

HUMAN SEXUALITY

SECOND EDITION



SIMON LEVAY • SHARON M. VALENTE

HUMAN SEXUALITY

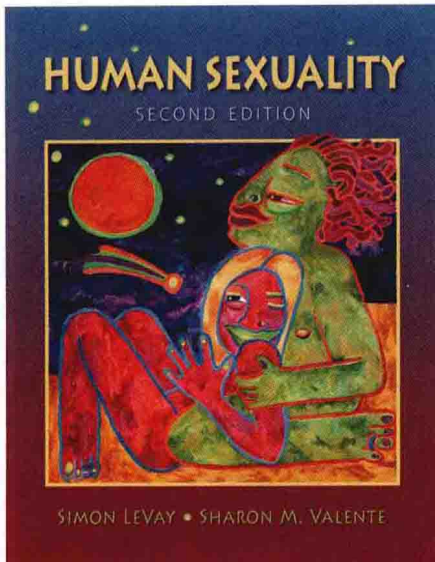
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SIMON LEVAY
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The Cover

One Big Wish is one of a series of watercolors called *Fables of an Ordinary Day*, by Joanne Delphia (www.jdelphia.com). It is interesting to note that despite the simplicity of the title, interpretations of the shooting star have included the “spark of life,” the “blush of first love,” and the “flicker of attraction” between new lovers.

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PREFACE

Unlike the topics of many other college courses, sexuality is one that you will be quite familiar with, in one way or another, before you read the first page of this textbook or attend your first class. Here are some statistics (for the United States) to illustrate the point:

- Among 19-year olds, 77 percent of women and 69 percent of men have experienced coitus (penile-vaginal intercourse) (Mosher et. al., 2005).
- In the age range of 14 to 25, thirty-nine percent of women and 52 percent of men say that they have thought about sex within the previous five minutes (Cameron & Biber, 1973).
- Over 90 percent of college students have experienced “unrequited love,” both as the suitor and as the rejector (Baumeister et al., 1993).
- The typical American teenager is exposed to about 14,000 references to sex on television per year (American Academy of Pediatrics, 1995).

It’s likely, in other words, that you are coming to this book and the course it accompanies with a considerable degree of personal experience, knowledge, and opinion, as well as the curiosity that motivates you to learn more.

One might think that such “advance preparation” for a course would be an unqualified benefit, yet it can also bring problems. For one thing, your “knowledge” about human sexuality may not be knowledge at all, but misconception. Typical American schoolchildren receive far less education in sexual matters than do children in many European countries. In some regions of the United States, school-based sex education is limited to some very basic biological facts accompanied by a stress on the importance of sexual abstinence. In this vacuum, sexual “knowledge” is absorbed by a kind of social diffusion, in which peer networks and the mass media are the leading sources, but unreliable ones at best. Thus, to derive the most benefit from this course, you may need to abandon some erroneous beliefs that you had assumed to be “common knowledge.” For instance, here are some statistics that you may find surprising, that might not be part of the body of knowledge you carry with you:

- Sixty-five million Americans are living with an incurable sexually transmitted disease (Planned Parenthood Foundation, 2004b).
- Forty-three percent of all U.S. women have had an induced abortion by age 45, and most of these abortions are done early in a woman’s reproductive years (Alan Guttmacher Institute, 2003).

- Seventy percent of Americans believe that abortion for reasons of mere convenience (such as career advancement) should be illegal (Goldberg & Elder, 1998).
- Seventy-three percent of Americans are personally acquainted with someone who is openly gay (Rubin, 2000).

Also, because nearly all college-age women and men have sexual feelings, and since most have been in one or more sexual relationships, they may come to believe that sexuality is a topic in which everyone is a natural expert. This can lead to the view that normal scientific standards should, to some degree, give way to a learning environment favoring self-affirmation and esteem-building over critical thinking or the absorption of factual knowledge.

Finally, your “advance preparation” has been specific to your own particular background and interests. Depending on whether you are a woman or a man, whether your skin is black or white or brown, whether you are religiously observant or not, whether you are sexually attracted to men or women or both, and whether or not you have ever been sexually molested or assaulted, these and countless other details of your identity and life history imbue you with a uniquely personal viewpoint on sexuality. That is, of course, a good thing in one respect: it means that you and your fellow students are contributing unique and diverse perspectives to the class, thus potentially enriching the learning experience for all. It also means, however, that there are likely to be significant gaps in your knowledge and understanding. If you’re a man, you may not know much about women’s sex organs or the disorders that can affect them. If you’re gay and never engage in heterosexual sex, or if you’re sexually abstinent, you may never have thought about techniques for preventing childbirth. If you’re straight, you may know little or nothing about the history or political concerns of gay people or other sexual minorities. If you’re American, you may know little about sexual customs or attitudes beyond America’s shores. Whatever your background, we hope that reading this book broadens your perspective.

One of our main aims in writing this book was to “normalize” the place of human sexuality within the academic curriculum; that is, to help establish it as a focus of study equivalent to any other. That meant concentrating on aspects of sexuality that are amenable to rational inquiry and critical analysis. Although we certainly hope that what you learn from this book will enrich your own sex life and help you form opinions that appropriately express your core values, we have (as much as possible) avoid-

ed dispensing advice or expressing our own opinions on moral issues. In fact, we probably use the words “we” and “you” quite a bit less than do some other sexuality textbooks.

On the few occasions where we give “you” explicit advice, it is in the context of highly practical issues such as how to use a condom, how to examine “your” breasts for lumps, or how to minimize “your” risk of being raped. In reading passages like these, you may get the impression that only some of them require your attention: for example, that only men need to know how to use a condom or that only women need to know how to examine their breasts or how to reduce the risk of rape. We disagree: these and comparable topics are relevant to all of you. As a result of taking this course you will probably become one of the most knowledgeable people on sexual matters in the communities to which you belong: your understanding will be useful not only for yourself, but also for your sex partner or partners, your friends and relatives, your present or future children, and possibly your clients or students. We urge you to read this book as a sex expert in the making, not merely as someone concerned simply about your own sex life.

The study of human sexuality cuts across many disciplines—that is a large part of what makes it so fascinating a subject, in addition to the intrinsic allure of sex itself. Students who enroll in human sexuality courses are also highly diverse in terms of their academic backgrounds and career goals. This challenges textbook authors to present the various topics in a fashion that is comprehensible to all and yet not tediously elementary to some. We have attempted to meet this challenge in a variety of ways. We have made sure to define **key terms** (indicated by boldface type) and to include them in an extensive Glossary. Where necessary, background material that may be elementary to some readers (such as basic facts about the nervous system, or key statistical concepts) have been placed in boxes or in well-delineated paragraphs so that the student who is more knowledgeable in such material can easily recognize and bypass it.

Another way that we have attempted to maintain both comprehensibility and interest is through the illustrations. You might think that it would be a simple matter to illustrate a book on human sexuality. In reality it is a significant challenge. Illustrating some of the concepts discussed in this book, especially in its more biologically oriented sections, requires a great deal of thought and design skill. Luckily our publisher, Sinauer Associates, is an industry leader in the use of art as a pedagogical medium. Thanks to their efforts, in conjunction with the art studio, many complex topics, such as the regulation of the menstrual cycle and the replication cycle of the AIDS virus, have been given a visual representation that gracefully parallels and clarifies the accompanying text.

Boxes are another important pedagogical feature of the book. There are over 100 boxes, organized into 7 themes: Biology of Sex, Cultural Diversity, Research Highlights, Sexual Health, Sex in History, Personal Points of View, and Society, Values and the Law. Within each theme, the individual boxes range from the very serious (The Deadly Fringe of the Pro-Life Movement) to the lighthearted (The Blackout Babies), but they all attempt to expand your horizons with a slightly more in-depth look at a topic than is possible within the main text. We hope that you will find the boxes both entertaining and informative.

Besides the book itself, the new student companion Web site (www.sinauer.com/levay2e) is an invaluable learning aid. With content authored by Claire Vanston of Simon Fraser University, the companion site parallels the text with a thorough set of study questions, animations, activities, quizzes, and other resources. Web site activities are referenced in blue type in the printed text, and they are listed inside the front cover. In addition, there is a complete set of instructor supplements available to qualified adopters of the textbook. See the following section for details on the full range of media and supplements that accompany *Human Sexuality*, Second Edition.

The Second Edition

In preparing the Second Edition of *Human Sexuality* we have been guided by the numerous comments and suggestions that we have received from users of the First Edition and from other invited reviewers. The main changes are as follows:

CHAPTER REORGANIZATION The First Edition’s Chapter 3 (Sexual Bodies) has been divided into two chapters, Chapter 3 (Women’s Bodies) and Chapter 4 (Men’s Bodies). This has given us space to present material on health issues related to the external and internal sex organs in both sexes—material that was covered in the First Edition’s Chapter 17 (Sex, Illness, and Disability). The other material in Chapter 17, which focused on the sex lives of people with physical and mental disabilities, has been incorporated into the chapter on Sexual Behavior (Chapter 9 in the Second Edition). Thus we have been able to eliminate the First Edition’s Chapter 17 entirely.

CHANGES IN EMPHASIS There are two topics that we present from a somewhat different perspective in the Second Edition. First, we have reorganized much of Chapter 15 (Atypical Sexuality) to more clearly emphasize our belief that most variations in sexual feelings and behavior do not warrant being called mental disorders or “paraphilias.” In this revision, we introduce the topic of paraphilia only *after* we have discussed a number of forms of atypical sexual expression, such as fetichisms, that don’t usually deserve to be thought of as disorders. We also incorporate a more extended discussion of the criteria that may be used to define paraphilias, with their limitations. The other topic that we present differently is that of problems in sexual arousal or interest in sex, in women (in Chapters 8 and 16). We discuss the recent debate that has broken out over how these problems should be conceptualized and treated, and although we don’t take a particular stand, we do expand our discussion of how women’s sexual dysfunctions may be deeply imbedded in relationship problems and broader social issues.

MATERIAL MOVED TO WEB SITE Some users found that the First Edition contained material that was too technical, especially in the sections of the book that covered biomedical aspects of sexuality. Other users found the level of detail appropriate. To better serve the diverse backgrounds from which students approach a Human Sexuality course, we have moved some of the more technical material from the printed text to the book’s Web site. The book uses blue-colored text to alert the reader to the ex-

istence of these extra materials and where to find them. We hope that this change will make the book more readable for the majority of students while giving them the ability to review the more technical material if they or their instructors so wish. Even aside from these moves, we have simplified our presentation of some of the more technical topics that remain in the book.

FAQS These “frequently asked questions,” and their brief answers, are presented in the margins of the text—there are about two or three per chapter. Some are light-hearted, but others are more serious questions, such as health concerns that students may have but “didn’t dare ask” in person.

RUNNING GLOSSARY In this edition we added a running (marginal) glossary that presents a glossary entry for a term at the location in the text where that term is first introduced and defined. This new feature serves a useful function helping the reader review the contents of a chapter. The entries in the running glossary and the end-matter glossary are not always identical: the entry in the running glossary gives only the meaning of a term that is used in a particular chapter, whereas the end-matter glossary may give more than one.

UPDATING Some of our friends, when we told them we were working on a new edition of this book, expressed surprise that there was “anything new in sex” to write about. Well, it’s true that we haven’t heard of any new sexual positions being discovered in the last three years, but there’s still plenty that *has* happened, and here are some examples—picked more or less at random from each chapter of the book:

- In 2003, a battle was fought in Congress over funding for sex-related research projects that conservative groups deemed objectionable; to avoid such political scrutiny, NIH staffers advised applicants to conceal the subject-matter of sex-related grant proposals (Chapter 1).
- In 2003, Australian researchers reported that men of highly symmetrical build have above-average sperm quality, suggesting an evolutionary reason why women are attracted to symmetrical men (Chapter 2).
- In 2005, Dutch researchers reported that they could tell whether or not a woman was faking an orgasm by the use of a high-tech brain scanner (Chapter 3).
- In 2005, U.S. Attorney-General Alberto Gonzalez unveiled the nude statues in the Department of Justice that had been covered up by his predecessor, John Ashcroft (Chapter 4).
- In 2004, American sprinter Kelli White accepted a 2-year ban from competition and handed back four years’ worth of medals, after she admitted taking a designer sex steroid and other performance-enhancing drugs (Chapter 5).
- In 2005, researchers at Pennsylvania State College of Medicine provided evidence that a newly discovered hormone, named kisspeptin, plays a key role in initiating puberty (Chapter 6).
- In 2005, the President of Harvard University reignited a long-running controversy by suggesting that “intrinsic dif-

ferences” between men and women were part of the reason why there are few women engineers and physicists (Chapter 7).

- In 2005, researchers at Northwestern University reported that most self-identified “bisexual” men are physiologically aroused by erotic images of one sex (usually males) much more than by images of the other sex (Chapter 8).
- In 2003, the United States Supreme Court ruled that state laws banning gay sex were unconstitutional (Chapter 9).
- In 2005, Emory University researchers demonstrated that slight variations in the gene for a hormone receptor are part of the reason why some individuals are trustworthy spouses and others not—among voles, at least (Chapter 10).
- In 2004, a meta-analysis of 192 studies revealed that babies born through artificial reproductive technologies have more the twice the risk of prematurity and infant mortality, compared with naturally conceived babies (Chapter 11).
- In 2003, the FDA approved Seasonale, an oral contraceptive designed to reduce the frequency of a woman’s menstrual periods to four per year. Several other novel contraceptives have been introduced in the last 3 years. (Chapter 12)
- In 2004, a national poll found that most Americans want schools to offer comprehensive sex-education programs—even though nearly all Federal funds go to support abstinence-only programs (Chapter 13).
- In 2004, America’s first fully legal same-sex marriages were celebrated in Massachusetts (Chapter 14).
- In 2003, Gary Ridgway confessed to being the “Green River killer,” who strangled 48 young women during sexual encounters in the Seattle area over a period of 16 years (Chapter 15).
- In 2003, a lively debate broke out about whether women who lack interest in sex should be considered to have a medical problem (Chapter 16).
- In 2005, success was announced in the development of a vaccine to protect women from infection with human papillomavirus, the virus that causes most cases of cervical cancer (Chapter 17).
- In 2004, the U.S. Department of Justice reported that the incidence of actual and attempted rapes had declined to one-fifth of the 1991 level (Chapter 18)
- In 2003 the Parents’ Television Council reported that the amount of sexual content on prime-time television had actually declined, reversing a long-term trend (Chapter 19).

These are just samples of what’s new in sex and in this textbook. Human sexuality changes, not because of any change in our basic instincts, but because of the interactions between those instincts and the ever-changing cultural, political, medical, and scientific environment in which we find ourselves. To truly keep pace with this evolutionary process would require a new edition every year, not every few years.

Acknowledgments

Producing a modern college textbook like this one demands the combined efforts of a much larger group of people than the two of us who are privileged to have our names on the front cover. The most heavily involved have been the staff members of Sinauer Associates, who have produced, with great efficiency and good humor, what we consider a book of outstanding visual quality and educational value. Those with whom we have had the most enduring contacts are Editor Graig Donini, Production Editor Kathaleen Emerson, and Photo Editor David McIntyre, but many others labored behind the scenes to produce the book—Joanne Delphia, Joan Gemme, Janice Holabird, Jefferson Johnson, and Christopher Small—and we are grateful to all of them. We also thank Suzanne Lain for her skillful copy editing, Jason Dirks and Mara Silver for their work in producing the media and supplements package, and Dragonfly Media Group for producing the excellent illustrations.

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MEDIA AND SUPPLEMENTS

to accompany *Human Sexuality*, Second Edition

For the Instructor (Available to qualified adopters)

Instructor's Resource CD

The *Human Sexuality*, Second Edition IRCD contains a wealth of resources for use in course planning, lecture and presentation development, course website development, assessment, and more. The IRCD includes the following:

Instructor's Manual by Amy Wisniewski

The *Human Sexuality*, Second Edition Instructor's Manual provides instructors with a variety of resources to aid in planning their course and developing their lectures. For each chapter, the manual includes: a chapter overview, a complete chapter outline, detailed lecture notes, suggested class discussion questions, and other teaching suggestions and resources. The Instructor's Manual is provided in both Microsoft Word® and Adobe PDF formats.

Test Bank by Amy Wisniewski

Revised and expanded for the Second Edition, the test bank consists of a broad range of questions covering all the key facts and concepts in each chapter. The following question types are included for each chapter: 10 essay, 50 multiple choice, 20 fill-in-the-blank, a complete list of key terms for definition-type questions, plus all of the multiple choice quiz questions from the student website.

COMPUTERIZED TEST BANK—The entire test bank is provided in Brownstone's Diploma® software (software included), for easy exam creation and editing. Diploma also features export to Blackboard and WebCT, secure Internet testing, and more.

Presentation Resources

BROWSER—A convenient browser interface makes it easy to preview all the content on the IRCD.

FIGURES—All the numbered figures (both line art and photographs) from the textbook are provided as JPEG files in two sizes: high-resolution; excellent for use in PowerPoint® or other presentation software, and low-resolution; good for Web pages and other uses. All the artwork has been re-formatted and optimized for optimal image quality when projected in class.

TABLES—All of the textbook tables are provided in the same formats as the figures.

ANIMATED TUTORIALS AND ACTIVITIES—All of the activities from the *Human Sexuality* student website are included for use in the classroom.

POWERPOINT PRESENTATIONS—Two ready-to-use PowerPoint presentations are provided for each chapter: The lecture presentation is a complete lecture outline, including text covering the entire chapter and selected figures. These can be easily edited and customized. The figures presentation includes all the figures (both art and photos) and tables, with titles, making it easy to insert any figure into an existing presentation.

Video Library

New for the Second Edition, qualified adopters can select from a wide range of video titles on topics that span the book, all available in either DVD or VHS format. These high-quality videos cover important topics in an in-depth manner, and are a great way to bring an outside perspective into the classroom.

Online Quizzing by Claire Vanston

Also new for the Second Edition, instructors can view and download the results of their student's online quizzes, taken via the student website. Instructors also have the ability to create their own quizzes and add their own questions. Instructor registration is required in order for students to access the quizzes. Instructors can register online at the student website (www.sinauer.com/levay2e).

For the Student

Student Website (www.sinauer.com/levay2e)

THE NEW HUMAN SEXUALITY, Second Edition student website is comprised of a robust set of study and review aids—all available at no cost to the student. This online companion to the textbook takes the place of a printed study guide and adds to it a wealth of interactive learning content that helps the student master the full range of material presented in the textbook.

The website includes the following features:

INTERACTIVE OUTLINES—Complete outlines of each chapter form the framework for study and review. The outlines incorporate all the study questions and animations to facilitate an effective study process.

LEARNING OBJECTIVES—The objectives help the student focus on the important concepts and topics in each chapter. Each objective is referenced to specific textbook headings and pages.

STUDY QUESTIONS—An extensive set of interactive self-study questions covers the full range of content in every chapter. These are a unique combination of short answer- and paragraph-style questions that include fill-in-the-blank and multiple-choice elements. These require the student to understand the concepts behind the questions, not just recall the facts. Each question is referenced to textbook headings and pages.

ESSAY QUESTIONS—These short-answer style questions help the student synthesize and apply what they have learned in the chapter. (Instructor registration required.)

ANIMATED TUTORIALS AND ACTIVITIES (for selected chapters)—Animated tutorials, dynamic (step-through) illustrations, and drag-and-drop labeling exercises all help the student understand complex concepts and learn anatomical (and other) terms

KEY TERMINOLOGY QUIZZES—Students can quiz themselves on all the important terms from each chapter, or they can browse the list of terms as a review.

QUIZZES—A multiple choice quiz is included for each chapter. These give the student an opportunity to test their comprehension of the chapter material. (Instructor registration required.)

WEB TOPICS—As part of the revision process for the Second Edition, the textbook authors have removed some of the more advanced biological material from the printed book. This material is available on the student website, so that instructors who wish to cover biology in more depth can still easily incorporate it into their course.

In addition, the website includes a complete Glossary, thorough Chapter Summaries, and Web Links for each chapter.

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