

# HUMAN SEXUALITY

## Diversity in Contemporary America

THIRD EDITION

Bryan Strong • Christine DeVault • Barbara Werner Sayad





THIRD EDITION

# *Human Sexuality*

## *Diversity in Contemporary America*

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*To my children—Gabe, Will, and Maria. I'm proud of the loving young adults you've become.*

—C.D.

*To my family—my husband, Bob, and my children, Sarah, Elizabeth, and Sam—whose love is a never-ending source of joy and inspiration.*

—B.W.S.

# Preface

**W**E WROTE THIS textbook to make the study and teaching of human sexuality a meaningful and rewarding experience for both students and instructors. We present the study of human sexuality in such a manner as to enlarge both the student's personal and intellectual understanding. A personal approach does not exclude scholarship; nor does scholarship exclude personal understanding. Instead, scholarship allows the student to see beyond his or her own experience; and personal exploration breathes life into academic research.

The primary goal of this textbook is to integrate the personal and intellectual foundations of human sexuality. This goal led us to ask two fundamental questions. First, if we were college students, what would we want and need to know and understand about human sexuality? Second, what do we, as instructors and researchers, believe is important for an educated person to know about human sexuality? With these questions in mind, we formulated the structure and direction of this textbook. There are six important aspects to this textbook, described below.

**Popular Culture** As we thought about the context in which students would read this textbook, we were struck by how powerful popular culture is in shaping attitudes, beliefs, and ideas about sexuality. In contemporary America, Dr. Ruth, Abigail van Buren, Oprah, Dr. Drew, and Demi Moore, Leonardo DiCaprio, Antonio Banderas, RuPaul, and Madonna, are among the most significant sources of sexual information, ideas, stereotypes, and values. It is important that students think about the depictions of sexuality in popular culture and critically evaluate their impact on our lives. Just as any research finding on human sexuality is subject to critical thought, so too is every image given to us by our popular culture.

**Ethnic Diversity** As we looked at the demographic composition of our classes, colleges, and universities, we were struck by their increasing ethnic diversity. This diversity reflects the diversity of our nation, in which over 20% of Americans are from African American, Latino, Asian American, Native American, or other ethnic descent. To reflect this diversity, we have integrated scholarship on ethnicity and sexuality as much as possible. This scholarship, however, is limited, and much of it is problem oriented. But we believe it is important in our ethnically diverse society to expand the study of human sexuality to include all distinct ethnic groups.

**Integration of Gay/Lesbian/Bisexual Research** As we considered the subject of sexual orientation, we decided that it is important to integrate

gay/lesbian/bisexual research into the text rather than segregate these issues into a separate chapter. There are no compelling intellectual reasons to segregate research on gay, lesbian, and bisexual men and women from general discussions per se of communication, love, cohabitation, sexual expression, and so on. Such segregation implies differences where none may exist. It distorts our common humanity and relegates gay men, lesbians, and bisexuals to a “special” category. Such segregation, we believe, unintentionally encourages continued stigmatization.

**HIV/AIDS Crisis** We are acutely aware of the HIV/AIDS epidemic. Because of its severity, we have devoted a chapter to examining its various aspects, including not only the biological and health aspects but also the personal, social, and psychological aspects. This chapter, along with the one on sexually transmitted diseases, has been thoroughly updated for this edition.

**Research Based** We are deeply committed to scholarship and to presenting cutting-edge research in the field of human sexuality. In writing this book we carefully evaluated the current literature, using bibliographic databases and communicating with scholars around the country. We include what we believe to be the most up-to-date, important, and interesting research findings available. Our own research on love and sexuality continues to remind us of the joys (and limits) of research.

**Teaching Support** We want to provide as much support as we can to the instructor teaching human sexuality. We believe a textbook’s effectiveness as a teaching tool is dramatically increased when the text is systematically integrated with supplementary instructional material. We have developed a comprehensive, integrated teaching package that dovetails with the text and with classroom needs. Included in this package (described in detail below) are an instructor’s resource book, a printed test bank, corresponding computerized test bank, a student study guide, supplemental videos, and a student guide to Internet resources.

## Changes to This Edition

One of our objectives in preparing this text was to combine *Human Sexuality*, second edition, and *Core Concepts in Human Sexuality*, thereby offering the best of both books in a lower-cost, paperback edition. The result is a book whose length is midway between that of the two previous editions. For this, the third edition of *Human Sexuality*, we brought together both texts on a line-by-line and paragraph-by-paragraph basis, took the best of each, added new material where appropriate, and updated the text throughout. We have combined Chapters 6 and 7 of *Human Sexuality* into one chapter, now titled “Sex Over the Life Span.” We also revised the pedagogy, eliminating the chapter-opening self-quizzes, removing the running glossary, and creating new titles for boxes, which we feel give a better idea of the focus of each one.

Additionally, we gathered some of the more practical and applied information from the text and included it, along with new material, in a Resource Center at the end of the book. The Resource Center also contains an



expanded directory of organizations, hotlines, and World Wide Web sites, grouped by topic, which students can explore on their own.

We have addressed many new topics and issues in this edition and expanded coverage of numerous others. New and expanded topics include contemporary approaches in the treatment of sexual ambiguities, the business of cybersex, celibacy as a choice, friendship and its relationship to love, pros and cons of home tests for STDs (including HIV), and the transgender phenomenon. Another key change in this book is the use of color throughout and the inclusion of many new and striking photographs. A revised design helps to increase the visual appeal of the book.

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## PEDAGOGICAL AIDS

*Human Sexuality* is written in an accessible style at a level appropriate for most undergraduates. To support both teaching and learning, we have incorporated several learning aids in the text. Each chapter begins with a **chapter outline**, designed to give the student an overview of topics discussed in the chapter. Reinforcing the outline is an **"In this chapter"** paragraph, describing the chapter's contents.

Providing students with greater understanding of particular timely, high-interest topics are boxes called **"Think About It."** Sample titles include "My Genes Made Me Do It: Sociobiology, Evolutionary Psychology, and the Mysteries of Love," "Bisexuality: The Nature of Dual Attraction," "Body Play: Tattooing and Piercing," and "Gay and Lesbian Parents." Also featured are boxes called **"Practically Speaking."** These boxes give students the opportunity to reflect on their personal attitudes, beliefs, and behaviors and to evaluate their own experiences in light of knowledge gained through reading the chapter. Sample titles include "Touch: Overcoming Differences," and "Guidelines for Choosing a Contraceptive Method."

Important **key terms** are printed in boldface type and defined in context as well as in the glossary. Appearing at the ends of chapters are chapter **summaries**, designed to assist students in understanding main ideas and in reviewing chapter material. An annotated listing of **suggested reading** is included at the end of every chapter as well, providing the student with sources of additional information and resources for research projects. Together, these pedagogical aids support and facilitate effective teaching and successful learning.

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## INTEGRATED TEACHING PACKAGE

As noted above, *Human Sexuality* includes a teaching package designed to increase the text's effectiveness as a teaching tool. At the heart of this package is the **Resource Book**. Developed by Bryan Strong and Barbara W. Sayad, this book begins with general concepts and strategies for teaching human sexuality. We offer suggestions on issues such as setting the ground rules for creating a supportive classroom environment, guidelines for integrating ethnicity, popular culture, gay men, lesbians, and bisexuals into the course, and using the computer in research. Also in this section are

suggested background readings, bibliographies, films and videos, and lists of transparency masters and student worksheets. We then provide the following resources for each chapter: outline, learning objectives, discussion questions, activities, list of films and videos, bibliography, worksheets, handouts, and transparency masters.

A **computerized test bank** of over 2,000 test items has been prepared by Roy O. Darby III, University of South Carolina, Beaufort. He brings substantial experience in teaching and in testing and measurement to this element of the package. Each chapter contains approximately 130 test items, including multiple choice questions, true-false questions, fill-in questions tied to key terms, short-answer questions, and essay questions. The test bank can be used with either IBM or Macintosh computers. The test bank is also printed and bound into one volume.

A student **study guide** has been prepared by Bobbi Mitzenmacher, California State University, Long Beach, and Barbara Sayad. The study guide contains detailed learning objectives, key terms, practice tests, activities, personal involvement assessments, and a step-by-step guide to preparing a personal and meaningful gender identity paper.

**Videotapes** are available that give instructors the opportunity to illustrate and extend coverage of the most current and compelling topics treated in the text. The **Mayfield Relationships and Intimacy Videotape**, which has been developed to accompany this text, comprises 13 10- to 15-minute video segments on subjects such as gender roles, the effect of AIDS on women, and date rape. Other videotapes on a wide range of topics are also available.

A new resource for students is the **Mayfield Quick View Guide to the Internet for Students of Intimate Relationships, Sexuality, and Marriage and the Family** by M. Paz Galupo, Towson University, Jennifer Campbell, and Michael Keene, both of the University of Tennessee, Knoxville. This short text introduces students to the Internet and provides them with extensive resources for using the Internet in the study of human sexuality. The guide can be shrinkwrapped with *Human Sexuality* at no additional cost to the student. We also will offer PowerPoint lecture outlines for this edition which can be customized to fit your course and can be printed as color transparencies.

For information on any component of the teaching package, instructors should contact their Mayfield representative or call (800) 433-1279.

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## ACKNOWLEDGMENTS

Many people contributed to the creation and development of this book. We are grateful, first of all, for the kind assistance of the reference staff at California State University, Monterey Bay.

Ruth Gunn Mota of International Health Programs has provided valuable information about HIV and AIDS, as have the staff of the Santa Cruz AIDS Project. They are deeply committed to increasing AIDS awareness among students and members of the community, as are a number of people living with AIDS in our community. We applaud their work.

Our friend and colleague Art Aron, one of the leading researchers in the social psychology of love, assisted us in developing Chapter 7, "Love, Intimacy, and Sexuality." Terence Crowley, professor of library science at San



Jose State University, continues to assist us—and entertain us—when we have difficult questions to research. Pepper Schwartz at the University of Washington has shared her ideas with us about the relationship between sex research and its popularization in the media. Fran Bussard, formerly of California State University, Chico, is an ever-thoughtful friend who provides ongoing insight into human relationships. Julie Rogers contributed greatly to the development of the instructor's manual. Special thanks to William Yarber of Indiana University for allowing us to use his health assessment instruments.

Of those at Mayfield Publishing Company, we particularly wish to acknowledge Frank Graham, our editor, and thank him for his inspiration, knowledge, and hard work. We also wish to thank Kate Engelberg, managing developmental editor, for her insights, sensitivity, patience, and professionalism. Megan Rundel, our developmental editor, was a source of insight and support as we revised the manuscript. Thanks to our production editor, Melissa Kreischer, who did outstanding work in managing the production process, keeping the book on schedule, and working closely with us from the first edition developing the photo program. We appreciate the conscientious editing and help of our manuscript editor, Bev DeWitt. Thanks to Susan Breitbard, design manager; Robin Mouat, art manager; Brian Pecko, photo researcher; Martha Granahan, permissions editor; and Susan Shook, supplements editor. Linda Toy, vice president, production, was a source of encouragement in producing the book. Dick Greenberg, president of Mayfield, also offered support and encouragement; it has been a pleasure working with him.

### *Author's Note*

*It was a pleasure and a privilege to co-author Human Sexuality with Bryan Strong, my husband, beginning with its first edition. Our work on the book was exciting and challenging—and tinged with bittersweetness, as Bryan was diagnosed with malignant melanoma in May of 1993. He died on August 10, 1996. Through his teaching and writing, Bryan touched the lives of thousands of students, both known and unknown to him. In the third edition of the text, my co-author, Barbara Sayad, and I have endeavored to keep Bryan's legacy alive by continuing his commitment to rigorous research and scholarship as well as maintaining the sensitivity, accessibility, and essential humanity that have distinguished Human Sexuality since its inception.*

*Our editor, Frank Graham, the staff at Mayfield, and Barbara Sayad have been unstintingly supportive and gracious to me throughout difficult times. I am deeply grateful to them all.*

Christine DeVault

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