth vs. Fact features highlight common myths associated with the material presented in each chapter along with the fact to dispel each

myth. Brief Did You Know. . . sidebars add whimsical and high-interest information to further engage the student.

### In Focus mini-chapter on Body Image

The first of its kind in a human sexuality text, this "mini-chapter" offers a fully comprehensive look at the concept of body image. Topics discussed include how body image affects self-esteem and sexuality; how the quest for a perfect body creates problems ranging from

eating disorders, excessive use of cosmetic surgery, and steroid abuse; and how body image affects both genders.

### Service-Learning Appendix

Although we are all rightfully concerned with our own sexual health and well-being, the authors encourage readers to also recognize the

responsibility to contribute to the sexual health of the communities in which they reside. An Introduction to Service-Learning appendix at the conclusion of the text

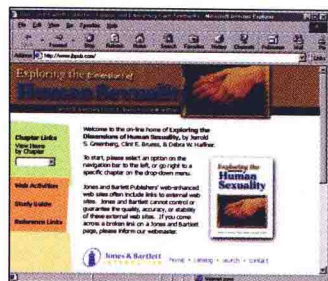
gives an overview of the concept of service-learning and suggests specific activities in which the reader can engage to contribute to their community's sexual health. These activities employ a service-learning methodology; that is, students provide service while learning chapter content at the same time.

## Teaching and Learning Aids

### Exploring the Dimensions of Human Sexuality Online

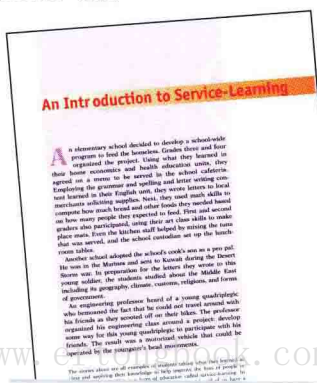
The companion web site is integrated with the Exploring the Dimensions of Human Sexuality feature found in each main chapter of the text and offers four central components:

- Content links to give the instructor the ability to integrate the web into the curriculum.
- Student activities involve students in the dimensions of human sexuality in a structured online environment.
- A Study Guide offers students the opportunity to review chapter concepts and prepare for exams.
- Reference links offer lists of references related to chapter content.



## Visit [www.jbpub.com/sexuality](http://www.jbpub.com/sexuality)

**Instructor's ToolKit CD-ROM** offers the instructor maximum flexibility in preparing for class, designing and presenting lectures, and generating tests. The ToolKit features teaching tips, lecture outlines, chapter summaries, PowerPoint lecture presentations, an image bank, small group project ideas, and a computerized test bank (Available for IBM and Macintosh computers).





# Acknowledgments

## Reviewers

Veanne N. Anderson  
Indiana State University  
Betsy Bergen  
Kansas State University  
Charles Chase  
West Texas A&M University  
Susan Clark  
Ball State University  
Judy Drolet  
Southern Illinois University,  
Carbondale  
Lyndall Ellingson  
California State University,  
Chico  
Nora Few  
University of Illinois at  
Urbana-Champaign  
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Adelphi University  
Susan Sprecher  
Illinois State University  
Richard Stacy  
University of Nebraska at  
Omaha  
Maria Theresa Wessel  
James Madison University  
Susan Woods  
Eastern Illinois University  
Donna Videto  
SUNY College at Cortland  
Emilia Patricia Zarco  
University of the Philippines

First of all, we would like to thank the many reviewers who guided us throughout the many stages of this project. Their advice, criticism, and support have truly made this a better text.

We would also like to thank members of the Jones and Bartlett Health and Physical Education Team for their work on the text and its supplements including Paul Shepardson, Senior Acquisitions Editor; Lianne Ames, Senior Production Editor; Amy Austin, Associate Editor; and Jennifer Jacobson, Senior Marketing Manager. For editorial, production, and composition service on this textbook, Heather Stratton and GTS Graphics. For their work on the accompanying supplement material, we would like to thank Michael Campbell, Vice President and Director of Interactive Technology; Dean Wetherbee and Michael DeFronzo, Web Designers; and Scott Smith, Interactive Technology Project Editor.

Thanks also to Mark Kittleson, David Hey, Adrian Lyde, and Janet Hurley all of the Southern Illinois University at Carbondale and Jennifer McLean of Corning Community College for creating the materials for the Instructor's Toolkit CD-ROM and the accompanying web site.

I would like to also thank my family: Karen, Todd, Keri and my mother Bess Greenberg.

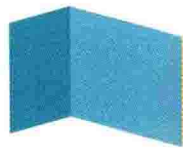
*Jerry Greenberg*  
College of Health and Human Performance  
University of Maryland

To Susan J. Laing with appreciation for her part in a wonderful relationship.

*Clint Bruess*  
Department of Education  
University of Alabama-Birmingham

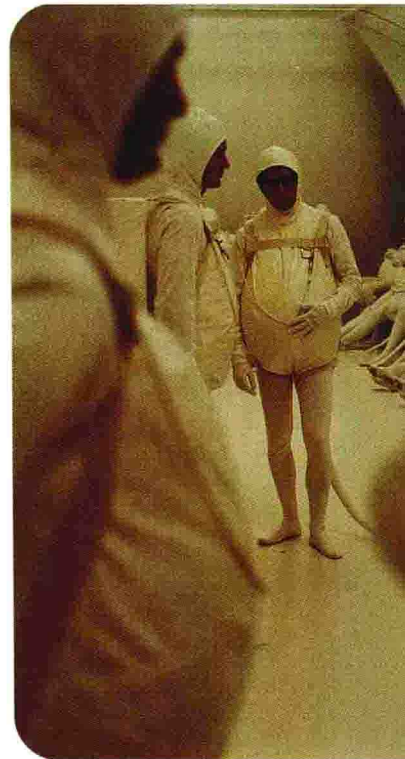
I would like to thank the Board and staff of SIECUS for their support. In particular, Amy Levine and Dana Czuczka provided invaluable research assistance in preparing my chapters. I would also like to thank the authors of Contraceptive Technology, SIECUS, and Esther Margolis of Newmarket Press for their support in preparing earlier versions of portions of these materials. I would also like to thank my family—Ralph Tartaglione, Alyssa Haffner Tartaglione, and Gregory Haffner Tartaglione—for giving me the time to write. I am also grateful to my co-authors for enlisting my support in this important textbook.

*Debra Haffner*  
President and CEO  
SIECUS



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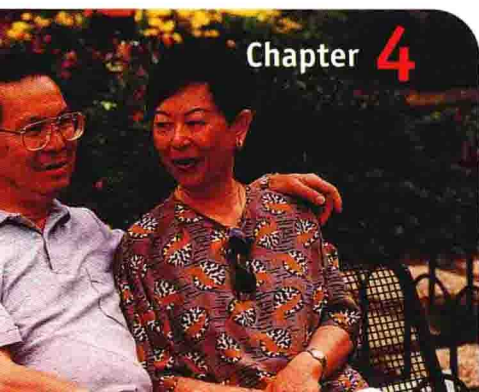
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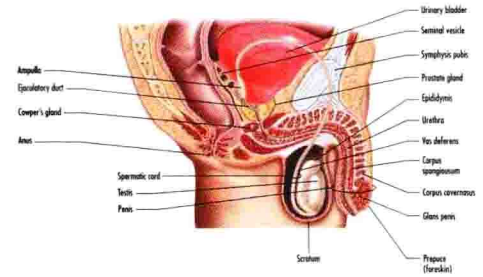
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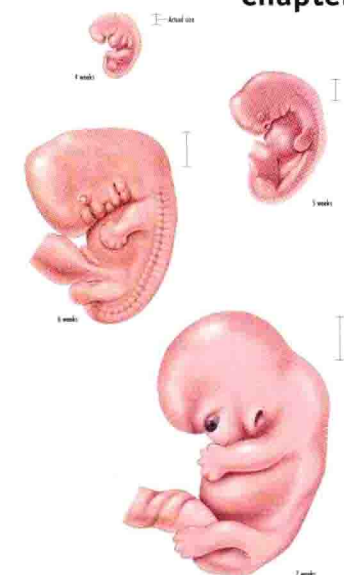
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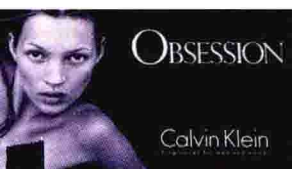
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