

FIFTH EDITION



*Understanding
Human
Sexuality*



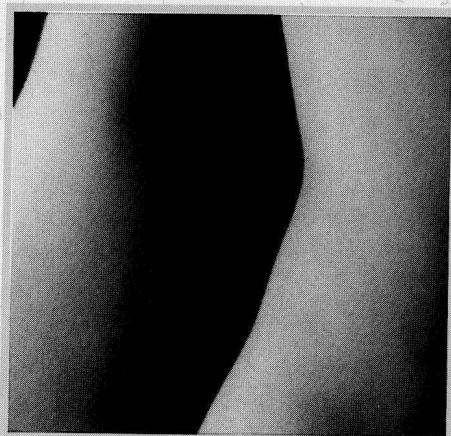
JANET SHIBLEY HYDE

Fifth



Edition

Understanding Human Sexuality



Janet Shibley Hyde

University of Wisconsin—Madison

McGraw-Hill, Inc.

New York St. Louis San Francisco Auckland Bogotá Caracas
Lisbon London Madrid Mexico City Milan Montreal
New Delhi San Juan Singapore Sydney Tokyo Toronto

Understanding Human Sexuality

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Acknowledgments appear on pages 733–738, and on this page by reference.

This book is printed on acid-free paper.

4 5 6 7 8 9 0 DOW DOW 9 0 9 8 7 6

ISBN 0-07-031615-5

This book was set in Sabon by Ruttle, Shaw, & Wetherill, Inc.
The editors were Jane Vaicunas and Scott Amerman;
the designer was Robin Hoffmann;
the production supervisor was Paula Keller.
The photo editor was Suzanne Skloot.
R. R. Donnelley & Sons Company was printer and binder.

Library of Congress Cataloging-in-Publication Data

Hyde, Janet Shibley.

Understanding human sexuality / Janet Shibley Hyde. — 5th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-031615-5 (alk. paper)

1. Sex. 2. Sex customs. 3. Hygiene, Sexual. 4. Sex (Psychology).

I. Title.

HQ12.H82 1994

306.7—dc20

93-24355



About the Author



Janet Shibley Hyde is Professor of Psychology and Women's Studies at the University of Wisconsin—Madison, having 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 is a member of the Board of Directors of the Society for the Scientific Study of Sex, and 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.

*To my family—
my mother, Dorothy Shibley,
my children, Margaret and Luke,
and my new family, the DeLamaters—
who have been constant sources
of support in all my work.*



Preface



I suspect that my motivation for writing this text was quite similar to that of many people who write textbooks. When I began teaching an undergraduate course in human sexuality, in the fall of 1974, I was unable to find a text that suited my needs or tastes. One text treated the biological aspects of sexuality with so many forbidding Latin terms that students seemed too intimidated to study it effectively. Another had a preaching tone and a bias in favor of very traditional gender roles, neither of which seemed to be in touch with today's students. Others were far too brief and omitted important topics. As a result, I set out to write a text that would meet the needs that the other texts neglected.

Today, approximately 20 years later, there are many sexuality texts available, and many of them are quite good. Nonetheless, I feel that this text has a unique combination of three features that are of utmost importance in a textbook: a writing style that is readable and appealing to the student; coverage that is interdisciplinary and comprehensive; and excellent scholarship. Of the other texts available, some are quite readable, but they tend to be weak in scholarship. Some are very scholarly, but they are not readable. Others lack comprehensiveness, omitting such important topics as the legal aspects of sexuality, or focusing on biology to the exclusion of psychology. My goal in this text is to provide the best in all three of these features—readability, scholarship, and comprehensiveness. This approach has been well-received in the previous editions, and I have worked to maintain and improve these features in the fifth edition.

PLAN OF THE BOOK

First and foremost, I tried to keep in mind at all times that students *want* to learn about sexuality and that my job as writer was to help them learn. I covered topics completely, in as clear a presentation as possible, and made a special effort to use language that would enlighten rather than intimidate; because students so often know only slang terminology regarding sex, I have included slang terms in parentheses following definitions of scientific sexual terms, to connect the two terminologies. Similarly, in the selection and preparation of illustrations for the book, the goal was always 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 my 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 a more psychological area (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 rational decision makers in an important aspect of their lives.
3. To familiarize students with methods used in research on sexual behavior, and particularly with problems inherent in some of these methods, so that they can read research reports critically and intelligently.

My own course is a survey course, 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. My own training was quite compatible with this interdisciplinary, survey approach. My original graduate training was in psychology, with specialties in behavior genetics and statistics; later my interests expanded to include psychology of women and gender roles. As a result, I feel comfortable in discussing sexuality from biological, psychological, and sociological viewpoints. I did not want to write a book just about the biology of sex, nor just about the psychology of sex, nor just about the sociology of sex. I wanted to cover all those areas 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, Love and Intimacy"; Chapter 17, "Sexual Coercion"; Chapter 21, "Ethics, Religion, and Sexuality"; Chapter 22, "Sex and the Law."

It is my belief that, in modern American culture, we are in danger of taking sex 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, I have tried to use a light touch, with occasional bits of humor, in this book. I am not advocating that we treat sex in a flippant or frivolous manner, but rather that we keep it in perspective and remember that there are some very funny things about it.

THE FIFTH EDITION

The fifth edition represents a major revision. What is new about the fifth edition? Most importantly, I have expanded the coverage of the multicultural perspective. Several chapters have received major rewrites, and the number of chapters has been reduced by one.

Two chapters have received major revisions: Chapter 8, "Contraception and Abortion"; and Chapter 10, "Sexually Transmitted Diseases." These rewrites

reflect an explosion of new research on topics such as HIV/AIDS, genital warts, and newly introduced methods of contraception such as Norplant.

Faculty had requested that I reduce the number of chapters to make it more feasible to get through the book in a semester, or perhaps even a quarter. I was able to reduce the number of chapters by one by combining two chapters from the previous edition, one on gender roles and the other on female sexuality and male sexuality, into a single chapter, Chapter 14, “Gender Roles, Female Sexuality, and Male Sexuality.”

Faculty had also requested that the chapter on methodology in sex research be moved to the front of the book because they like covering this material early in the course. I have responded to this request, too, by making “Sex Research” Chapter 3 in the text. As in previous editions, though, I have tried to keep the chapters fairly independent of each other so that instructors can use them in a different order from the one I have set. Many colleagues have told me that they do use the chapters in a different order (although no two of them seem to share the same re-ordering), 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 1000 references in the fourth edition of the book. To these, 265 new references have been added for the fifth edition, after considerable winnowing to pick the best studies and not to expand the book to 1000 pages in length!

Multicultural/Multiethnic Perspective

Beginning with the very first edition of this book, published in 1978, I have included cross-cultural perspectives. The multicultural/multiethnic perspective has really come into full flower in this edition, in which I 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. I will give just a few examples here. In Chapter 1 a Focus box has been added, “Sex in China,” covering the history of sexual norms in China as well as the current sexual scene in mainland China. In Chapter 3 on methodology, I have added a new exemplar study on African American and Hispanic youth, with discussion of methodological issues that must be addressed in doing multiethnic research. Chapter 15 includes a new discussion of issues surrounding ethnicity and sexual orientation, and Chapter 14 includes a discussion of ethnicity and gender roles. And the important multicultural studies already in the fourth edition—such as the Goldmans’ research on the sexual knowledge of children in four cultures—has of course been retained in this edition.

LEARNING RESOURCES

This book also emphasizes learning resources for the student. There is a running glossary of terms, with pronunciations. A chapter outline appears 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. 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.

SPECIAL FEATURES

Finally, there is an Appendix—"A Directory of Resources in Human Sexuality." It lists the names, addresses, and functions of many major organizations in the field of human sexuality, on topics ranging from birth control to toll-free hotlines on sexually transmitted diseases, to scholarly journals. I hope that this listing will serve as a useful reference for both instructors and students. I personally have used the one in the previous edition a great deal.

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.

ACKNOWLEDGMENTS

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

In addition, I am enormously grateful to the following reviewers who helped shape this revision: Michael H. Birnbaum, California State University, Fullerton; Robert Brush, Purdue University; Clive Davis, Syracuse University; John D. DeLamater, University of Wisconsin; Beverly Drinnin, Des Moines Area Community College; Randy D. Fisher, University of Central Florida; Gere B. Fulton, University of Toledo; Susan D. Lonborg, Central Washington University; John T. Long, Mount San Antonio College; and David P. J. Przybyla, Denison University. Wendy Theobald, my student library assistant, 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 I was not aware of. This book is noticeably better because of her work.

Finally, I owe many thanks to the editors and staff at McGraw-Hill: Jane Vaicunas, who has offered consistent support and encouragement and many excellent ideas for the book; and Scott Amerman, editing supervisor, who did an excellent job carrying the book through to completion.

I love teaching the human sexuality course and I've loved writing and re-writing this text for it. I hope that you will enjoy reading it, learning from it, and teaching with it.

Janet Shibley Hyde



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Contents in Brief



	Preface	xxv
Chapter 1	<i>Sexuality in Perspective</i>	1
Chapter 2	<i>Theoretical Perspectives on Sexuality</i>	27
Chapter 3	<i>Sex Research</i>	49
Chapter 4	<i>Sexual Anatomy</i>	80
Chapter 5	<i>Sex Hormones and Sexual Differentiation</i>	108
Chapter 6	<i>Menstruation and Menopause</i>	129
Chapter 7	<i>Conception, Pregnancy, and Childbirth</i>	152
Chapter 8	<i>Contraception and Abortion</i>	194
Chapter 9	<i>The Physiology of Sexual Response</i>	241
Chapter 10	<i>Techniques of Arousal and Communication</i>	241
Chapter 11	<i>Sexuality and the Life Cycle: Childhood and Adolescence</i>	308
Chapter 12	<i>Sexuality and the Life Cycle: Adulthood</i>	336
Chapter 13	<i>Attraction, Love, and Intimacy</i>	364
Chapter 14	<i>Gender Roles, Female Sexuality, and Male Sexuality</i>	386
Chapter 15	<i>Sexual Orientation: Gay, Straight, or Bi?</i>	420
Chapter 16	<i>Variations in Sexual Behavior</i>	459

<i>Chapter 17</i>	<i>Sexual Coercion</i>	481
<i>Chapter 18</i>	<i>Sex for Sale</i>	510
<i>Chapter 19</i>	<i>Sexual Dysfunction and Sex Therapy</i>	530
<i>Chapter 20</i>	<i>Sexually Transmitted Diseases</i>	567
<i>Chapter 21</i>	<i>Ethics, Religion, and Sexuality</i>	597
<i>Chapter 22</i>	<i>Sex and the Law</i>	630
<i>Chapter 23</i>	<i>Sex Education</i>	659
<i>Appendix</i>	<i>Director of Resources in Human Sexuality</i>	677
	Bibliography	683
	Glossary	721
	Answers to Review Questions	731
	Acknowledgments	733
	Index	739

Contents



Preface xxv

<i>Chapter 1</i>	<i>Sexuality in Perspective</i>	<i>1</i>
	<i>Sex and Gender</i>	<i>3</i>
	<i>Understanding Sexuality</i>	<i>4</i>
	Religion. Science.	
	<i>Focus 1.1: A Victorian Sex Survey</i>	<i>6</i>
	<i>Cross-Culture Perspectives</i>	<i>8</i>
	Generalizations. Sexual techniques. Masturbation. Premarital and Extramarital Sex. Homosexuality. Standards of Attractiveness. Gender Roles. Social-Class and Ethnic-Group Variations in the United States. Social Class and Sex. Ethnicity and Sexuality. The Significance of the Cross-Cultural Studies.	
	<i>Focus 1.2: Sexuality in Three Societies</i>	<i>10</i>
	<i>Focus 1.3: Sex in China</i>	<i>14</i>
	<i>Cross-Species Perspectives</i>	<i>20</i>
	Masturbation. Mouth-Genital Stimulation. Homosexual Behavior. Human Uniqueness. The Nonsexual Uses of Sexual Behavior.	
	<i>Summary</i>	<i>24</i>
	<i>Review Questions</i>	<i>25</i>
	<i>Questions for Thought, Discussion, and Debate</i>	<i>26</i>
	<i>Suggestions for Further Reading</i>	<i>26</i>
 <i>Chapter 2</i>	 <i>Theoretical Perspectives on Sexuality</i>	 <i>27</i>
	<i>Sociobiology</i>	<i>29</i>
<i>xi</i>	<i>Psychological Theories</i>	<i>31</i>

Psychoanalytic Theory. Learning Theory. Cognitive Theories.
Focus 2.1: Learning Theory and Sexual Orientations in a Non-Western Society 38

The Sociological Perspective 41
 Sexual Scripts. The Sociological Approach: Levels of Analysis.
 Social Institutions. Reiss's Sociological Theory of Sexuality.
Summary 46
Review Questions 47
Questions for Thought, Discussion, and Debate 47
Suggestions for Further Reading 48

Chapter 3

Sex Research 49

Issues in Sex Research 51
 Sampling. Reliability of Self-Reports of Sexual Behavior. Test-Retest Reliability. Interviews Versus Questionnaires. Self-Reports Versus Direct Observations. Extraneous Factors. Ethical Issues.
The Major Sex Surveys 56
 The Kinsey Report. African American and Hispanic Youth.
 The Magazine Surveys. Probability Samples.
Focus 3.1: Alfred C. Kinsey 58
Studies of Special Populations 65
 George and Weiler: Sexuality in Middle and Later Life. Bell, Weinberg, and Hammersmith: Homosexuals and Heterosexuals.
Focus 3.2: Politics Versus Sex Research 66
Laboratory Studies Using Direct Observations of Sexual Behavior 68
 Masters and Johnson: The Physiology of Sexual Response. Masters and Johnson: Homosexual Behavior.
Participant-Observer Studies 71
 Humphreys: The Tearoom Trade. Bartell: Swinging.
Experimental Sex Research 72
Some Statistical Concepts 74
 Average. Variability. Average Versus Normal. Incidence Versus Frequency. Correlation.
Summary 77
Review Questions 78
Questions for Thought, Discussion, and Debate 78
Suggestions for Further Reading 78

Chapter 4

Sexual Anatomy 80

Female Sexual Organs 82
 External Organs. Internal Organs. The Breasts. The Pelvic Exam.

Male Sexual Organs 92

The Penis. The Scrotum and Testes. Sperm. Other Internal Structures.

Cancer of the Sex Organs 99

Breast Cancer. Cancer of the Cervix. Cancer of the Prostate. Cancer of the Testes.

Focus 4.1: The Breast Self-Exam 100*Focus 4.2: The Testicular Self-Exam* 105*Summary* 106*Review Questions* 106*Questions for Thought, Discussion, and Debate* 107*Suggestions for Further Reading* 107*Chapter 5**Sex Hormones and Sexual Differentiation* 108*Sex Hormones* 110

Sex Hormone Systems in the Male. Sex Hormone Systems in the Female.

Prenatal Sexual Differentiation 113

Sex Chromosomes. Gonads. Prenatal Hormones and the Genitals. Descent of the Testes and Ovaries. Brain Differentiation. Homologous Organs.

John Money, Hermaphrodites, and the Eight Variables of Gender 117

Diamond's Biased Interaction Model.

Focus 5.1: Two Case Histories from the Johns Hopkins Clinic 120*Puberty* 122

Changes in the Female. Changes in the Male.

Summary 127*Review Questions* 128*Questions for Thought, Discussion, and Debate* 128*Suggestions for Further Reading* 128*Chapter 6**Menstruation and Menopause* 129*Biology and the Menstrual Cycle* 131

The Phases of the Menstrual Cycle. Menstrual Problems.

Psychological Aspects of the Menstrual Cycle 136

Fluctuations in Mood: Do Women Get Extra Emotional? Fluctuations in Performance: Can a Woman Be President? Fluctuations in Sex Drive. What Causes the Fluctuations in Mood: Why Do Women Get Emotional?

Cycles in Men 143*Menopause* 144

Biological Changes. Sexuality and Menopause. Psychological Changes. What Causes the Symptoms?

<i>Male Menopause</i>	148
Biological Changes.	Psychological Changes.
<i>Summary</i>	149
<i>Review Questions</i>	150
<i>Questions for Thought, Discussion, and Debate</i>	150
<i>Suggestions for Further Reading</i>	150

Chapter 7 *Conception, Pregnancy, and Childbirth* 152

<i>Conception</i>	153
Sperm Meets Egg: The Incredible Journey.	Improving the Chances of Conception: Making a Baby.
<i>Development of the Conceptus</i>	157
The Embryo and Its Support Systems.	Fetal Development During the First Trimester.
Fetal Development During the Second Trimester.	Fetal Development During the Third Trimester.
<i>The Stages of Pregnancy</i>	159
The First Trimester (The First 12 weeks).	The Second Trimester (Weeks 13 to 26).
The Third Trimester (Weeks 27 to 38).	The Father's Role in Pregnancy.
<i>Sex During Pregnancy</i>	165
<i>Nutrition</i>	166
<i>Effects of Drugs Taken During Pregnancy</i>	167
Antibiotics.	Alcohol and Other Addictive Drugs.
Steroids.	Other Drugs.
Dads and Drugs.	
<i>Birth</i>	169
The Beginning of Labor.	The Stages of Labor.
Positions of the Fetus.	Cesarean Section (C Section).
<i>Natural Childbirth</i>	174
The Lamaze Method.	The Use of Anesthetics in Childbirth.
Home Birth Versus Hospital Birth.	
<i>After the Baby Is Born: The Postpartum Period</i>	178
Physical Changes.	Psychological Changes.
Attachment to the Baby.	Baby Blues for Dads?
<i>Breast-Feeding</i>	179
Biological Mechanisms.	Psychological Aspects.
<i>Problem Pregnancies</i>	181
Ectopic Pregnancy.	Pseudocyesis (False Pregnancy).
Toxemia.	Illness During Pregnancy.
Birth Defects.	Rh Incompatibility.
Miscarriage (Spontaneous Abortion).	Prematurity.
<i>Infertility</i>	186
Causes of Infertility.	Psychological Aspects.
Treatment of Infertility.	
<i>New Reproductive Technologies</i>	187

Artificial Insemination. Sperm Banks. Embryo Transfer. Test-Tube Babies. GIFT. Cloning. Gender Selection.

Summary 191

Review Questions 192

Questions for Thought, Discussion, and Debate 193

Suggestions for Further Reading 193

Chapter 8

Contraception and Abortion 194

The Pill 196

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages. Reversibility. Drug Interactions. Other Kinds of Pills.

Focus 8.1: Margaret Sanger—Birth Control Pioneer 198

Implants and Injections 204

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages. Reversibility. Depo-Provera Injections.

The IUD 206

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages. Reversibility.

The Diaphragm and the Cervical Cap 209

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages. Reversibility. The Cervical Cap. Protection from STDs.

The Condom 212

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages. Reversibility. Innovations.

Spermicides 214

How They Work. Effectiveness. Side Effects. Advantages and Disadvantages.

The Sponge 215

How It Works. Effectiveness. Side Effects. Advantages and Disadvantages.

Douching 216

Withdrawal 217

Effectiveness. Side Effects. Advantages and Disadvantages.

Fertility Awareness Methods (Rhythm) 217

The Calendar Method. The Basal Body Temperature Method. The Cervical Mucus (Ovulation) Method. The Sympto-Thermal Method. Effectiveness. Advantages and Disadvantages.

Sterilization 220

Male Sterilization. Female Sterilization.

Psychological Aspects: Attitudes Toward Contraception. 224

Focus 8.2: The Social Psychology of Contraception: Taking Chances 226

Abortion 229

Abortion Procedures. Psychological Aspects. Men and Abortion.