

Study Guide  
to Accompany

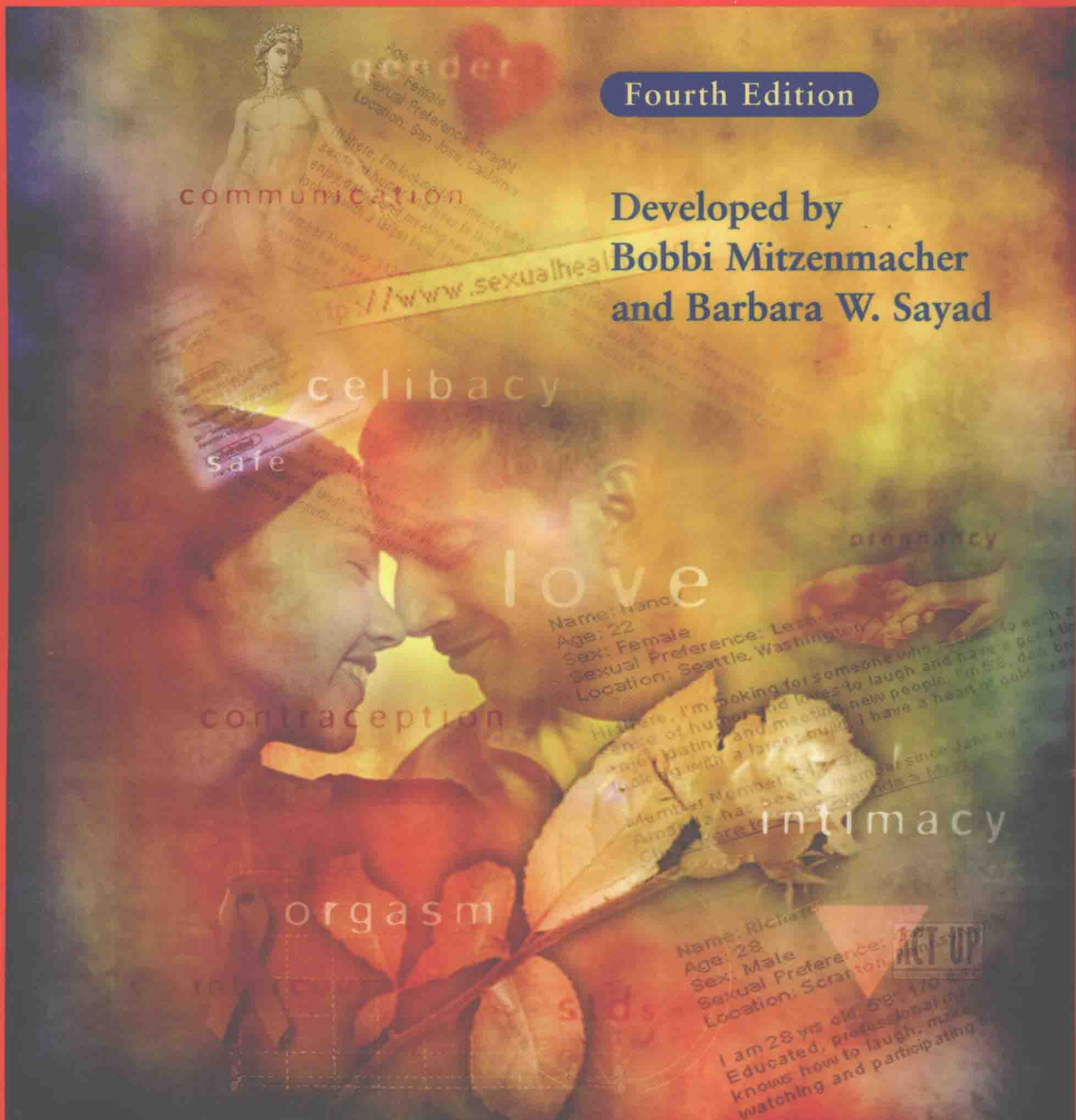
# Human Sexuality

Diversity in Contemporary America

by Bryan Strong, Christine DeVault,  
Barbara W. Sayad, and William L. Yarber

Fourth Edition

Developed by  
**Bobbi Mitzenmacher**  
and **Barbara W. Sayad**



# **STUDY GUIDE**

TO ACCOMPANY

## ***HUMAN SEXUALITY***

***Diversity in Contemporary America***

***Fourth Edition***

**by Bryan Strong, Christine DeVault,  
Barbara W. Sayad, and William L. Yarber**

**Developed by**

**Bobbi Mitzenmacher, MS**  
**California State University, Long Beach**

**Barbara W. Sayad, MPH**  
**California State University, Monterey Bay**



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York  
San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur  
Lisbon London Madrid Mexico City Milan Montreal New Delhi  
Santiago Seoul Singapore Sydney Taipei Toronto

Copyright © 2002 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

3 4 5 6 7 8 9 0 MAL/MAL 0 9 8 7 6 5 4 3 2 1

Printed on acid-free paper.

ISBN: 0-7674-2172-8

[www.mhhe.com](http://www.mhhe.com)

# A MESSAGE TO STUDENTS

This Study Guide is designed to help you achieve two important goals in learning about human sexuality. First, it will make it easier for you to study, review, and comprehend the material you are learning from the textbook, *Human Sexuality*, Fourth Edition, by Bryan Strong, Christine DeVault, Barbara Sayad, and William Yarber. Although it is true that each of us already possesses some knowledge about human sexuality, you may be surprised by the amount of new information as well as the number of terms and ideas that will be presented in your class and the textbook. This Study Guide aims to increase your success in learning, retaining, and integrating the essential information.

Second, but of equal importance, this Study Guide will give you opportunities to think about human sexuality, research, and issues in the context of your own life. Sexuality is not just about sexual activity. It is a matter that affects your biological, psychological, cultural, and ethical makeup. More than any other class you will take in college, the ideas you will be learning about, the objective information that is presented, and the applications that are possible have the potential to affect your future behavior and personal development.

To help you focus on important concepts, each chapter of the Study Guide begins with a set of learning objectives, which you may wish to review. The Study Guide also lists key terms as they appear in the text. Definitions for these are in the textbook as well as the glossary, located at the end of the book. Each chapter also includes a practice test of multiple-choice, true/false, fill-in, and short-answer questions that test your knowledge of key terms and concepts presented in the textbook. Note that Part IV of this book contains the answers, or page references to the answers, to the test questions. You may wish to give special attention and additional review to any questions that you missed or feel uncertain about, even if you did guess the correct answer. Approximately 30% of the practice test questions also appear in the instructor's test bank.

The remaining sections are designed to help make the class content more relevant and meaningful. "Observation" exercises provide out-of-class opportunities to relate information about sexuality to your background knowledge or observations. Exercises may include conducting an interview, observing and recording people's behavior in a public setting, or watching a TV program or commercial to gain insight into the messages that are being sent about males and females, relationships, and sexual behavior. To help apply material to your own experience, the "Reflection" sections include exercises, assessments, and questions for analyzing how information in the chapter relates to your experience, behavior, and opinions.

"Gender and Sexual Identity Questions" are located at the end of each chapter. Each group contains questions to answer and open-ended statements for you to complete. Based on our observations and feedback by thousands of students, this very personal and revealing exploration is likely to provide you with meaningful insights and personal awareness and growth. You may wish to keep your comments and answers to these exercises in a private place. Following the "tour" of your textbook, there is a further explanation about how you can use these exercises to help write an essay that will lead you to reflect and learn more about your own sexual and gender identity.

Part III of the guide consists of a summary of resources for reading and writing about human sexuality. It is intended to support any handouts your instructor may provide and offer a framework from which you can prepare your research. It also contains the American Psychological Association's guidelines for citing sources in a bibliography. Supplement this with concepts presented in Chapter 2 of the McGraw-Hill Quick View Guide to the Internet for Students of Intimate Relationships, Sexuality, and Marriage and the Family, and your own critical thinking, and you can begin to explore the complex and fascinating subject of human sexuality.

Each student comes to this class with a unique background and feelings about sexuality and its place in his or her life. We hope that your efforts in completing the following activities will provide new insights and, more importantly, encourage you to re-examine your attitudes and behaviors with regard to sexuality and its place in your life.

# CONTENTS

## A MESSAGE TO STUDENTS   iii

### PART I   INTRODUCTION   1

Getting to Know Your Textbook: A Self-Guided Tour	3
Gender and Sexual Identity: An Explanation	5
Gender and Sexual Identity Essay	6
Background Information for Gender and Sexual Identity Essay	7
Pretest: What's Your Sex IQ?	9
Answers to Pretest: What's Your Sex IQ?	11

### PART II   CHAPTER MATERIALS   13

#### Chapter 1   Perspectives on Human Sexuality   15

Learning Objectives	15
Practice Test Questions	15
Sex, Lies, and MTV	19
Cybersex: On a Screen Near You	21
"Firsts" in Growing Up	22
The Impact of Media	23

#### Chapter 2   Studying Human Sexuality   25

Learning Objectives	25
Practice Test Questions	26
Research Methods	30
Exploring the Internet	31
The Sexy Side of Magazines	32
Looking at Your Values	33
Honesty and Sexuality	34

#### Chapter 3   Female Sexual Anatomy, Physiology, and Response   35

Learning Objectives	35
Practice Test Questions	36
Looking at Media Images	42
Menstruation Attitudes	43
Charting Cycles	44
Female Body Image	46
Female Body Awareness	47

#### Chapter 4   Male Sexual Anatomy, Physiology, and Response   49

Learning Objectives	49
Practice Test Questions	50
Attitudes Toward Male Anatomy	55
You Are the Artist	56
Male Body Image	57
Male Body Awareness	58

<b>Chapter 5</b>	<b>Gender and Gender Roles</b>	<b>60</b>
	Learning Objectives	60
	Practice Test Questions	61
	Advertising Gender Stereotypes: Sexism in Toyland	65
	Advantages and Disadvantages of Being Male or Female	66
	Gender Messages	68
	My Ideal	69
	Gender Issues	70
<b>Chapter 6</b>	<b>Sexuality over the Life Span</b>	<b>72</b>
	Learning Objectives	72
	Practice Test Questions	73
	The School Board Is Called to Order	77
	Answering Questions About Sex in the Tender Years	78
	Dating Customs	79
	Attitudes Toward Aging and Sex	80
	Placing Relationships into Life's Continuum	81
	Early Childhood Sexuality	82
<b>Chapter 7</b>	<b>Love, Intimacy, and Sexuality</b>	<b>86</b>
	Learning Objectives	86
	Practice Test Questions	87
	Looking at Your Love Patterns	91
	Looking at Love on the Radio and in the Movies	92
	Looking at Cohabitation	93
	Vows and Prenuptial Agreements	94
	Looking at Love	95
	Experiences of Love	96
<b>Chapter 8</b>	<b>Communicating About Sex</b>	<b>97</b>
	Learning Objectives	97
	Practice Test Questions	97
	Games Singles Play	102
	Language and Sexuality	103
	Sexual Communication Satisfaction Questionnaire	105
	The Closer You Get, the Faster I Run	106
	Patterns of Communication	107
<b>Chapter 9</b>	<b>Sexual Expression</b>	<b>109</b>
	Learning Objectives	109
	Practice Test Questions	109
	Let's Talk About S...E...X	113
	Rating Sexual Attractiveness	114
	The Treasure Island Syndrome	115
	Looking at Fantasyland	116
	Culture and Religion	117

**Chapter 10 Atypical and Paraphilic Sexual Behavior 119**

Learning Objectives	119
Practice Test Questions	120
Does It Happen in My Community?	124
The Media and Atypical Sexual Behavior	125
Sexual Attitudes and Legal Sanctions	126
Atypical and Paraphilic Sexual Behavior	127

**Chapter 11 Contraception and Birth Control 129**

Learning Objectives	129
Practice Test Questions	130
Facts About Contraception	134
Your Reproductive Life Plan	136
Birth Control Continuum	138
Taking Sexual Risks	139
Thinking About Abortion	140
Use of Birth Control	141

**Chapter 12 Conception, Pregnancy, and Childbirth 143**

Learning Objectives	143
Practice Test Questions	144
The Childbirth Experience	150
Making a Birth Plan	151
Ethical and Social Issues of Reproduction	152
Life Without Children	153
Parenthood, Pregnancy, and Infertility	154

**Chapter 13 The Sexual Body in Health and Illness 156**

Learning Objectives	156
Practice Test Questions	157
Assessing Your Body Image	162
Body Play: What's It All About?	164
Looking for the Perfect Body	165
The Unkindest Cut	166
The Disabled and Sexuality	167
Body Image and Health	168

**Chapter 14 Sexual Enhancement and Therapy 170**

Learning Objectives	170
Practice Test Questions	171
Finding Help	175
Sharing Intimate Sexual Feelings	176
Dealing with Dysfunctions	177
Making Good Things Better	178
Sexual Functioning	179

<b>Chapter 15</b>	<b>Sexually Transmitted Diseases</b>	<b>181</b>
	Learning Objectives	181
	Practice Test Questions	181
	Facts About Sexually Transmitted Diseases	185
	What's Your Risk?	187
	Talking About STDs	188
	Where to Go for Help	189
	Sexually Transmitted Diseases	190
<b>Chapter 16</b>	<b>HIV and AIDS</b>	<b>192</b>
	Learning Objectives	192
	Practice Test Questions	193
	Testing for HIV?	197
	What's It Like to Buy Condoms at a Store?	198
	Putting a Face on AIDS	199
	Listening for AIDS Messages	200
	AIDS	201
<b>Chapter 17</b>	<b>Sexual Coercion: Harassment, Aggression, and Abuse</b>	<b>203</b>
	Learning Objectives	203
	Practice Test Questions	204
	Does It Happen at Your School?—Rape	208
	Does It Happen at Your School?—Harassment	209
	Case History of a Date Rape: Paul and Susan	210
	The Line Between Harassment and Flirtation	212
	Preventing Childhood Sexual Abuse	213
	Negative Experiences	215
<b>Chapter 18</b>	<b>Commercial Sex: Sexually Oriented Material and Prostitution</b>	<b>217</b>
	Learning Objectives	217
	Practice Test Questions	217
	Pornography or Obscenity—You Be the Judge	221
	Ruling on the Legality of Sex for Profit	222
	Pornography	223
<b>PART III</b>	<b>RESOURCES FOR READING AND WRITING ABOUT HUMAN SEXUALITY</b>	<b>227</b>
	Reading a Journal Article	229
	Writing a Research Paper	232
	American Psychological Association Style: A Quick Reference	233
<b>PART IV</b>	<b>ANSWERS TO PRACTICE TEST QUESTIONS</b>	<b>235</b>
	Answers to Practice Test Questions for Chapters 1–18	237
	Values Survey Review	246
	A Final Message to Students	247



## **PART I**

### **INTRODUCTION**



## GETTING TO KNOW YOUR TEXTBOOK: A SELF-GUIDED TOUR

Over the next few months, you'll be spending considerable time with your textbook. Along with lectures and discussions, the textbook will be one of your most important learning tools. The authors have given much thought to how the various elements of the textbook fit together. These different elements form a whole, whose aim is to further your understanding of human sexuality.

The authors have designed the questions below to provide you with a self-guided learning tour through the textbook. (Most examples will be taken from Chapter 1.) You will explore each element. When you have completed this tour, you will be able to use the textbook to its full advantage.

As you answer each question, write down your responses on a separate sheet of paper. Your responses should be very brief, usually not more than a sentence or two. Your instructor may want you to turn them in.

First, take a few minutes to browse through the textbook to get a feel for it. What is your first impression of the book?

Read the Prologue. The section entitled "The Author's Perspective" describes several themes in the textbook. Briefly list the themes.

Read through the table of contents. This gives you an overview of what the textbook will cover. What is the title of the chapter that looks most interesting to you?

Each chapter begins with an outline that succinctly describes its structure. Read the outline to get an idea of what the chapter will cover.

You'll find a chapter summary after the main body of text in each chapter. BEFORE you read the chapter text, read the summary for Chapter 1. Reading the summary will make reading the chapter easier.

On nearly every page you'll find key terms and their definitions. These important terms are in **bold-face type** in the text and are summarized in the paragraph when they first appear. Find the first key term and its definition in Chapter 1. Some students find it helpful to prepare flashcards of the key terms while studying for examinations. You may wish to check with your instructor to see how useful this practice might be. Key terms are also listed alphabetically and defined in the Glossary at the end of the book.

Near the end of each chapter you'll find a "Suggested Reading" section. What is the title of the book that looks most interesting to you? You can look here if you want to do more research on a subject now for your class or in the future when you would like to know more about a particular topic.

A new feature of the book is the inclusion of an Internet site and activity that directly relates to the content in the chapter. Find a topic that interests you, locate the site, and explore the information and links that are suggested. What did you learn as a result of this?

Each chapter has one or more boxes entitled either "Practically Speaking," or "Think About It." These go into a subject in greater depth or provide you with another way of looking at things. Read the first box, "My Genes Made Me Do It: Sociobiology, Evolutionary Psychology, and the Mysteries of Love." Were you able to penetrate the illusions which were portrayed?

The authors have carefully selected the photographs, charts, and tables to reinforce chapter material. On which page do you find the most interesting photograph in this chapter? Why do you find it interesting?

Because this textbook is based on scholarly research, you'll find that after the authors present important ideas or research findings they cite (identify) the source of the statements. These citations follow the style recommended by the American Psychological Association. The citations are placed in parentheses, with the author's name and date of publication, e.g., (Strong, DeVault, Sayad, and Yarber, 2002). You will find the full bibliographic citation for these sources at the back of the textbook in the Bibliography. Find the first citation in Chapter 1 and look it up in the Bibliography. What is its full bibliographic citation?

There is also a detailed index to help you find your way around in this textbook. Search the index for a couple of topics that interest you, write down their page references, and then turn to those pages in the text. What were the topics you looked up?

Finally, list the three most important things you learned about human sexuality or yourself after reading this chapter.



## GENDER AND SEXUAL IDENTITY: AN EXPLANATION

Though the goals and objectives of each human sexuality course differ, one theme that unites all of them is the application of the information and concepts presented in class to students' attitudes, beliefs, values, and behavior.

We are aware that in asking you to describe the various influences on your personal sexual identity and the impact they have had on your sexual attitudes and behaviors, a variety of challenges and obstacles may arise. First is the confusion that results from the barrage of conflicting messages and their interpretations. Second are the uncomfortable and sometimes painful feelings that may result from articulating and confronting certain experiences, perhaps for the first time. Third is the discomfort that occurs from revealing such personal issues to a stranger, that is, the instructor, for the purpose of receiving a grade. And fourth is the issue of how to proceed with your life once this information has been revealed. We hope that doing this exercise will give you a chance to clarify your feelings and reduce the confusion and discomfort that may be associated with self-exploration. The support and encouragement of your instructor and close friends as well as the services of the university's counseling center may also be helpful if you find that responding to the statements unleashes feelings that are difficult for you to deal with. *Above all, you have the right to choose whether or not to participate.* If you choose not to, consider putting the questions aside until a later date when you are ready.

In spite of these profound issues, we have found, over the years of teaching human sexuality courses, that this assignment is the most valuable experience of our students' semester. Students who choose to participate report insights that, they say, would not otherwise have occurred. Though many have discovered that it is no easy task to break the patterns and deeply ingrained beliefs that they have held since childhood, this exercise encourages them to consciously work toward improving them.

One former student wrote:

The assignment really pushed me to take a closer look at my inner self—at what my opinions and values really are, and how people and the society around me influenced my development without my being conscious of it. Things came up that I had forgotten about, and it made me realize that I had to face my problems. I never knew that such feelings of resentment, insecurity, and happiness were there. I know the things I learned here will be beneficial to me throughout my life.

Begin by answering the questions on pages 7 and 8. Not all of these questions are appropriate for everyone's situation, so you can be selective in your responses. Next, after you've read the chapter in your textbook and finished the other exercises, complete the "Gender and Sexual Identity Questions" that appear at the end of each chapter. Conclude this assignment by summarizing key elements of your gender and sexual identity according to the essay description on page 6.

If you choose to take the opportunity that this self-exploration activity provides, we believe that a meaningful dimension of this course will be fulfilled.

Notice that personal statements written by students follow each chapter's gender and sexual identity assignment. Students allowed us to use these quotes in the Study Guide because they agreed that sharing them may help increase other people's awareness and sensitivity to sexual identity issues. We hope you find them helpful.



## GENDER AND SEXUAL IDENTITY ESSAY

As you go through the Study Guide, you will have the opportunity to answer the gender and sexual identity questions at the end of each chapter. This will give you a chance to consider your behaviors and beliefs and the positive and negative experiences that have influenced your personal sexual identity.

After working with these pages, you may want to write an essay to help you put all of this material about yourself together. You can organize it by looking at some of these issues that may have been important to you:

- religious upbringing
- school/educational experiences and/or teachers
- peers or friends
- the media (music, TV, magazines, movies, etc.)
- parents and family
- cultural or ethnic background (including travel)
- other aspects, such as past relationships

Depending on how much exposure you have had to psychology, you may find it helpful to relate the following core issues to the above areas:

- control/power and boundaries
- trust
- self-esteem
- fear of rejection/abandonment
- grieving for ungrieved losses
- resolving conflicts
- giving and receiving love or being intimate

Your essay should be five to seven pages in length and address the impact each of these factors has had on you in your experiences and observations. Your essay should include your age and culture, the number and sex of children in your family, where you are in the birth order (oldest, youngest, etc.), and your parents' marital status. When you introduce these factors, try to critically reflect and consider the impact each of these has had on your personality and behavior.

The conclusion should summarize key positive and negative experiences and possible constructive ways one can, should, or does cope with negative experiences to help shape a more positive sexual identity.

Title your essay. Try to find an interesting and creative title that reflects your key issue, challenges, or successes. Past titles from our students have been "Caught Between Two Cultures," "Being Taught to Hate . . . Yourself," "The Long and Winding Road," "Family, Friends, Faith, and Fairy Tales," "Turning Point," "The Freak Boy Within," and "Three Dads, Two Moms, and a Kid." Use your imagination!



## BACKGROUND INFORMATION FOR GENDER AND SEXUAL IDENTITY ESSAY

These are some of the facts and reflections that could be incorporated into your gender identity paper.

1. My age is \_\_\_\_\_.
2. My gender is: Male \_\_\_\_\_ Female \_\_\_\_\_
3. My birth order is \_\_\_\_\_ (oldest, youngest, middle, only child).
4. The number of siblings in my family are:  
Brothers \_\_\_\_\_ Sisters \_\_\_\_\_ Stepbrothers \_\_\_\_\_ Stepsisters \_\_\_\_\_
5. My parents are: Married \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_  
Deceased (one or both parents) \_\_\_\_\_ Never married \_\_\_\_\_
6. My feelings about my parents' marital status are \_\_\_\_\_.
7. My partnership status is: Single \_\_\_\_\_ Cohabiting \_\_\_\_\_ Engaged \_\_\_\_\_ Married \_\_\_\_\_  
Divorced or separated \_\_\_\_\_ Widowed \_\_\_\_\_
8. My feelings about my partnership status are \_\_\_\_\_.
9. I am \_\_\_\_\_ am not \_\_\_\_\_ sexually active.
10. My feelings about this include \_\_\_\_\_.
11. My sexual orientation is \_\_\_\_\_.
12. My living arrangements involve \_\_\_\_\_.
13. The relationship I value most is with \_\_\_\_\_  
because \_\_\_\_\_.
14. The relationship I value least is with \_\_\_\_\_  
because \_\_\_\_\_.
15. My ethnic background on my mother's side is \_\_\_\_\_.
16. This has affected me by \_\_\_\_\_.
17. My ethnic background on my father's side is \_\_\_\_\_.
18. This has affected me by \_\_\_\_\_.

19. Concerning my ethnic background, I feel \_\_\_\_\_ .
20. I would describe my parents' relationship as being \_\_\_\_\_ .
21. My parents' sexual relationship is probably \_\_\_\_\_ .
22. The impact my parents' relationship has had on me includes \_\_\_\_\_ .
23. Concerning my sexuality, the expectations that my parents have had for me include \_\_\_\_\_ .
24. I have fulfilled some of these expectations by \_\_\_\_\_ .
25. I have not fulfilled some of these because \_\_\_\_\_ .
26. Concerning my parents' expectations of me, I feel \_\_\_\_\_ .
27. In relation to my parents' sexual values, I feel \_\_\_\_\_ .
28. I have handled these differences by \_\_\_\_\_ .
29. I would describe my relationship with my mother as being \_\_\_\_\_ .
30. I would describe my relationship with my father as being \_\_\_\_\_ .
31. I would describe my relationship with another significant adult authority figure as being \_\_\_\_\_ .
32. My religious training was \_\_\_\_\_ .
33. My current religion is \_\_\_\_\_ .
34. I handle any difference between my parents' religious teachings and my own practices and beliefs  
by \_\_\_\_\_ .
35. Religion has brought to my life \_\_\_\_\_ .
36. The most significant factor that has influenced my sexual being is \_\_\_\_\_ .

(Keep these questions and refer back to them throughout your self-exploration.)



## PRETEST: WHAT'S YOUR SEX IQ?

Do this pretest before you start reading the textbook to see what your basic knowledge is about some of the many fascinating things you'll be learning about this semester.

(IT'S FUN TO TEST YOUR FRIENDS ON THIS!—AND SPREAD A LITTLE KNOWLEDGE)

Mark T or F on the line before the question.

- \_\_\_\_\_ 1. A female can become pregnant during sexual intercourse without the male having an orgasm.
- \_\_\_\_\_ 2. After exposure to HIV, most individuals will test positive within one month.
- \_\_\_\_\_ 3. If a female is a virgin, she will have a hymen intact.
- \_\_\_\_\_ 4. A majority of the sexual crimes against children are committed by adults who are friends or relatives of the victim.
- \_\_\_\_\_ 5. The volume of semen consists primarily of sperm.
- \_\_\_\_\_ 6. A female must experience orgasm in order to become pregnant.
- \_\_\_\_\_ 7. A female can become pregnant the first time she has sexual intercourse.
- \_\_\_\_\_ 8. Alcohol is a common cause of temporary impotence.
- \_\_\_\_\_ 9. An imbalance of sex hormones is the most frequent cause of homosexuality.
- \_\_\_\_\_ 10. Among married couples in the United States, birth control pills are the most popular method of birth control.
- \_\_\_\_\_ 11. Male transvestites (men who like to dress in women's clothes) are usually homosexual.
- \_\_\_\_\_ 12. A large majority of parents want their children to be given sex education in the schools.
- \_\_\_\_\_ 13. A person must have symptoms of AIDS to infect others.
- \_\_\_\_\_ 14. The age at which puberty starts has stayed constant over the last 200 years.
- \_\_\_\_\_ 15. It is possible for a woman to become pregnant during her period.
- \_\_\_\_\_ 16. The most common sexually transmitted disease among college students is gonorrhea.
- \_\_\_\_\_ 17. A man usually expels more than 200 million sperm in each ejaculation.
- \_\_\_\_\_ 18. Fertilization of the egg (conception) occurs in the vagina.
- \_\_\_\_\_ 19. Chlamydia is responsible for as many as 80% of all cases of infertility.
- \_\_\_\_\_ 20. Testicular cancer primarily affects men over 50.
- \_\_\_\_\_ 21. In most countries around the world, AIDS is still mainly a disease of male homosexuals.
- \_\_\_\_\_ 22. For most women, birth control pills have more benefits than negative health effects.
- \_\_\_\_\_ 23. Alcohol and marijuana are sexual stimulants.
- \_\_\_\_\_ 24. Teenage girls usually have easier pregnancies and healthier babies than women in their twenties.