

S I X T H E D I T I O N



UNDERSTANDING  
Human Sexuality

Janet Shibley Hyde/John DeLamater

SIXTH EDITION

# Understanding Human Sexuality

Janet Shibley Hyde

John D. DeLamater

University of Wisconsin—Madison



Boston, Massachusetts Burr Ridge, Illinois Dubuque, Iowa  
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## *Understanding Human Sexuality*

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SIXTH EDITION

# Understanding Human Sexuality



# About the Authors

JANET SHIBLEY HYDE, Professor of Psychology and Evjue-Bascom Professor of Women's Studies at the University of Wisconsin—Madison received her education at Oberlin College and the University of California, Berkeley. She has taught a course in human sexuality since 1974, first at Bowling Green State University, then at Denison University, and now at the University of Wisconsin. Her research interests are in gender differences and gender-role development in children. Author of the textbook *Half the Human Experience: The Psychology of Women*, she has served as a member of the Board of Directors of the Society for the Scientific Study of Sexuality, and is a Fellow of the American Psychological Association. She has received many other honors, including an award for excellence in teaching at Bowling Green State University, an award for excellence in teaching from the Wisconsin Students Association at the University of Wisconsin, and the Kinsey Award from the Society for the Scientific Study of Sex for career contributions to sex research. She is married to John DeLamater.

JOHN D. DELAMATER, Professor of Sociology at the University of Wisconsin—Madison received his B.S. in Psychology from the University of California—Santa Barbara, and his M.S. (Psychology) and Ph.D. (Social Psychology) from the University of Michigan. He created the Human Sexuality course at the University of Wisconsin in 1975, and has taught it regularly since then. His research and writing are focused on social and psychological influences on human sexuality; his recent work is in the areas of HIV/AIDS and STD prevention. He is the coauthor of the textbook *Social Psychology*. He is a fellow of the Society for the Scientific Study of Sexuality and editor of the *Journal of Sex Research*. He has received awards for excellence in teaching from the Department of Sociology and Interfraternity Council-Panhellenic Association and is a member of the Teaching Academy at the University of Wisconsin. He regularly teaches a seminar for graduate students on teaching undergraduate courses. He is married to Janet Hyde.

*To our family*  
*Dorothy*  
*Peter*  
*Elizabeth*  
*Margaret*  
*Laura*  
*Luke*

# Preface

The sexual scene changes rapidly today. Every year there are new advances in the prevention and treatment of AIDS. New methods of contraception are developed and made available. New discoveries are made about causes of sexual disorders. Many things have changed in the new edition of this textbook as well; at the same time, we have retained the features of this book that users have praised over two decades. First we will describe the successful features that we have kept in place. Then we will provide an overview of new features in this edition.

This text has a unique combination of three features that are of utmost importance in a textbook: a writing style that is accessible and appealing to the student; coverage that is comprehensive and interdisciplinary; and excellent scholarship. Our goal in this text is to provide the best in all three of these features—accessibility, comprehensiveness, and scholarship. This approach has been well-received in previous editions, and we have worked to strengthen these features in the sixth edition.

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## Plan of the Book

First and foremost, we have tried to keep in mind at all times that students *want* to learn about sexuality and that our job as writers is to help them

learn. We have covered topics completely, in as clear a presentation as possible, and have made a special effort to use language that will enlighten rather than intimidate; because students so often know only slang terminology regarding sex, we have included slang terms in parentheses following definitions of scientific sexual terms, to connect the two terminologies. In the selection and preparation of illustrations for the book, the goal has always been to convey as much information as possible, simply and clearly.

The book assumes no prior college courses in biology, psychology, or sociology. It is designed as an introduction following the three major objectives of our own courses in human sexuality:

1. To provide practical information needed for everyday living (information about sexual anatomy, contraception, and sexually transmitted diseases, for example) and to deal with problems in sexual functioning (such as erection problems or inability to have an orgasm).
2. To help students feel more comfortable with thinking and talking about sex, both to minimize their own personal anguish about a tension-causing topic and to help them become responsible decision-makers in an important aspect of their lives.
3. To familiarize students with methods used in research on sexuality, and particularly with prob-



lems inherent in some of these methods, so that they can read research reports critically and intelligently.

Our own courses are surveys, designed to provide students with a broad range of information about sexuality. Reflecting that approach, this book is intended to be complete and balanced in its coverage, so that students will want to save it after the course for use as a reference in future years.

The background of the Hyde and DeLamater team is quite compatible with this interdisciplinary approach. Janet Hyde's original graduate training was in psychology, with specialties in behavior genetics and statistics; later her interests expanded to include psychology of women and gender roles. As a result, her expertise is in the biological and psychological viewpoints. John DeLamater's graduate training was in psychology and sociology, so his expertise includes sociological and cultural viewpoints. The team's goal has been to cover all aspects of sexuality with integrity.

Nonetheless, for instructors who feel they lack the time to deal with all the material or who are not prepared to cover certain topics, the chapters have been written to be fairly independent. For example, any of the following chapters could be omitted without loss of continuity: Chapter 13, "Attraction, Intimacy, and Love"; Chapter 17, "Sexual Coercion"; Chapter 21 "Ethics, Religion, and Sexuality"; and Chapter 22, "Sex and the Law."

Certainly there are some aspects of sexuality today that are very serious. Nonetheless, it is our belief that, in modern American culture, we are in danger of taking some aspects of sexuality far too seriously. We may not be serious about it in the same way as were our Victorian ancestors, but we are serious nonetheless—serious about whether we are using the best and most up-to-date sexual techniques, serious about whether our partners are having as many orgasms as possible, and so on. To counteract this tendency, we have tried to use a light touch, with occasional bits of humor, in this book. We are not advocating that we treat sex in a flippant or frivolous manner, or that we ignore serious issues such as STDs and sexual coercion, but rather that we keep it all in perspective and remember that there are some very funny things about sex.

## The Sixth Edition

The sixth edition represents a major revision. What is new about the sixth edition? Four features stand out especially. First, there is a new author on the team, John DeLamater, joining Janet Hyde. The book will now have the voices and perspectives of both a female and a male author. The disciplinary coverage is broadened and strengthened as well, because Janet Hyde is a psychologist and John DeLamater is a sociologist. Second, we have expanded even further the multicultural perspective of the text, which we will discuss in more detail below. Third, the data on sexual behavior have been massively updated and improved by the inclusion of data from the University of Chicago NORC survey, again discussed in more detail below. Fourth, the book is now in full color, featuring diagrams that are much clearer and will enhance students' learning, as well as art work that is both more beautiful and more intriguing.

Two chapters have been completely rewritten: Chapter 15, "Sexual Orientation," and Chapter 19, "Sexual Disorders and Sex Therapy." The rewrites in Chapter 15 reflect major new conceptualizations of the issues in sexual orientation by researchers in the field; new data are included, for example, on children in lesbian and gay families. Chapter 19 was rewritten so that terminology would correspond to current psychiatric nomenclature, and to update the material to reflect changes in conceptualizations in the field stemming from new advances in biological research.

Two chapters received major updates: Chapter 8, "Contraception and Abortion;" and Chapter 20, "Sexually Transmitted Diseases." These rewrites reflect an ongoing explosion of new research on topics such as HIV/AIDS, genital warts, and newly introduced methods of contraception such as Norplant, Depo-Provera, and the female condom.

As in previous editions, we have tried to keep the chapters fairly independent of each other so that instructors can use them in a different order from the one we have set. Many colleagues have told us that they do use the chapters in a different order (although no two of them seem to share the same reordering), and that this is done with ease.



All other chapters have been updated throughout, and special care has been taken to present the most recent available statistics at every point. To give you some idea of the extent of the revision, there were well over 1,600 references in the fifth edition of the book. To these have been added 400 new references for the sixth edition, after considerable winnowing to pick the best studies and not to expand the book to 1,000 pages in length!

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## Multicultural/Multiethnic Perspectives

Multicultural perspectives have been a part of this book beginning with the very first edition, published in 1978. The multicultural/multiethnic perspective has come into full flower in this edition, in which we have been able to integrate into nearly every chapter studies on sexuality in various cultures around the world, as well as on various ethnic groups in the United States. Here are a few examples:

- Boxed inserts, Thinking About Multicultural Issues, have been added to many chapters. They encourage students to go beyond the text and think more about multicultural issues.
- Chapter 1 contains one Focus box on sex in China and another on sexuality in three preliterate cultures.
- Chapter 3, “Sex Research,” has a section on methodological issues in conducting research with persons who are members of ethnic minorities.
- Chapter 4, “Sexual Anatomy,” includes a discussion of female circumcision in East Africa and other Muslim countries.
- Chapter 6, “Menstruation and Menopause,” contains a Focus box on The Menstrual Experience Among Indians in South Africa.
- Chapter 15, “Sexual Orientation,” contains a section on ethnicity and sexual orientation.
- Chapter 23, “Sex Education,” includes a new section devoted to multicultural sexuality education.

One of the most important improvements in multicultural coverage was made possible by the publication of the University of Chicago NORC survey (Laumann et al., 1994). This well-sampled survey had large numbers of African Americans and Latinos, and smaller numbers of Asian Americans and Native Americans. As a result, most of our tables on sexual behavior in the United States now include data for these groups separately, allowing students to obtain a much better knowledge of sexuality and ethnicity in the United States.

To highlight the importance of multiculturalism in the book, beaded fabric from mocassins made by Native Americans in Iowa is used repeatedly throughout the book. The beaded fabric has many meanings to us. Its brilliant colors represent the diverse groups of persons of color around the world. The stitching that holds it together represents the efforts that all of us must make to understand and reach out to each other. Colorful, elaborate beadwork, too, is an important part of sex-related rituals such as marriage in many cultures.

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## Learning Resources

This book also emphasizes learning resources for the student. There is a running glossary of terms, with pronunciations. Chapter outlines appear at the opening of each chapter. Since research in cognitive psychology indicates that learning and memory are improved considerably if the learner knows the organization of the material in advance, the chapter outlines are designed to facilitate this learning. A comprehensive Summary concludes each chapter. There are Review Questions and Questions for Thought, Discussion, and Debate at the end of each chapter. These questions are designed to help students review for exams as well as stimulate them to think beyond the material presented in the text.

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## Special Features

There is an Appendix—“A Directory of Resources in Human Sexuality”—that lists the names, addresses, and functions of many major organiza-

tions in the field of human sexuality, on topics ranging from birth control to toll-free hotlines on sexually transmitted diseases, to scholarly journals. We hope that this listing will serve as a useful reference for both instructors and students. We personally have used the one in the previous edition a great deal.

We hope you will visit our website at [HTTP://www.cybsol.com/sexuality](http://www.cybsol.com/sexuality). The site will feature author newsletters, a directory of on-line information resources, sample study guide exercises and test questions, and more.

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## Supplementary Materials

A full teaching resource package accompanies this text. The package includes an instructor's manual which contains both a set of test questions for every chapter and a resource section which offers a wide variety of teaching aids for new and experienced instructors. The test questions are available in computerized format for IBM and Macintosh computers. The teaching package also includes a set of 65 full-color overhead transparencies, revised and expanded for this edition.

Additionally, Valois and Kammerman's, *Your Sexuality: A Self-Assessment*, third edition, provides thought-provoking exercises to help students better understand their own sexual attitudes and behavior.

Finally, for adopters of the new edition, McGraw-Hill is pleased to offer Videocases in Human Sexuality. The package includes a series of four 35-minute videotapes with spontaneous, unrehearsed interviews, plus a video guide with case vignettes and classroom discussion questions. For more information, please contact your McGraw-Hill sales representative.

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## Acknowledgments

Over the course of the first five editions, numerous reviewers contributed to the development of *Understanding Human Sexuality*. We don't have the space to cite them all, but their contributions remain and we are grateful to them.

In addition, we are enormously grateful to the following reviewers who helped shape this revision: Kathryn N. Black, Purdue University and the University of Arizona; Gere B. Fulton, The University of Toledo; Morton G. Harmatz, University of Massachusetts at Amherst; Susan D. Lonborg, Central Washington University; Sandra Leiblum, University of Medicine and Dentistry of New Jersey—Robert Wood Johnson Medical School; Linda Green, The Law School, University of Wisconsin.

Wendy Theobald, our library researcher, deserves special thanks for tracking down hundreds of articles and books at the numerous libraries spread around the University of Wisconsin. She was creative and thorough and often found studies that even we were not aware of. This book is noticeably better because of her work.

Finally, we owe many thanks to the editors and staff at McGraw-Hill: Brian McKean, psychology editor, who has offered consistent support and encouragement and many excellent ideas for the book; Cele Gardner, developmental editor, who went over the manuscript with a fine-toothed comb and made many improvements; and Jack Maisel, editing supervisor, who did an excellent job carrying the book through to completion.

We love teaching our human sexuality courses and we've loved writing and rewriting this text for it. We hope that you will enjoy reading it, learning from it, and teaching with it.

Janet Shibley Hyde  
John D. DeLamater



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