



Updated
Seventh
Edition

Kelly

SEXUALITY TODAY

The Human Perspective

U P D A T E D S E V E N T H E D I T I O N

SEXUALITY TODAY

The Human Perspective

Gary F. Kelly

Clarkson University



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SEXUALITY TODAY: THE HUMAN PERSPECTIVE, UPDATED SEVENTH EDITION

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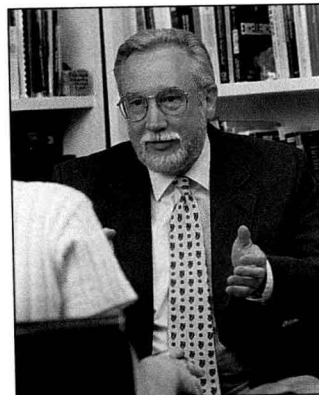
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**For my family—Betsy,
Casey, and Chelsea—my
companions in learning
about life and love. There
is nothing more wonderful
in my life than being with
each of you.**

Gary F. Kelly has been a sexuality educator for 35 years. He is currently Vice President for Student Affairs at Clarkson University, where he also teaches the sexuality section of the First Year Seminar and the undergraduate psychology course in human sexuality. He is also headmaster of the Clarkson School, a special division of the University for talented high school students. He serves as chair of the Honors Council that oversees Clarkson's Honors Program. Kelly has been an adjunct faculty member in the counseling and human development program at St. Lawrence University, where he teaches graduate courses in human sexuality and transpersonal counseling. He formerly maintained a practice as a counselor and sex therapist. As a person who strongly believes that young people must have solid basic information about sex and their own sexuality to make rational and responsible decisions, Kelly presents here a balanced approach to the physical as well as the psychological and sociological aspects of human sexuality. His work with students received national recognition with his election to the board of directors of the Sexuality Information and Education Council of the United States (SIECUS). Kelly served for 8 years as the editor of the *Journal of Sex Education and Therapy*. Kelly is a member of the American Association of Sex Educators, Counselors, and Therapists and of the Society for the Scientific Study of Human Sexuality. He is also a diplomat of the American Board of Sexology and a clinical fellow of the American Academy of Clinical Sexologists. He believes that his



work with individuals in counseling and therapy over the years has enlarged his personal and professional perspective on how people integrate their sexuality into their lives. The case studies in the book reflect that perspective.

Preface

Approach of the Text

Robert C. Solomon in *Love, Emotion, Myth, and Metaphor* states that “Love can be understood only ‘from the inside,’ as a language can be understood only by someone who speaks it, as a world can be understood only by someone who lives in it.” I have spent a great deal of time working to understand the nature of my own sexuality and its place in my life. Although my sexual values have shifted and changed through the years, the core of them has remained stable and forms the basis of my goals for this book.

- Sexual natures are essentially healthy and good. Decisions, however, about sexual behaviors must be made with careful thought because the potential for negative consequences also exists.
- Each individual must spend time understanding the place and importance of sexuality in his or her life.
- Each of us has a responsibility to show concern for other people who come into our lives in a romantic or sexual encounter. Sex ceases to become healthy and positive when it is exploitative or hurtful.
- People differ greatly in their sexual and gender orientations and behaviors, and it is important for all persons to find the sexual lifestyles that will yield the most happiness, satisfaction, peacefulness, and fulfillment for them.
- It is almost inevitable that people will experience some sort of sexual problem at various points in their lives, and it usually takes some work to overcome those problems and their effects on one’s sense of self. Nonetheless, the responsibility for seeking appropriate help with such problems rests with each individual. Nobody can do it for us.

The Field of Human Sexuality

The field of human sexuality is filled with controversy, even among the sexologists who conduct research, construct models, and develop theories. Scientific findings are not always comfortably aligned with prevailing social opinion. I believe that it is the job of a textbook author to document the various primary avenues of thought as accurately as possible, and I have attempted

to stay true to that aim with each revision of the text. With each revision, I carefully weigh and consider the prevailing evidence on issues of sexuality and try to do justice to those issues as much as possible. Although some disagree, I do not feel it is my task to shape the attitudes and belief systems of others beyond what our cultural imperatives demand. It is, I believe, to enlighten with as much open-mindedness, honesty, and accuracy as possible. The controversies surrounding sexuality intrigue and fascinate me. For readers of this text, they should become the fodder for discussion, debate, and self-appraisal. As I can surely testify, it is all right to change your mind after having weighed all of the evidence on an issue conscientiously.

As with each revision, I am continually reminded of the growth of the field of sexuality both in terms of acceptability and scholarly focus in the past 30 years, attracting more and more outstanding young academics to its ranks. As I have watched sexology grow and develop over my career, it is especially exciting to be able to document the progress we are constantly making toward understanding the nuances of sexual physiology, psychology, and relational interaction. It is gratifying to have increasing numbers of students inquire about how they might enter sexology as a profession. I am also very pleased with the positive reactions I have had to past and current editions of the text from both faculty members and students. Their feedback and good suggestions help form the new template for each edition.

Goals of the Text

The charge of the updated seventh edition was to reinforce and strengthen the three underlying goals that have been in place throughout all editions. Those goals are to provide a text that is

- informative and as up-to-date as possible
- readable, engaging, and interesting for the reader
- colorful, with a relevant illustration and photo program that is scientifically accurate

Improvements to the text in this edition are outlined in detail below. I have attempted to update the text in a meaningful way without disturbing the overall organization and layout very much. This makes it easier for instructors to make the transition to a new edition in a

short time. I am grateful to all those instructors and students who have provided feedback on their experiences using *Sexuality Today* because their comments serve as the cornerstone for this revision.

Overview of Key Changes in the Updated Seventh Edition

- Many new photographs and illustrations have been added to the four-color format that helped the last edition become a more visually attractive text.
- Chapter 1 has been revised to reflect current media trends and the ever-changing general attitudes toward human sexuality.
- Ten new case studies have replaced others that have carried through the last few editions.
- New information focusing on the fast growing relationship of media, especially the Internet, to human sexuality has been incorporated throughout the text.
- Material on same-gender sexual orientation and behavior continues to be integrated throughout key chapters of the text. Chapter 12 also includes focuses on special issues of sexual identity and same-gender orientation.
- The emphasis on cross-cultural coverage and examples in this edition continues to help promote understanding of the crucial role that cultural context plays in establishing attitudes and values related to human sexuality.
- Over 500 new references, providing the most up-to-date facts and research available from 2000 to 2002, are included in the updated seventh edition. Many older references have been deleted as a result.
- The Appendix has been updated and is still found on the text's Online Learning Center website where students can find hotlinks directly connecting them to relevant human sexuality organizations and agencies.

A Walk Through of the Updated Seventh Edition

Now I would like to walk you through each of the student-oriented features of the text. Each feature was selected and revised based upon feedback from instructors and students who provided key insights into their needs in both teaching and studying human sexuality.

Chapter Outline: Each chapter begins with a brief outline of its major headings to provide students with a

preview of the topics covered. Students may use the Chapter Outline along with the Chapter Summary to review the chapter content more effectively.

Relevant Quotations: Each chapter also begins with a brief quotation, some of which come directly from my own counseling sessions or classes. These are carefully selected statements, opinions, and ideas intended to give students a personalized perspective on some major concept discussed in the chapter.


Case Studies: These studies illustrate in some detail a sexual problem or dilemma related to the issues of the chapter. For the most part, I have drawn these anecdotes from my own experience as a sexuality educator and sex therapist. A few have been provided by other professionals. Readers are cautioned not to draw any generalized conclusions from the case studies because they are statements about specific persons rather than about research studies on groups of people. There is at least one case study in every chapter, and ten of them are new with this edition.

Text Boxes: Each chapter contains at least one boxed feature containing material intended to give students a broad humanitarian perspective on some of the concepts being discussed. These boxes differ from case studies in that they are excerpts from various professional sexological sources or from current magazine and newspaper articles. **Cross-Cultural Perspective** boxes provide additional coverage to students and reflect sexual attitudes and behaviors that in most instances are different from the reader's.

Visual Art Program: All the photos, illustrations, tables, and graphs have benefited from the new four-color design in this edition. Figures were selected to clarify and extend the material in the text. Charts, graphs, and tables reflect the most recent research available. Many new illustrations and four-color photos have been added to this edition. All photographs and drawings were chosen to illustrate the concepts of human sexuality in a practical yet sensitive manner.

Critical Thinking Questions: Placed strategically throughout the text, these questions can help students look more deeply at the issues, tapping their intellectual and analytical skills to challenge themselves more effectively.

Self-Evaluation: Sexuality is not a topic to be considered apart from the self or separate from the nuances of human relationships. In fact, I believe that we should take the time to understand our own sexuality and its place in our personality. To this end, I have included, in selected chapters, questionnaires, self-awareness exercises, and values clarification devices, under the heading of "Self-Evaluation." By completing these activities, students may discover some things they did not know about themselves and sexuality.

Focus on Health: This feature appears at the end of each chapter and provides a list of questions pertaining to a student's personal health. Page numbers are provided for each question, and within each chapter the Focus on Health icon  appears next to each related section in the text.

Glossary: Important terms and concepts appear in boldface within the text and are set apart in a shaded area on the page where they occur for quick and easy reference. Other important terms and concepts are italicized within the text. A pronunciation guide is included in the glossary for those terms that are difficult for most students. The accent is indicated in capital letters. A complete alphabetized glossary appears at the end of the book.

Chapter Summary: Each chapter ends with a Chapter Summary, which highlights the main ideas of each chapter, and it has been expanded in this edition. As a study aid, students may coordinate the summary with the Chapter Outline at the beginning of the chapter in order to review the material effectively.

Annotated Readings: A select group of readings appears at the end of each chapter, and except for a few classic works that are cited, most of the books listed are very recent. I have briefly indicated the type of material and the approach of each book so that students can assess its usefulness. This is an excellent resource for those students seeking more information on a given topic.

Interactive Appendix: An additional resource for those students who might need to seek help for a specific problem or who want additional information on a given topic is the online Appendix. I have included, on the text's website, a list of national and international organizations and agencies, with addresses, telephone numbers, e-mail addresses, and website addresses, as available. Students can go to the text's Online Learning Center at www.mhhe.com/kelly7u and access information and hotlinks to key organizations related to his or her interests or needs. Students should also note that numerous state agencies exist that can give them information or help them with a problem. These would be too numerous to include here. A list of journals that relate to human sexuality issues is also included in the Appendix.

A Word about Accuracy and Research

One of my major concerns has been to document sex-related controversies as objectively as possible. When I served as editor of the *Journal of Sex Education and Therapy*, I often found it disconcerting to note how many authors cited statements from other authors as fact, when they were only hypotheses or generaliza-

tions based on limited personal observations, and I have taken this into account in preparing this text. It seems that there is controversy surrounding every sex-related issue. Ideas such as the biological essentialist versus the social constructionist views on gender identity and sexual orientation, the various points of view about human cloning, the differences and similarities between genders, and the issue of sexuality explicit materials on the Internet are examples of topics for which there is really not enough empirical evidence now to justify definitive conclusions. This edition contains information from over 500 new references, providing the most up-to-date facts and research studies available.

Throughout the book, I have followed the American Psychological Association style, so that authors are cited and enclosed within parentheses; you will find full bibliographical details in the reference list. I have also attempted to follow the guidelines established by the Committee on Lesbian and Gay Concerns of the American Psychological Association in discussing issues relating to sexual orientation. Some readers will surely take exception to what they perceive to be another attempt at political correctness. I firmly believe that when it comes to the use of words describing various groups of people, all of us have a responsibility to choose terms that have been reasonably determined by members of those groups to be fair and nonoffensive.

I would welcome comments or suggestions for future editions from readers. I like to make contact with those who have connected with my words. If the spirit moves you, let me hear from you.

Supplements

The supplements listed here may accompany Kelly, *Sexuality Today*, Updated Seventh Edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

For the Instructor

Instructor's Resource CD-ROM

This dual-platform CD-ROM includes the Instructor's Manual, Test Bank, and PowerPoint presentations. New features in this comprehensively revised **Instructor's Manual** include classroom activities, demonstrations, and the new Total Teaching Reference Package. Building on a traditional chapter outline, all the McGraw-Hill resources available to you have been correlated to the main concepts in each chapter. Suggested activities take particular account of class size and offer a useful time-

line estimate for completion. The final section offers tips on study skills, how to use the Internet in teaching, and a list of transparencies.

The thoroughly expanded and revised **Test Bank** includes a wide range of multiple-choice, fill-in-the-blank, and critical thinking questions, as well as five short essay questions per chapter. Each item is designated as factual, conceptual, or applied as defined by Benjamin Bloom's Taxonomy of Educational Objectives. The PowerPoint presentations cover the key points of the chapter and include charts and graphs from the test where relevant. They can be used as-is or modified to meet your personal needs. The Instructor's Manual and PowerPoints are also available on the text's custom web site. (0-07-255840-7)

PowerPoint Lecture

Available on the web site and the Instructor's Resource CD-ROM, these presentations cover the key points of the chapter and include charts and graphs from the text where relevant. They can be used as is or modified to meet your personal needs.

Custom Website

The password-protected instructor side of the site contains the Instructor's Manual, PowerPoint presentations, and other resources. www.mhhe.com/kelly7u

PageOut

Build your own course web site in less than an hour. You don't have to be a computer whiz to create a Web site, especially with an exclusive McGraw-Hill product called PageOut. It requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. With PageOut, even the most inexperienced computer user can quickly and easily create a professional-looking course Web site. Simply fill in templates with your information and with content provided by McGraw-Hill, choose a design, and you've got a Web site specifically designed for your course. Best of all, it's FREE! Visit us at www.pageout.net to find out more.

McGraw-Hill Human Sexuality Overhead Transparencies and Image Bank CD-ROM

This set of over 160 images was developed using the best selection of our human sexuality art and tables and is available in both a print overhead transparency set as well as in a CD-ROM format with a fully functioning editing feature. Instructors can add their own lecture notes to the CD-ROM as well as organize the images to correspond to their particular classroom needs.

McGraw-Hill Overhead Transparencies for Human Sexuality
0-07-229014-5
Human Sexuality Image Bank CD-ROM
0-07-229015-3

Videocases in Human Sexuality and Video Guide

Four 35-minute videotapes contain spontaneous unrehearsed interviews. A video guide with case vignettes and classroom discussion questions is also included.

The AIDS Booklet

By Frank D. Cox of Santa Barbara City College

The new edition of this brief text provides a comprehensive introduction to acquired immune deficiency syndrome, which is caused by HIV (human immunodeficiency virus) and related viruses.

Annual Editions—Human Sexuality

Published by Dushkin/McGraw-Hill, this is a collection of articles on topics related to the latest research and thinking in human sexuality from over 300 public press sources. These editions are updated annually and contain helpful features including a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide containing testing materials is also available.

Sources: Notable Selections in Human Sexuality

This is a collection of articles, books excerpts, and research studies that have shaped the study of human sexuality and our contemporary understanding of it. The selections are organized topically around major areas of study within human sexuality. Each selection is preceded by a headnote that establishes the relevance of the article or study and provides biographical information on the author.

Taking Sides: Clashing Views on Controversial Issues in Human Sexuality

This is a debate-style reader designed to introduce students to controversial viewpoints on the field's most crucial issues. Each issue is carefully framed for the student, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. Instructor's Guide containing testing materials is also available.

For the Student

Student Study Guide

This interactive Student Study Guide features all the basics: learning objectives, key terms with definitions, self-tests, and a guided review and study. Additionally, it includes an innovative annotated outline similar to that mentioned in the Instructor's Manual. This will offer the traditional benefits of a chapter outline yet has been correlated to all the resources that McGraw-Hill makes available to the student.

Making the Grade Student CD-ROM

Packaged for **FREE**, this user-friendly CD-ROM gives students an opportunity to test their comprehension of the course material in a manner that is most comfortable and beneficial to them. The CD-ROM contains a Learning Style/Study Skills questionnaire that students can complete to help them identify how they best study. Also included are practice tests and an Internet primer.

Customs Website

The official website for the text contains chapter outlines, practice quizzes that can be e-mailed to the professor, links to relevant Internet sites, Internet primer, career appendix, and a statistics primer. www.mhhe.com/kelly7u

Acknowledgments

More people than I can properly recall have given me encouragement and suggestions for writing this book and revising it through its various editions. A number of them have offered specific help toward its improvement. These professionals and colleagues deserve thanks and acknowledgment. Before I began to write an earlier version, helpful suggestions were given to me by the late Mary S. Calderone, founder and former president of the Sexuality Information and Education Council of the United States (SIECUS); Michael Carrera, then at Hunter College, CUNY; and Patricia Schiller, founder of the American Association of Sex Educators, Counselors, and Therapists (AASECT).

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My wife Betsy has been a constant source of good ideas for this text. She read each chapter and offered many suggestions for making the book more readable and interesting. My daughters, Casey and Chelsea, have efficiently coordinated organization of references for several editions. My teaching assistant, Christopher Manfred, was particularly helpful in organizing new material for this revision, and Katie Binder did a fine and accurate job of entering new references into the database. I always appreciate the able help of my assistant Pat Thompson, who keeps my daily schedule on track and handles many of the day-to-day tasks within my office.

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Student Walkthrough

CHAPTER OUTLINE

Each chapter begins with a brief outline of its major headings, followed by a brief quotation.

CRITICAL THINKING QUESTIONS

These questions, placed strategically throughout the text, can help students look more deeply at the issues.

GLOSSARY

Important terms and concepts appear in boldface within the text and are set apart in a shaded area on the page where they occur for quick and easy reference.

Chapter 5

Developmental and Social Perspectives on Gender

Chapter Outline

How Many Sexes Are There?

Intersexuality
The Biological Levels of Sex
Gender Identity and Role

Sexual Differentiation

Prenatal Factors
What Abnormalities of Sexual Differentiation Can Tell Us
Hormones and Behavior
Factors of Infancy and Childhood
Factors at Puberty
Adult Gender Identity and Role

Interpretations of Gender

Models of Masculinity and Femininity
Lessons from Transgenderism
Gender as a Social Construction
Biological and Evolutionary Foundations of Gender Roles

Theories of Gender Role Development

Psychodynamic Perspectives
Social Learning Theory

Cognitive-Developmental Theory

Gender Schema Theory
Behavioral Genetics
Multifactorial "Web"

Gender in Society and Culture

Growing Up Female and Male
Gender in the Workplace
Feminism
The Men's Movement
Gender Across Cultures
Gender Aware Therapy

Self-Evaluation

Masculinity and Femininity in Your Life
Chapter Summary

Note: A selection of focus on health questions appears at the end of each chapter. Answers to these questions are indicated within the chapter by the symbol in the margin.

I consider myself to be a fairly sensitive guy, and I want to treat women with respect and a sense of equality, but I'm never sure what the rules are. Do I open doors for her, or should we take turns? Am I supposed to pay for dinner every time, or do we share the cost? Who is supposed to give the first signals about being interested in having sex?

Statement from a male student

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Being a sexual human being amounts to far more than the sexual organs with which we were born and the ways in which these organs are activated by sexual arousal. There are many other dimensions of sexuality as it relates to individual people. Why is it that humans come in two sexes? Perhaps the question should be, are there really just two sexes? What factors influence the development of male and female genitalia before birth? What leads to our awareness of ourselves as girl or boy, feminine or masculine, or some combination of the two? Are gender roles determined by biology, socialization, or a combination of the two? How does gender fit into contemporary social and political trends? These are some of the questions that we will explore in this chapter.

Do you think gender roles are inborn or learned? Explain your answer.

How Many Sexes Are There?

Our culture has generally only been willing to recognize two sexes, female and male. Those are the two categories from which we are allowed to choose when filling out most forms. Our legal systems also require that everyone be categorized as either male or female, and newborns must be identified on birth certificates as one or the other. But are things really that simple?

There are documented cases of individuals who have the physical characteristics of both the male and female. In sixteenth-century England, because succession of wealth and title often depended on an individual's gender, the courts decided that succession would be based on "the kind of sex that doth prevail," meaning which sex seemed dominant in the individual by the time of adulthood. In 1843, an election for the town board of Salisbury, Connecticut, was tied, and its outcome hinged on the vote of a person named Levi Snydam, whom the local citizens considered to be more woman than man. Witnesses were not allowed to vote, but a physician examined Snydam, found a penis-like structure, and declared him a male. He was thus eligible to cast a ballot and helped elect a member of the Whig party by a single vote. However, word quickly spread that penis or not, Snydam also had a vaginal opening and menstruated regularly.

The concept of gender or sex obviously has biological roots, but social constructionists hold that even biological facts become interpreted through the

Chapter 5 Developmental and Social Perspectives on Gender

screen of cultural assumptions. From the time of the ancient Greeks until the end of the seventeenth century, Western culture embraced an essentially one-sexed model; the one sex was male, and the structures of the female anatomy were seen as inverted or undeveloped forms of the male sex organs. In other words, "both" sexes were actually just different forms of a single sex, one more fully developed than the other. During the early eighteenth century, a clearer distinction began to emerge, separating female and male as two different sexes (Fausto-Sterling, 2000).

Intersexuality

On the larger historical level, some human beings do not fit the standardized male-female categories. Medical investigators have long recognized the existence of **intersexuality**, a term that refers to some mixture of male and female anatomical characteristics, often reflected in the presence of ambiguous genitalia. At least three major subgroups of intersexes exist: **true hermaphrodites**, who have one testis and one ovary; **pseudohermaphrodites**, who have testes and some female genitalia but no ovaries; and female pseudohermaphrodites, who have ovaries and some male genitalia but no testes (Zucker, 2000).

If your child were born intersexed, what course of action would you consider?

In some historical periods, intersexuality was accepted as a "third sex," distinct from male and female. In many societies, alternative social statuses or gender roles are available for intersexed individuals. The American Plains Indians once assigned the social status of **berdache** to men who did not have the skill or interest for typically masculine, aggressive pursuits. The berdache was considered to hold special powers and sometimes served as a shaman for healing practices or in sacred ceremonies. In India, a third gender called the **hijra** includes elements of both female and

Intersexuality: a combination of female and male anatomical structures, so that the individual cannot be clearly defined as male or female.

true hermaphrodite: a person who has one testis and one ovary. External appearance may vary.

pseudohermaphrodite: a person who possesses either testes or ovaries in combination with some external genitalia of the other sex.

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CASE STUDY

Ricardo Expresses His Attitudes about "Male-Bashing"

During a discussion group following a lecture on male-female relationships on campus, Ricardo voiced his sentiments concerning what he had perceived as antimalle attitudes from women. "Men today could never get away with the way some women are treating men. If the situation were reversed, I resent it that men are not supposed to say or do anything that might seem like a put-down to women, but women get away with male-bashing all the time. I don't like it when I see one of those shirts that says 'A woman without a man is like a fish without a bicycle.' I'm not saying that women are incomplete without men; it's just that things like that are deliberately meant. And when the Bobbie women cut off her husband's penis, a lot of women seemed to think it was just a big joke, instead of an act of violence and mutilation. Maybe she was justified to take action against him, but the result wasn't any more funny than violence toward women. I think it's time we tried to get our priorities straight."

Ricardo's remarks generated many comments and some heated exchanges among the group members. Some of the

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women present said that men were only getting back what they had been dishing out for years and that they should not complain. Some women and men in the group felt Ricardo was overreacting and should try to lighten up and learn how to take a joke. Others—mostly males—agreed with his point of view and said they were tired of the building trend toward antimalle messages. They emphasized that it was another example of bigotry based on stereotypes. Many men made a point of saying that they themselves did not treat women in negative or inappropriate ways and resented being lumped together with those who did.

The debate went on for nearly 2 hours and ended with little resolution between various factions that were represented. Ricardo left the group feeling at least that he had been able to express his opinions openly, and he hoped that some people who had heard them would try to be more sensitive to the issues that had been raised.

and are calling for a more balanced view of the social picture (Levant, 1990). They are tired of being the scapegoats for social constructs that they too were born into, and over which they have often felt little control. They do not feel that it is fair to brand all men as potential rapists or abusers; they instead insist that most men are decent individuals who want to treat women with respect and care (Kinneard, 1997). Many men have participated actively in the efforts to create a more gender-equitable and safe society for everyone.

What do you see as some of the positive and negative features of the men's movement? Explain.

Most men experience some turmoil and problems as they come to grips with what manhood will mean for them. Men must share in the constant struggle to learn how to communicate thoughts, feelings, and the degree of exclusivity they wish to maintain in relationships. *Emancipating* out of what once seemed more like a

2000). Although women have felt resentment about being treated as sex objects, men sometimes have suffered from being success objects, expected to provide status and security for their partners. Many male providers end up feeling powerless, meaningless, and isolated in their jobs; they work under constant fear and tension as they strive for promotion and success. Three main aspects of the traditional male role seem especially to make men uncomfortable: (1) the male as competent worker and provider; (2) the male as emotionally controlled stoic; and (3) the male as sexual aggressor and sexual educator of the female (Levant, 1990; Margolis, 1996).

There has been a growing men's movement in North America. Men's groups have sprung up around the country, and men are being encouraged to confront and share their feelings more openly. Many men feel able to celebrate their own masculinity in ways that would have once been considered unmanly (see Fig. 5.17). Having opportunities to talk about gender roles and discuss individual needs and goals contin-



FIGURE 5.12 Changing Traditional Roles

Both women and men may feel that the characteristics traditionally assigned to them by their society are biased and unfair. Some break away very publicly from the stereotypes. Laia Ali, youngest daughter of boxer Muhammad Ali, is shown here during the first round of her middleweight fight with opponent April Fowler. After receiving some prefight advice from her sister not to beat the other woman too badly in this traditionally male sport, Laia needed only 31 seconds to win the match.

Gender in Society and Culture

As a basic organizing principle of human culture, maleness and femaleness, femininity and masculinity, are central themes in all social structures. When viewed against a backdrop of variations in many aspects of human personality, gender differences may not be as dramatic or significant as we often seem to think. Nevertheless, they influence how people think, believe, and behave.

Growing Up Female and Male

The prevailing opinion in North America has been that social attitudes put females at a disadvantage in many different ways, and there is evidence to support this perception. One contention has been that our society permits a wider range of behaviors for girls from the

very frilly to the tomboy. For boys, neither the extreme of the sissy nor the too-aggressive bully is very popular. This has been substantiated by studies indicating that among younger children, boys tend to see their gender roles and future occupational options much more narrowly than do girls (Sellers, Sanchez, & Connor, 1999). For these reasons, parents and other adults are typically less disturbed by the behavior of girls than by that of boys. As a result, more demands are placed on boys to behave in the appropriate way. This may well result in boys being pressured to become more independent and self-controlled, and there are studies that show males' self-esteem arising from recognition of their individual distinguishing achievements (Malt, Barr, Zubick, & Babey, 1999). Early in their lives, boys develop a sense of self-worth, relatively independent of others' responses. At the same time, female roles are devalued, and boys are criticized for stepping out of their role boundaries by being called "sissy" or "sissies" in a derogatory way. As boys grow into adolescence and adulthood, they face harsher consequences for stepping outside the gender-appropriate roles established for them than do girls and women (Garlick, 1999; Sommer, 2000).

Girls, on the other hand, are not as pressured to become independent and self-controlled, so they remain more dependent on others for physical comfort and a sense of self-worth, often experiencing no strong pressures until puberty. As children, girls are rewarded for their compliant good behavior by good grades, parental love, teacher acceptance, and acceptance into peer groups; this leaves them generally more passive and conformist. During adolescence, boys tend to turn their aggressions outward, whereas girls tend to turn these impulses inward, and often against themselves, resulting in lowered self-esteem (Burnett, Anderson, & Heppner, 1995).

Much of the groundwork for whatever gender discrepancies exist later in life is probably laid in the educational institutions that prepare young people for the future. Schools often seem to provide a different environment for girls than they do for boys. There is evidence that even among young children, boys interrupt teachers in their activities much more than do girls, whereas teachers tend to interrupt girls more than boys. Later on, girls in general, and especially black girls, receive significantly less attention from and interaction with their teachers than do boys. This manifests itself in the fact that in the early grades, girls tend to be equal to, or ahead of, boys on nearly every standardized test, but by high school, they tend to fall behind boys on college entrance exams, particularly in mathematics and science (Major et al., 1999).

It seems that even well-meaning teachers are often susceptible to gender stereotypes, such as the one that

FOCUS ON HEALTH

This feature appears at the end of each chapter and provides a list of questions pertaining to a student's personal health. Page numbers are provided for each question, and within each chapter the Focus on Health icon **FOH** appears next to each related section in the text.

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human development to influence gender-related behavior. Several pregnant women were given hormones to prevent miscarriages. Later it was discovered that the hormones had a masculinizing effect on the developing fetuses. This resulted in the birth of several **fetally androgenized females** with enlarged clitorises and a few genetic females having penises. Most of the girls considered themselves to be tomboys and showed significantly more traditional boyish traits than a control group, including a high level of energy expenditure during play, wearing practical clothing, lack of interest in dolls and infants, and a preference for a future career outside the home rather than homemaking.

Although researchers who studied these girls felt that the most likely explanation was that the male hormones present during their fetal development had created a masculinizing effect on their brains, others countered that confusion on the part of parents might instead have affected their socialization. More recently, other studies have confirmed that fetal androgen exposure during the second 3 months of pregnancy is indeed associated with a masculinizing effect that cannot be completely explained by social influences (Zucker, 2000).

Exposure to Synthetic Hormones

Other evidence demonstrates that exposure of a fetus to certain synthetic hormones that are similar to male or female hormones can lead to eventual behavioral characteristics that could be considered masculine or feminine. Large doses of certain kinds of synthetic progesterone used to treat other medical conditions during pregnancy seem to affect fetuses in much the same way that testosterone does. Some fetuses exposed to these hormones have been born with genitalia that have appeared to be more malelike, with enlarged clitorises, for example. Both females and males exposed to testosterone-like hormones have been studied for later characteristics and compared with controls. On several psychological scales, these individuals tended to score higher on various "masculinity" indexes (Zucker, 2002).

Another synthetic hormone, which is similar to the hormone estrogen, is called diethylstilbestrol, or DES. It was widely used to prevent miscarriage for a number of years, and there was some evidence to indicate that fetuses exposed to DES may have had resulting changes in their brain development. Men who had been exposed to DES before birth have shown a reduction in the separateness of brain hemisphere functioning as well as lowered spatial abilities in comparison to their unexposed brothers. Both of these effects may represent fetal feminization or demasculinizing of the brain because males generally tend to have

greater separation of hemisphere functioning and somewhat better spatial abilities than females. Some studies have also suggested that DES-exposed females might show masculinization of traits, although there is a fair amount of controversy over the effects of DES exposure on females (Hines & Collaer, 1993; Zucker, 2000).

It is known that some anticonvulsant drugs alter hormone levels in animals, leading to disturbed sexual differentiation. A study of humans whose mothers had taken these drugs during pregnancy found that a higher proportion of them had experienced cross-gender behavior and confusion about their gender identity than those in a matched control group (Dessens et al., 1999).

Congenital Adrenal Hyperplasia

Congenital adrenal hyperplasia (CAH), sometimes called androgenital syndrome, is a genetic disorder that causes a buildup of androgenic hormones in the fetus or infant. Genetic females born with this condition often have masculinized genitalia, and they may be surgically treated to create genitalia that appear more female. There is evidence that girls with CAH tend to prefer toys and activities that are more typically considered for boys, see themselves as tomboys, are more likely to have disorders with their gender identity (Slipster et al., 1998), and demonstrate more typically masculine traits than do their sisters. Conversely, boys who experience low levels of androgens during development seem to exhibit reduced visual-spatial abilities in comparison with other males. Research on the behavioral outcomes of such disorders has sometimes demonstrated conflicting evidence, and there is still much work to be done (Hines & Collaer, 1993; Zucker, 2000).

Androgen Insensitivity Syndrome

As explained earlier in this chapter, hormonal secretions from fetal gonads are necessary for the development of male genitalia and the possible suppression of female structures. In a rare genetic condition called

fetally androgenized females: a condition in which hormones administered during pregnancy caused chromosomally female (XX) fetuses to have masculinization of genitalia and patterns of later behavioral patterns, even though they were raised as girls.

congenital adrenal hyperplasia (CAH): a genetic disorder that masculinizes chromosomal females and seems to lead to a masculinization of behavior as well.

VISUAL ART PROGRAM

All the photos, illustrations, tables, and graphs have benefitted from the new four-color design in this edition.

TEXT BOXES

Each chapter contains at least one boxed feature containing material intended to give students a broad humanitarian perspective on some of the concepts being discussed. These boxes differ from Case Studies in that they are excerpts from various sexological sources or from current magazine and newspaper articles.

Interpretations of Gender



How Parents Raise Boys & Girls

It's probably fair to say that John Colapinto has watched with a little more closely than other fathers. After all, he's written *As Nature Made Him: The Boy Who Was Raised as a Girl*. The book, which became a best seller, is the story of a boy who was born in 1966 as a girl, on the advice of a sex researcher. As Bruce grew up, he knew something was off, but he never knew what it was. He was a girl, and he later reclaimed his male identity.

So Colapinto was understandably curious about his own son's earliest years. In 1998, he gave their baby a range of toys that included soft, cuddly playthings. Colapinto tried not to duck the desk in any way, though he knew that parents, not sending subtle signals to children. But, lo and behold, the first word Johnny said was "doll," and he was particularly curious about the doll at his side. And the first thing Johnny did was to play with it. Johnny chose a plane and made engine noises as he let it fly in the air. In Colapinto's eyes, his son was confirming what he learned while much of what makes boys and girls behave the way they do is hard-wired. Says Colapinto: "Many parents would agree. Most little boys do play and act so differently from girls in early age, that it's only natural for parents to conclude that gender is innate and biological rather than the influence of the cultural surround."

A large and growing body of research shows that there are some behaviors young boys and girls, but they are relatively small, particularly in light of the wide range of experiences beyond those that are gender-stereotypical. Many of the beliefs and girls are in the eye of the beholder, after all.

Experts suggest that parents should be careful not to push their children into behavior. "By giving children opportunities to participate in all kinds of activities, children who have the freedom to choose what they're good at and like doing," says the Bradley University Center for the Study of Early Childhood Development. "Televangelist stereotypes about gender behavior (if parents need another reason to limit TV, any). It's easy for parents to overlook how they handle gender issues, but they're important. At the University of Wyoming, says parents should rely on their own feelings being supportive about what your kid is doing," he says, even if your little girl is a son loves her. In other words, nurture your child's nature.

New

Now

have not undergone sex reassignment, certainly outnumbering those who have. The total number of transsexuals in the United States and some European countries has been estimated to be 1 per 20,000 to 100,000.

better understood the aspects of our sexuality. The spectrum of various forms of transsexuals as they relate to masculine traits and feminine traits. It should be

values to assign a masculinity index (MAS) to 40 countries that were being studied. This index measured the degree to which people of both sexes tended to endorse goals that were usually more popular among males. Some countries emerged with a high MAS in

values. As Table 5.5 shows, in countries with a low MAS, work had a less central and stressful place in people's lives. In both sexes, countries with a high MAS work had a much higher place than family and seemed more directly connected with perceptions of

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CROSS-CULTURAL PERSPECTIVE

In One Unbridled Week, a Town's Moment of Truth

Once a year, Bassam, as this town is most often called, comes alive as returning sons and daughters, and the wrinkled elders who never left, are drawn together by a stirring beat to dance under a setting sun.

For the N'zima people who live in this area, the holiday of reconciliation and truth-telling known as Abissa separates virtually all else in life.

It all begins solemnly enough. On a Sunday evening of ten decreed only a week in advance by the local chief, one of the N'zimas' so-called seven families, the K'vavila, takes its long, hollow sacred drum from its secret storage place and assembles at the end of a sandy boulevard of ruins.

As a slow rhythm that can be heard far and wide is tapped out, a crowd gathers and a dancing procession begins. Bent forward slightly in reverence of the earth, they mark the beat: the people make their way to the chief's home to pay their respects. Libations are poured, the ancestors are blessed and the festival begins.

For the next two hours, until darkness falls or until the potent palm gin that sets the feet running out, the sandy ground of Bassam takes a mighty beating as young and old turn in a circle around the percussion band, whose beat alternates between sober and furiously fast.

"There is no training for Abissa, and we don't do any real planning either," said Marcel Essou Ala, the chief of Bassam's N'zima people. "Tradition is what guides us in our ceremony, but once it begins, it is the enthusiasm of the people that takes over."

Among the dancers already gathered in a circle, meanwhile, young men had palmed their faces with kaolin, and young women had highlighted their beauty with finely powdered ochre or white lines around the eyes; a close look at the whirling crowd, however, revealed something more peculiar.

The full-breasted women in the gaudiest dresses who seemed to be having the most fun were not women at all, but men. Likewise, the too-serious men in their tightly clasped neckties were not men at all, but women.

True to the festival's intent of erasing all inhibition, if only for a week, Abissa is, among other things, a parade of gaudy cross-dressing. It is also a moment when forbidden love is declared between men and women who are married (but not to each other), and where long-silenced hurts and confessions are paraded before the world.

The price of admission for those who choose to dance is that they stifle their jealousy, or for those who have wronged, that they suffer the public reproaches of their accusers. At the end of the week, if all is never forgotten, the intent of Abissa is that all should at least be pardoned.

There are so many who would like to see Africa as a savage place, but we have always had our way of managing tensions," said Raymond Apaganyu, an Abidjan banker who had traded his usual fine suit and tie to dance in a gaudy printed outfit and bare feet.

Indeed, if Abissa is one of Ivory Coast's more raucous festivals, its continued vibrancy is a hallmark of this entire region, where street calypsoing and banter and the encroachment of Western ways of life, most people have clung stubbornly to some core of traditional values that many say serve as an anchor in a world of dizzying change.

Excerpted from H. W. French, "In One Unbridled Week, a Town's Moment of Truth," *New York Times*, November 3, 1995. Copyright © 1995 by The New York Times Co. Reprinted by permission.

24. Behavioral genetics emphasizes an interaction of nature and nurture in the development of gender roles.
25. Different genders are treated differently within our society. Girls seem to be more prone to knowing self-esteem as they reach adolescence.
26. Representation of women in scientific and technical fields has been lower in industrialized nations than in some developing countries because of the different status science holds in these cultures.
27. The feminist movement in American history began with an outcry for women's rights in 1848 by Elizabeth Cady Stanton and Susan B. Anthony.

Focus on Health Questions

You will find in this section the kinds of questions that you may have concerning your own health and sexuality. The page references indicate where in the text the answer is located; the exact place is marked with the logo **FAH**.

1. If a woman takes hormones during pregnancy, can they affect the development of the fetus? 124
2. What kinds of changes occurred in my body at puberty? 127–128

Annotated Readings

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- Lips, H. M. (1999). *A new psychology of women: Gender, culture, and ethnicity*. Mountain View, CA: Mayfield. An overview of research done in cultures outside the United States, with an emphasis on how gender roles relate to social and economic conditions.
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- Peplau, L. A., Veniegas, R. C., Taylor, P. L., & Deddo, S. G. (1999). *Sociocultural perspectives on the lives of women and men*. Mountain View, CA: Mayfield. An examination of how the meanings associated with being a woman or a man depend on the person's sociocultural context.

CHAPTER SUMMARY

Each chapter ends with a Chapter Summary, which highlights the main ideas of each chapter.

Chapter Summary

1. Western culture emphasizes the existence of two sexes, while there are forms of intersexuality such as hermaphroditism or pseudohermaphroditism. In other cultures and times of history, intersexuality has been accepted.
2. There is continuing debate over the degree to which gender roles are shaped by biological and sociocultural forces.
3. Biological sex is expressed in genetics, the gonads, the body, and the brain.
4. The development of our gender identity and gender role is determined by a complex interaction of genetic, physiological, and sociocultural factors.
5. During prenatal life (before birth), the combining of chromosomes sets into motion a genetic program for producing a male, a female, or some ambivalent anatomical structure. Although the pairing of sex chromosomes is normally XX for females and XY for males, there can be abnormal combinations (for example, XXX, XYY, XXY) that produce unusual characteristics.
6. After about a month of embryonic development, an undifferentiated set of fetal gonads appears, along with Müllerian ducts (potential female organs) and Wolffian ducts (potential male organs).
7. If the Y chromosome is present, with its SRY gene, H-Y antigen is produced, transforming the gonads into testes, which in turn produce testosterone and anti-Müllerian hormone. They promote development of male organs from the Wolffian ducts and suppress further development of Müllerian ducts.
8. If the Y chromosome is absent, the fetal gonads become ovaries, and the Wolffian ducts disintegrate. The DAX-1 gene on the X chromosome may control a mechanism by which this gene inhibits the development of male gonads and promotes development of female structures.
9. Male and female gonads and inner reproductive structures then develop. The presence or absence of the male hormones affects development of the nervous system. These hormones have a masculinizing effect, while an independent process of feminization is going on. The absence of androgens results in the processes of demasculinization and feminization.
10. Abnormal sexual differentiation patterns have offered us clues about the effects of hormones on fetal development and later behavior.
11. There may be a multiplier effect between biological and social factors that eventually leads to masculine and feminine behaviors.
12. During infancy and childhood, boys and girls are treated in particular ways, and social influences along with anatomy begin to help the child form a core gender identity.
13. At puberty, the testes or ovaries begin secreting male or female hormones, triggering the development of secondary sex characteristics. The first stage of puberty is adrenarche, and the second, more profound, stage is gonadarche. Sexual feelings and fantasies also become more pronounced.
14. Adult gender roles may be conceptualized by bipolar, orthogonal, and oblique models, each offering differing views of the relationship between femininity and masculinity.
15. People who exaggerate culturally accepted gender roles are called hypermasculine or hyperfeminine. Androgyny reflects high frequencies of both masculine and feminine traits in the same individual.
16. Transgenderism has often been interpreted as pathological and considered a gender identity disorder, but transgender individuals have been asking for increased recognition in their roles.
17. Transsexualism involves a distinct nonconformity of gender identity with physical attributes of sex. High-intensity transsexuals are more likely to desire surgical and hormonal sex reassignment.
18. Evolutionary psychologists believe that there may be biological bases for some broad categories of gendered behavioral behaviors.
19. Masculinity and femininity are defined by the behaviors that are found in average men and women. There are some average differences between females and males in a few cognitive and motor functions.
20. There are several theoretical positions concerning gender role development. The psychodynamic approach involves complex unconscious interactions between children and their parents.
21. Social learning theory emphasizes socialization and the modeling of gender behaviors by children.
22. Cognitive-developmental theory emphasizes how human thought processes reinforce and perpetuate the gender roles learned from socialization.
23. Gender schema theory highlights the complex network of associations that people hold with regard to gender.

ANNOTATED READINGS

A select group of recent readings appear at the end of each chapter.

SELF-EVALUATIONS

Questionnaires, self-awareness exercises, and values clarification devices under the heading of "Self-Evaluation" are included in selected chapters.

Self-Evaluation

Masculinity and Femininity in Your Life

Attitudes toward masculinity and femininity are in a state of flux. Although some people are attempting to blur the stereotypical differences between men and women, others are trying harder than ever to establish definite, identifiable standards of masculinity and femininity. The exercises that follow may help you to clarify your present attitudes toward men and women and your view of your own gender role.

1. On a sheet of paper, list two men, by name, who for you exemplify ideal manhood; list two women, by name, who for you exemplify ideal womanhood. Then proceed with the following:
 - a. Under the men's names and under the women's names, list the characteristics of these people that have made them your choices as representative of the ideal.
 - b. Note which of the characteristics, if any, are listed for both the men and women.
 - c. Check those characteristics from either list that you believe you exhibit.
2. Would you ever consider dressing up in clothing generally identified as being appropriate for members of the opposite sex? If not, why not? If so, consider the following:
 - a. Under what circumstances would you wear clothing of the opposite sex? Only in private? In front of one other highly trusted person? In front of a small group of friends? At a masquerade party? In public places?
 - b. If possible and if you are willing, go ahead and dress up in some clothes of the opposite sex, and look yourself over in a full-length mirror. (Note: In some areas, it is illegal to cross-dress and be seen in public.) As you look at yourself, how do you feel? Silly? Sexy? Curious? Happy? Sad? Why do you feel that way?
3. Examine the following list of qualities and check those that you feel are most important for you to have as a person. (Add other words of your own if you wish.)

honest	physically strong	responsible
heave	strong	emotional
athletic	dominating	persuasive
caring	delicate	protective
cooperative	intelligent	shy
gentle	successful	reliable
sensitive	selfish	fluffy
aggressive	manipulative	stern
considerate	thoughtful	sexy
	confident	

 - a. Now read through the list of qualities again and pick out those that have been traditionally considered

masculine and those traditionally considered feminine. Make two separate lists on a sheet of paper. Some words may appear on both lists or on neither.

- b. Finally, note where the qualities you checked for yourself fall in your two lists. Think about them. This should help to show how your goals for your own femininity or masculinity relate to traditional ideas about men and women, as you view them.
4. This exercise should be done with a member of the other gender or with a group of people of both sexes. The men should make two lists on a sheet of paper: the advantages of being female and the disadvantages of being female. Likewise, the women should also make two lists: the advantages and disadvantages of being male. When the lists are complete, everyone should compare them and discuss the characteristics.
5. As you are watching television or leafing through the pages of a magazine, note how men and women are portrayed in advertisements. Note which of the men and women appeal the most to you and which are unappealing to you, asking yourself "why?" in each case. Especially note how women and men in the advertisements are shown in traditional or in nontraditional roles.
6. Think about each of the following, and attempt to get in touch with your gut reactions—how you feel. Try not to intellectualize and react in the manner in which you think you should. Instead, look carefully at how you are reacting and at what your reactions mean in terms of attitudes toward gender roles.
 - a. An unmarried woman who wishes to be referred to as Ms.
 - b. A married woman who insists on being referred to as Ms.
 - c. An all-male organization that refuses to consider admitting women as members.
 - d. An all-female organization that refuses to consider admitting men as members.
 - e. A board of education that passes a school policy requiring that in all courses, "traditional family values are to be upheld, with the feminine role of wife, mother, and homemaker, and masculine role of guide, protector, and provider."
 - f. In considering an equally qualified married man and unmarried woman for a position, a company personnel director hires the woman because the company needs to fulfill its affirmative action quota.
 - g. After a couple has a new baby, the mother wants to continue working, so the father decides to quit his job and stay home with the child.

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