



# HUMAN SEXUALITY

*Diversity in Contemporary America*

FIFTH EDITION

Bryan Strong

Christine DeVault

Barbara W. Sayad

William L. Yarber



FIFTH EDITION

# *Human Sexuality*

## *Diversity in Contemporary America*

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## Higher Education

### Human Sexuality: Diversity in Contemporary America

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

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Print supplements producer: <i>Mel Valentin</i>	
Compositor: <i>GTS-LA</i>	
Printer: <i>Quebecor World, Versailles</i>	
Cover Art: © 2003 <i>Gayle Kabaker</i>	

The text was set in 9.5/12 Palatino.

The credits for this book begin on page C-1, a continuation of the copyright page.

### Library of Congress Cataloging-in-Publication Data

Human sexuality: diversity in contemporary America.—5th ed. / Bryan Strong ... [et al.]  
 p. cm.  
 Includes bibliographical references and index.  
 ISBN 0-07-286049-9 (acid-free paper)  
 1. Sex. 2. Sex customs. 3. Hygiene, Sexual. I. Strong, Bryan.

HQ21.S8126 2005  
 306.7—dc22

2003069117

# About the Authors



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**BRYAN STRONG AND CHRISTINE DeVALT** were married to each other when they wrote the first and second editions of *Human Sexuality*. Sadly, at the young age of 53, Bryan died of melanoma. Bryan received his doctorate from Stanford University and taught at the University of California, Santa Cruz. His fields of expertise included human sexuality, marriage and the family, and American social history. Christine DeVault is a Certified Family Life Educator, educational writer, consultant, and photographer. She received her degree in sociology from the University of California, Berkeley. Christine is the mother of three children and grandmother of two.

**BARBARA W. SAYAD** is a full-time faculty member at California State University, Monterey Bay. She has been teaching and mentoring at the university level for nearly twenty years and currently teaches courses in human sexuality, women's health, marriage and family, and foundations of wellness, with a focus on service learning. In addition to co-authoring the last three editions of *Human Sexuality*, she has co-authored the 8th edition of *The Marriage and Family Experience* with Bryan Strong and Christine DeVault and has contributed to a variety of other texts. Barbara has served as a health and sexuality educator in both university and organizational settings. She received her master's degree in public health and is currently pursuing her doctoral degree in health and human services, with a focus in human sexuality. Barbara is married and has three teenage children.

**WILLIAM L. YARBER** is professor of applied health science and professor of gender studies at Indiana University, Bloomington. He is also senior research fellow at The Kinsey Institute for Research on Sex, Gender, and Reproduction and senior director of the Rural Center for AIDS/STD Prevention at Indiana University. He has authored or co-authored over 100 scientific reports on sexual risk behavior and AIDS/STD prevention in professional journals. He also authored the country's first secondary school AIDS prevention curriculum. Bill, who received his doctorate from Indiana University, is past president of The Society for the Scientific Study of Sexuality (SSSS) and past chair of the board of directors of the Sexuality Information and Education Council of the United States. He has received \$3 million in federal and state grants to support his research and AIDS/STD prevention efforts. His awards include the 2002 SSSS Award for Distinguished Scientific Achievement, the 2002 Research Council Award from the American School Health Association, the 1991 President's Award for Distinguished Teaching and the 2002 Graduate Student Outstanding Faculty Mentor Award at Indiana University. He regularly teaches undergraduate and graduate courses in human sexuality. He has presented papers at numerous national and international conferences. He was previously a faculty member at the University of Minnesota and Purdue University, as well as a public high school health science and biology teacher. Bill is married and is the father of two adult daughters.

*To the trailblazers in human sexuality and other fields who have the courage and conviction to do what is right, and to my family and friends, who provide me with the support and love I need to pursue this vision.*

—B. W. S.

*To my wife, Margaret—thanks for being my loving companion as we journey through the seasons of life. To my daughters, Brooke and Jessica—may the brightness of life shine upon you.*

—W. L. Y.



# Preface

**L**ANGUAGE JUST AS WE use language to communicate our ideas and intentions, language can also set a tone, establish a precedent, or alter a way of thinking. In this edition, we have carefully and thoroughly examined our use of language in order to ensure that it represents the most current and nonjudgmental terminology in our field. For example, when discussing women who are homosexual, we intentionally replace the term “lesbian” with “lesbian women” to underscore the fact that women who are attracted to the same gender are more than their sexual orientation. In our desire to bring less value-related and more contemporary vocabulary into the text, we also include terms such as “extrarelational sex” (instead of “affairs” or “adultery”), “sexual attractions” (instead of “impulses”), and “sexually transmitted infections” (instead of “sexually transmitted diseases”). And, whenever possible, we replace the term “dysfunctional” with “sexual difficulties” or “sexual dissatisfaction,” to emphasize that it is the individual himself or herself who finds the behavior a problem or not.

**Changes** Even though it has been only three years since publication of the previous edition of *Human Sexuality*, a number of significant changes in the field have altered the content of some subjects. Consequently, we have gone line-by-line through the text to ensure that concepts and facts are current and representative of the most recent findings in the field. Because of the effectiveness reported by students and instructors, we have chosen to continue using the same pedagogy and organization as in the fourth edition. We have made a few changes, however, that we believe will enhance learning. These include

- Explanation of the background surrounding many studies
- Questions to ponder in most “Think About It” boxes
- Increased focus on language that is inclusive and nonjudgmental
- Expansion of the global perspective
- Updated media images and personalities
- Addition of a list of Web sites as well as books at the end of each chapter
- Increased focus on issues concerning gay, lesbian, bisexual, and transgendered individuals
- Topic-related links to video excerpts on the book’s CD-ROM
- Inclusion of material from the previous edition’s Resource Center in text chapters
- Additional figures, graphs, and charts to visually display data
- New boxes focused on current issues in the field of human sexuality
- Updated material related to STIs, HIV/AIDS, contraception, sexual difficulties and dissatisfaction, and laws related to sexuality

Additionally, we have addressed many new topics in this edition and expanded coverage of numerous others, including postmenopausal hormone therapy, *DSM-IV* diagnoses, sodomy laws, the surgeon general's report on sexual health and responsible sexual behavior, sexual education, and women's sexual problems. We hope that you find these and other changes helpful in expanding your understanding of and interest in the field of human sexuality.

## INTEGRATED TEACHING PACKAGE

As noted previously, *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 **Instructor's Resource Book**. Developed by Barbara Sayad and Bryan Strong, and updated by Jeff Perrotti of Harvard University, 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, lesbian, bisexual, and transgendered people into the course; and using the computer in research. We provide the following resources for each chapter: outline, learning objectives, discussion questions, activities, list of films and videos, bibliography, worksheets, handouts, transparency masters, and Internet activities. The Instructor's Resource Book can be found on the Instructor's Resource CD-ROM and the Online Learning Center.

A **Test Bank** of more than 2000 items was developed by Roy O. Darby III, University of South Carolina, Beaufort, and updated by Jeff Perrotti of Harvard University. They bring substantial experience in teaching and in testing and measurement to this revised test bank. 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 on all the major computer platforms and may be found on the Instructor's Resource CD-ROM in both text and computerized test bank format.

With this edition we now offer **PowerPoint** lecture outlines. Sarah Gibb at Harvard University has combined lecture notes with figures from the text for a complete set of chapter-by-chapter slides. The PowerPoints are available on the Instructor's Resource CD-ROM and on the Online Learning Center.

The **Online Learning Center** contains practice tests, key terms, and PowerWeb's news and in-depth articles for students, as well as free supplements for instructors. The PowerPoint lectures and Instructor's Resource Book are housed on the password-protected instructor's side of the OLC at <http://www.mhhe.com/strong5>.

**PageOut** is a tool designed to let you build your own Web site in less than an hour. PageOut requires no prior knowledge of HTML, no long hours of coding, and no design skills on your part. Even the most inexperienced computer user can quickly and easily create a professional-looking course Web site with PageOut by filling in templates with your information and with content provided by McGraw-Hill. Visit <http://www.pageout.net> for more information.



A new supplement to this book is the **Classroom Performance System (CPS)** by eInstruction. CPS is a revolutionary system that brings ultimate interactivity to the lecture hall or classroom. It is a wireless electronic response system that gives the instructor and students immediate feedback from the entire class. CPS is a great way to get students more involved in lectures, take attendance, and offer interactive quizzes.

McGraw-Hill publishes **Annual Edition: Human Sexuality**, a collection of articles on topics related to the latest research and thinking in human sexuality from over 300 public press sources. These editions are updated annually and contain helpful features, including a topic guide, an annotated table of contents, unit overviews, and a topical index. An Instructor's Guide containing testing materials is also available.

**Sources: Notable Selections in Human Sexuality** is a collection of articles, book excerpts, and research studies that have shaped the study of human sexuality and our contemporary understanding of it. The selections are organized topically around major areas of study within human sexuality. Each selection is preceded by a headnote that establishes the relevance of the article or study and provides biographical information on the author.

For a debate-style reader, try **Taking Sides: Clashing Views on Controversial Issues in Human Sexuality**. This reader introduces students to controversial viewpoints on the field's most crucial issues. Each topic is carefully framed for the students, and the pro and con essays represent the arguments of leading scholars and commentators in their fields. An Instructor's Guide containing testing materials is also available.

For information on any component of the teaching package, instructors should contact their McGraw-Hill representative.

## STUDENT LEARNING RESOURCES

The **SexSource Student CD-ROM** has been especially developed to integrate key concepts in the book with key scientifically based educational videos. Icons appear throughout the text to indicate clips that correspond to specific topics. Each video is contextualized with pedagogy, including follow-up questions and web connections. Additionally, a short self-test section is available on the CD for each chapter, as a study aid.

A student **Study Guide** has been prepared by Bobbi Mitzenmacher, California State University, Long Beach, and Barbara Sayad, California State University, Monterey Bay, coauthor of the textbook. The study guide contains help to prepare students in meeting the course objectives by providing practice tests and reflection and observation activities.

Practice tests and key terms will also be available online, as part of our comprehensive **Online Learning Center**. PowerWeb, a password-protected portion of the Web site, is free with all new copies of the text. The password card is packaged at the front of your new textbook. These news articles and in-depth essays direct students to more than 6,000 high-quality academic sources. Online Learning Center with PowerWeb: <http://www.mhhe.com/strong5>.



## ACKNOWLEDGMENTS

Many people contributed to the creation and development of this book. First and foremost, we wish to thank the many students whose voices appear in the introduction of each chapter. The majority of these excerpts come from Bobbi Mitzenmacher's and William L. Yarber's undergraduate human sexuality students (California State University, Long Beach, and Indiana University), who have courageously agreed to share their experiences. All of these students have given permission to use their experiences and quotations so that others might share and learn from their reflections.

A number of reviewers and adopters were instrumental in directing the authors to needed changes, updates, and resources, and we are most grateful for their insights and contributions. Whenever possible, we have taken their suggestions and integrated them into the text. Special thanks are due to

Heather Frasier Chabot, New England College  
 Betty Carter Dorr, Fort Lewis College  
 Jean Hoth, Rochester Community and Technical College  
 Catherine Kannenberg, Guilford College  
 Marilyn Myerson, University of South Florida  
 Blaise Parker, University of Georgia  
 Jacqueline Reza, DeAnza College  
 Yvonne Stephens, Ithaca College  
 Andrew S. Walters, Hobart and William Smith Colleges  
 Laurie M. Wagner, Kent State University  
 Clair Wiederholt, Madison Area Technical College

Since publication of the previous edition of this book, Mayfield Publishing Company has become part of McGraw-Hill. For those who transferred their time and talents, we thank you for the continuity and support you brought to this edition. Melissa Williams was especially instrumental in passing that torch. Our thanks go to publisher Steve Rutter for his vision and steady hand in guiding us to a new era of publishing while encouraging us to hold on to our original vision. We are particularly grateful to our new sponsoring editor, John Wannemacher, who, in trial by fire, energetically and enthusiastically threw himself into the production of this book. Jane Acheson oversaw the supplements package and was instrumental in the development of the SexSource CD. Becky Smith is to be thanked for overseeing the developmental editing process. Barbara Armentrout's conscientious eye in editing the book was vital in keeping us on course in many ways. A special thanks to our production editor, Christina Gimlin. Thanks also to our manuscript editor, Tom Briggs; designer, Kim Menning; art editor, Cristin Yancey; photo researcher, Brian Pecko; and permissions editor, Marty Granahan.

# To the Reader

**B**EING SEXUAL IS AN ESSENTIAL PART of being human. Through our sexuality, we are able to connect with others on the most intimate levels, revealing ourselves and creating strong bonds. Sexuality is a source of great pleasure and profound satisfaction. It is the means by which we reproduce—bringing new life into the world and transforming ourselves into mothers and fathers. Paradoxically, sexuality can also be a source of guilt and confusion, a pathway to infection, and a means of exploitation and aggression. Examining the multiple aspects of human sexuality will help you understand your own sexuality and that of others. It will provide the basis for enriching your relationships.

Throughout our lives, we make sexual choices based on our experiences, attitudes, values, and knowledge. The decisions many of us may face include whether to become or remain sexually active; whether to establish, continue, or end an intimate relationship; whether to practice safer sex consistently; and how to resolve conflicts, if they exist, between our values and our sexual desires, feelings, and behaviors. The choices we make may vary at different times in our lives. Our sexuality changes and evolves as we ourselves change.

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## STUDYING HUMAN SEXUALITY

Students begin studying sexuality for many reasons: to gain insight into their sexuality and relationships, to become more comfortable with their sexuality, to explore personal sexual issues, to dispel anxieties and doubts, to resolve traumatic sexual experiences, to learn how to avoid STIs and unwanted pregnancy, to prepare for the helping professions, or to increase their general knowledge. Many students find the study of sexuality empowering. They develop the ability to make intelligent sexual choices based on their own needs, desires, and values rather than guilt, ignorance, pressure, fear, or conformity.

The study of human sexuality differs from the study of accounting, plant biology, and medieval history, for example, because human sexuality is surrounded by a vast array of taboos, fears, prejudices, and hypocrisy. For many Americans, sexuality creates ambivalent feelings. It is linked not only with intimacy and pleasure but also with shame, guilt, and discomfort. As a result, you may find yourself confronted with society's mixed feelings about sexuality as you study it. You may find, for example, that others perceive you as somehow "different" for taking a course in human sexuality. Some may feel threatened in a vague, undefined way. Parents, partners, or spouses (not to mention your own children, if you are a parent) may wonder why you want to take a "sex class"; they may want to know why you don't take something more "serious"—as if sexuality were not one of the most important



issues we face as individuals and as a society. Sometimes this uneasiness manifests itself in humor, one of the ways in which we deal with ambivalent feelings: "You mean you have to take a *class* on sex?" "Are there labs?" "Why don't you let me show you?"

Ironically, despite societal ambivalence, you may quickly find that your human sexuality textbook becomes the most popular book in your dormitory or apartment. "I can never find my textbook when I need it," one of our students complained. "My roommates are always reading it. And they're not even taking the course!" Another student observed: "My friends used to kid me about taking the class, but now the first thing they ask when they see me is what we discussed in class." "People borrow my book so often without asking," wrote one student, "that I hide it now."

What these responses signify is simple: Despite their ambivalence, people *want* to learn about human sexuality. On some level, they understand that what they have learned may have been haphazard, unreliable, stereotypical, incomplete, unrealistic, irrelevant—or dishonest. As adults, they are ready to move beyond "sperm meets egg" stories.

As you study human sexuality, you will discover yourself exploring areas not ordinarily discussed in other classes. Sometimes they are rarely talked about even among friends. They may be prohibited by parental or religious teaching. The more an area is judged to be in some way "bad" or "immoral," the less likely it is to be discussed. Ordinary behaviors such as masturbation and sexual fantasies are often the source of considerable guilt and shame. But in your human sexuality course, they will be examined objectively. You may be surprised to discover, in fact, that part of your learning involves *unlearning* myths, half-truths, factual errors, and distortions you learned previously.

You may feel uncomfortable and nervous in your first class meetings. These feelings are not at all uncommon. Sexuality may be the most taboo subject you study as undergraduates. Your comfort level in class will probably increase as you recognize that you and your fellow students have a common purpose in learning about sexuality. Your sense of ease may also increase as you and your classmates get to know one another and discuss sexuality, both inside and outside of class.

You may find that, as you become accustomed to using the accepted sexual vocabulary, you are more comfortable discussing various topics. For example, your communication with a partner may improve, which will strengthen your relationship and increase sexual satisfaction for both of you. You may never before have used the words "masturbation," "sexual intercourse," "vulva," or "penis" in a class setting (or any kind of setting, for that matter). But after a while, they may become second nature to you. You may discover that discussing sexuality academically becomes as easy as discussing computer science, astronomy, or literature. You may even find yourself, as many students do, telling your friends what you learned in class while on a bus or in a restaurant, as other passengers or diners gasp in shock or lean toward you to hear better!

Studying sexuality requires respect for your fellow students. You'll discover that the experiences and values of your classmates vary greatly. Some students have little sexual experience, while others have substantial experience; some students hold progressive sexual values, while others hold restrictive ones. Some students are gay, lesbian, or bisexual individuals,

while the majority are heterosexual people. Most students are young, others middle-aged, some old—each in a different stage of life and with different developmental tasks before them. Furthermore, the presence of students from any of the more than a hundred ethnic groups in the United States reminds us that there is no single behavioral, attitudinal, value, or belief system that encompasses sexuality in contemporary America. Finally, you will find that you become more accepting of yourself as a sexual being by studying human sexuality. Our culture conveys few positive messages affirming the naturalness of sexuality. Those studying sexuality often report that they become more appreciative of their sexuality and less apologetic, defensive, or shameful about their sexual feelings, attractions, and desires. Accepting one's sexuality also means viewing sexuality as normal and as an integral, beautiful, and joyful part of being human. Accepting one's own sexuality is an important component in owning one's own sexuality.

Because of America's diversity in terms of experience, values, orientation, class, ability, age, and ethnicity, the study of sexuality calls for us to be open-minded: to be receptive to new ideas and to differentness; to seek to understand what we have not understood before; to reexamine old assumptions, ideas, and beliefs; to encompass the humanness and uniqueness in each of us. In our quest for knowledge and understanding, we need to be intellectually curious. As writer Joan Nestle observes, "Curiosity builds bridges. . . . Curiosity is not trivial; it is the respect one life pays to another."

## THE AUTHORS' PERSPECTIVE

We developed this textbook along several themes, which we believe will help you better understand your sexuality and that of others.

### Sexuality as a Fundamental Component of Health

As one component of the human condition, sexuality can impact personal well-being. When balanced with other life needs, sexuality contributes positively to personal health and happiness. When expressed in destructive ways, it can impair health and well-being. We believe that studying about human sexuality is one way of increasing the healthy lifestyle of our students.

### Biopsychosocial Orientation

Although we are creatures rooted in biology, hormones and the desire to reproduce are not the only important factors shaping our sexuality. We believe that the most significant factor is the interplay between biology, individual personalities, and social factors. As a result, we use a biopsychosocial perspective in explaining human sexuality. This perspective emphasizes the roles of biology (maleness or femaleness, the influence of genetics, the role of hormones), of psychological factors (such as motivation, emotions, and attitudes), and of social learning (the process of learning from others and from society). We look at how sexuality is shaped in our culture; we examine how it varies in different historical periods and between different ethnic groups in our culture. We also examine how sexuality takes different forms in other cultures throughout the world.



In addition, because we want students to apply the concepts presented in this book to their own lives, we present information and ideas in ways that encourage students to become proactive in their own sexual well-being. We highlight sexual-health-related topics in boxes called “Think About It”; we ask questions that prompt students to examine their own values and the ways they express their sexuality in boxes called “Practically Speaking”; and we encourage students to probe the subject beyond what the book presents in a feature called “Sex and the Internet.”

## Sex as Intimacy

We believe that sex in our culture is basically an expressive and intimate activity. It is a vehicle for expressing feelings, whether positive or negative. It is also a means for establishing and maintaining intimacy. Sex is important as a means of reproduction as well, but because of the widespread use of birth control, reproduction has increasingly become a matter of choice.

## Gender Roles

Gender roles are societal expectations of how women and men should behave in a particular culture. Among other things, gender roles tell us how we are supposed to act sexually. Although women and men differ, we believe most differences are rooted more in social learning than in biology.

Traditionally, our gender roles have viewed men and women as “opposite” sexes. Men were active, women passive; men were sexually aggressive, women sexually receptive; men sought sex, women love. Research, however, suggests that we are more alike than different as men and women. To reflect our commonalities rather than our differences, we refer not to the “opposite” sex, but to the “other” sex.

## Sexuality and Popular Culture

Much of what we learn about sexuality from popular culture and the media—from so-called sex experts, magazine articles, how-to books, the Internet, TV, and the movies—is wrong, half-true, or stereotypical. Prejudice may masquerade as fact. Scholarly research may also be flawed for various reasons. Throughout the textbook, we look at how we can evaluate what we read and see, both in popular culture and in scholarly research. We compare scholarly findings to sexual myths and beliefs, including research about gay men, lesbian women, bisexual individuals, and about ethnic groups.

## Homosexuality as a Normal Sexual Variation

We recognize the normalcy of gay, lesbian, and bisexual sexual orientations. Gay, lesbian, bisexual, and transgendered individuals have been subjected to discrimination, prejudice, and injustice for centuries. But as society has become more enlightened, it has discovered that these individuals do not differ from heterosexual people in any significant aspect other than their sexual attractions. In 1972, the American Psychiatric Association removed homosexuality from its list of mental disorders, and in 2003, the U.S. Supreme Court struck down laws against sodomy. Today, the major



## What Students Want to Learn in a Human Sexuality Course: The Personal Dimension

STUDENTS BEGIN THE STUDY of human sexuality for a multitude of reasons. When we asked our students to tell us what they wanted to learn in our class, their answers emphasized the personal dimension of learning. The student responses below are representative.

- My biggest issue is setting my own sexual guidelines, rather than accepting those of others, such as my friends, society, etc.  
—a 20-year-old woman
- I want to know the difference between sex and love. When I have sex with a woman, I think I'm in love with her, or at least want to be. Am I kidding myself?  
—a 21-year-old man
- I have a hard time telling my boyfriend what I want him to do. I get embarrassed and end up not getting what I need.  
—a 19-year-old woman
- I lost my virginity last week. What do you do when you sleep with someone for the first time?  
—an 18-year-old man
- I recently separated from my husband and am beginning to date again. I'd like to know what the proper sexual etiquette is today. Such as, do you kiss or have sex on the first date . . . or what?  
—a 37-year-old woman
- I'm gay, but my family would disown me if they found out. What can I do to make my parents understand that it's OK to be gay?  
—a 20-year-old man
- My parents continue to hassle me about sex. They want me to be a virgin when I marry (which is next to

impossible, since I lost my virginity when I was sixteen). Any suggestions on how to raise parents?

—a 19-year-old woman

- Is it wrong to masturbate if you have a regular partner?  
—a 22-year-old man
- Why do women get called "sluts" if they have more than one partner, and it doesn't matter for guys? In fact, the more women men "have," the more points they get.  
—an 18-year-old woman
- How do I know if I'm normal? What is normal? And why do I care?  
—a 21-year-old man
- I'm a sexy seventy-year-old. How come young people think sex stops when you're over forty? We don't spend all day just knitting, you know.  
—a 70-year-old woman

Some of these questions relate to facts, some concern attitudes or relationships, and still others concern values. But all of them are within the domain of human sexuality. As you study human sexuality, you may find answers to many of these questions, as well as those of your own. You will also find that your class will raise questions the textbook or instructor cannot answer. Part of the reason we cannot answer all your questions is that there is insufficient research available to give an adequate response. But part of the reason also may be that it is not the domain of social science to answer questions of value. As social scientists, it is our role to provide you with knowledge, analytical skills, and insights for making your own moral evaluations. It is you who are ultimately responsible for determining your sexual value system and sexual code of behavior.

professional psychological, sociological, and health associations in the United States regard homosexuality as a normal sexual variation. For this reason, we have integrated discussions of lesbian women, gay men, and bisexual people throughout the book.

### The Significance of Ethnicity

Until recently, Americans have ignored ethnicity as a factor in studying human sexuality. We have acted as if being White, African American, Latino, Asian American, or Native American made no difference in terms of sexual attitudes, behaviors, and values. But there are important differences, and we discuss these throughout the textbook. It is important to examine these differences within their cultural context. Ethnic differences, therefore, should not be interpreted as "good" or "bad," "healthy" or "deficient," but as



reflections of culture. Our understanding of the role of ethnicity, however, is limited because ethnic research is only now beginning to emerge.

\* \* \*

Over the years, we have asked our students to briefly state what they learned or gained in our human sexuality class. Here are some of their answers:

I learned to value the exploration of my sexuality much more. I learned that sexuality comes in many forms, and I'm one of them. The class gave me a forum or safe place to explore sexuality, especially since I have not yet had a fully sexual relationship.

I found the psychological, historical, and anthropological elements of sexuality we discussed to be valuable. I see homosexuality in a totally new light.

I learned that being sexual is OK, that basically we are all sexual beings and that it is normal to want to have sex. I am no longer afraid to talk about sex with my boyfriend.

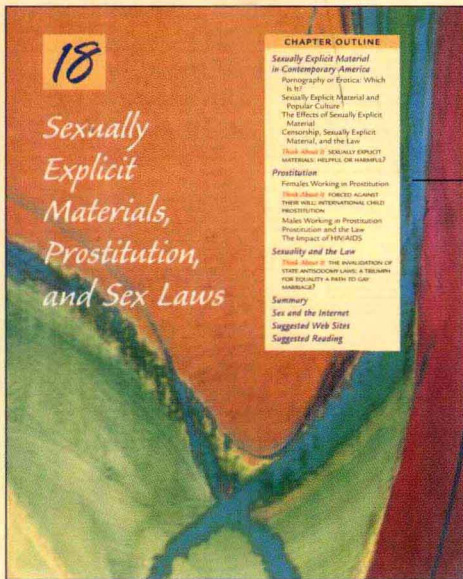
The information about AIDS cleared up many misconceptions and fears I had. I will always practice safer sex from now on.

The class has helped me come to terms with things that have happened over the last few months that are disturbing to me.

I have paid more attention to the erotic nature of things, not just the physical aspects of sex.

We believe that the knowledge you gain from studying human sexuality will be something you will carry with you the rest of your life. We hope that it will help you understand and appreciate not only yourself but those who differ from you, and that it will enrich, expand, and enliven your experiences and your relationships.

# A Guided Tour Through the Fifth Edition



**HUMAN SEXUALITY** is written in an accessible style at a level appropriate for most undergraduates.

## Chapter Outline.

To support both teaching and learning, we have incorporated many 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.

## Student Voices.

These quotations from former students begin each chapter, with stories to set the stage for the chapter's contents. These excerpts from student papers help showcase the variety of perspectives and experiences that students bring to the class.



Despite the abundance of research and millions of case studies to support the above conclusion, gay men and lesbian women still fight for the legal rights and protections they deserve. Nationwide, as of 2002, about half the states allowed second-parent gay adoption when one partner is already a legal parent. Additionally, a handful of states have prohibitive statutes. Because they cannot legally marry and because of pervasive anti-gay prejudice, such issues as custody, visitation, and adoption remain legal dilemmas or obstacles for many contemplating becoming or trying to become parents.

A number of services and programs have been established to assist prospective gay and lesbian parents in dealing through the myriad questions and issues they face. In the end, it is the welfare of the child that society should support. This can best be achieved with loving, caring, responsible parents, regardless of sexual orientation.

What are your thoughts and feelings about this issue? Why does society perpetuate fears about gay men and lesbian women as parents?

At 6 months, when the baby's presence and the demands of parenting intrude on the sex lives of the parents, the women continued to report significantly decreased sexuality. Information about what changes to expect may help new parents avoid making unfounded and harmful assumptions about their relationship.

The postpartum period may be a time of significant emotional upheaval. Even women who had easy and uneventful pregnancies may experience the "baby blues." On the third or fourth day postpartum, 80% of women notice a brief period of mild weepiness, irritability, and depressed mood (Flan, 2003). New mothers often have irregular sleep patterns because of the needs of their newborns, the discomfort of childbirth, or the strangeness of the hospital environment. Some mothers may feel isolated from their familiar world. These are considered normal, self-limiting postpartum symptoms and generally go away within a week or two.

Postpartum depression occurs in 10-15% of new mothers and can have its onset at any time in the first year postpartum. Like the blues, postpartum depression is thought to be related to hormonal changes brought on by

Click on "That's a Family" to hear children of gay and lesbian parents talk about their families.

## Student Voices

"I was only sixteen when I traveled to Peru with Carlos, who was twenty-two. We were in Lima for two days, and while we were there, Carlos took me to a hotel in the city where we had sex with prostitutes. At the time, I did not really understand what was happening, until after it occurred. Carlos knew that I was a virgin and thought this would be a fantastic way for me to become a 'man.' I felt embarrassed, dirty, and ashamed of myself."

—24-year-old Latino male

"She [my aunt] actually started molesting me when I was six. She would come home late at night, drunk, and carry me into her bed so that she could perform oral sex on me. She molested me until I was twelve years old. She was a prostitute, so later in my adolescence she tried to include her tricks, but I read my way out of it every time."

—26-year-old African-American-Native American female

"My boyfriend and I sometimes use X-rated movies while we have sex. We have learned some sex techniques from them, and they really help us get turned on. Some of our friends had recommended that we get them. At first, we were a little hesitant to use them, but now watching the movies has become a regular part of our sex. But I wonder if something is wrong with us having to use the movies. And, at times, I still feel uncomfortable using them. I sure haven't told any of my friends about them."

—21-year-old White female

Money's sex acts are bound together in the production and sale of sexually explicit material and in prostitution. Money is exchanged for sexual images or descriptions contained in videos, film, electronic media, magazines, books, music, and photographs that depict people in explicit or suggestive sexual activities. Money is also exchanged for sexual services provided by streetwalkers, call girls, massage parlor workers, and other sex workers. The sex industry is a multimillion-dollar enterprise with countless millions of consumers and customers. As a nation, however, we feel profoundly ambivalent about sexually explicit material and prostitution. Many people condemn it as harmful, immoral, and exploitative and wish to censor or eliminate it. Others see it as a harmless and even beneficial activity: an erotic diversion, or an aspect of society that cannot or should not be regulated; they believe censorship and police action do greater harm than good.

In this chapter, we examine sexually explicit material, including depictions of sex in popular culture, the role of technology in developing new forms of sexually explicit material, the effects of sexually explicit material, and censorship issues. We also examine prostitution, focusing on females and males working in the sex industry, the legal issues involved, and the impact of HIV/AIDS.

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## SexSource CD-ROM.

New to this edition is the SexSource CD, with video clips about selected topics. You will find the video icon in the margins of your text, directing you to the CD for a short video of further perspective on aspects of the chapter.



## Think About It.

Providing students with a greater understanding of 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," "How Common Are Condom Use Mistakes?," "A Couple Has Sex When They . . .," and "Gay and Lesbian Parents."

### Practically Speaking

#### Preventing Sexual Assault

THERE ARE NO GUARANTEES when it comes to preventing sexual assault or coercion. Each situation, assailant, and targeted person or place is different. But rape education content may be effective in reducing the rape myth that provides support for sexual aggression (Finkelhor, Richardson, & Browne, 1992).

To reduce the risk of date rape, consider these guidelines:

1. When dating someone for the first time, go to a public place such as a restaurant, movie, or sports event.
2. Share your car. A common scenario is a date expecting you to exchange sex for his or her paying for dinner, the movie, drinks, and so on.
3. Avoid using drugs or alcohol if you do not want to be sexual with your date. Such use is associated with date rape.
4. Avoid ambiguous verbal or nonverbal behavior, particularly any behavior that might be interpreted as "yesing." Make sure your verbal and nonverbal messages are identical. If you only want to cuddle or kiss, for example, tell your partner that those are your intentions. Tell him or her that if you say no you mean no. If someone misinterprets your statement, explicitly back up verbally and physically (by pushing him or her away).
5. If your date becomes sexually coercive despite your direct communication, consider physical details such as pushing, sleeping, and kicking.

To reduce the risk of stranger rape, consider the following guidelines. But try to avoid knowing exactly right that you are reasonable judgment. Do not let fear control your life.

1. Do not identify yourself as a person living alone, especially if you are a woman. Use initials on the mailbox and in the telephone directory.

2. Don't open your door to strangers, keep your house and car doors locked. Have your keys ready when you approach your car or house. Look in the back seat before getting into your car.
3. Avoid dark and isolated areas. Carry a whistle or airhorn, and take a cell phone when you are out by yourself. Let people know when you are going.
4. If someone approaches you threateningly, turn and run. If you can't run, resist. Studies indicate that resisting an attack by shouting, causing a scene, or fighting back can deter the assailant. Fighting and screaming may reduce the level of the abuse without increasing the risk of physical harm. Most women who are injured during a rape appear to have been in a panic when the assault began. Try to stay calm. Trust your instincts, whatever approach you take.
5. Be alert to possible ways to escape. Talking with an assailant may give you time to find an escape route.
6. Take self-defense training. It will raise your level of confidence and your fighting abilities. You may be able to scare off the assailant, or you may make an opportunity to escape. Many women take self-defense training following an incidence of sexual aggression to reinforce their sense of control.

If you are sexually assaulted (or the victim of an attempted assault), report the assault as soon as possible. You are probably not the assailant's first victim. As much as you might want to, do not change clothes or shower. Women and have other materials in your body or clothing may be very important in arresting and convicting a rapist. You may also want to contact a rape crisis center. In such situations are knowledgeable about dealing with the police and the prosecutor, attorneys of rape. But most importantly, remember that you are not at fault. The rapist is the only one to blame.

sex (Lamont, Gagnon, Michael, & Michaels, 1994). A study of first sexual intercourse of undergraduate women revealed that 6% had sex against their will (Bhatnagar, Saravali, & Johnson, 1995). A look at first sexual intercourse among younger women (grades 9–12) found sexual assault to occur up to 26% of the time, though it is seldom reported (Blyskal, Korte, & Glazer, 1997). A Dutch magazine study of college students found that 29% of the females and 11% of the males had ever had a date, sexual partner, or friend physically force them into unwanted sexual behavior (Elliot & Bransley, 1997). The Centers for Disease Control and Prevention (CDC) found that nationwide 10.7% of female students and 1.5% of male students in grade 12 had ever been forced to have sexual intercourse when they did not want to (CDC, 2002). A nationally representative telephone survey of 8000

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### Think About It . . .

#### Sexually Explicit Materials: Helpful or Harmful?

Visual representations of sexual behavior and genitalia have always been a part of society. Recently, because of the Internet, there has been an explosion in the number of sexually explicit images. These materials add to already existing books and magazines such as Playboy, Penthouse, Hustler, and Piggie, as well as explicit videos available via mail and on video rental stores and "adult" bookstores. Some videos, such as The Erotic Sex Video Series, are viewed as sex education tools designed to increase sexual skills and enhance sexual pleasure for couples. The widespread availability of sexually explicit materials has heightened concerns about the impact of such materials on the fundamental question: *Are sexually explicit materials helpful or harmful?*

Some people believe that sexually explicit materials are useful or, at the least, harmless. They contend that the materials provide information about sexual expression, enhance a person's sexual behavior, provide an outlet for sexual expression, and other entertainment. Thus, they should be readily available to adults. Others feel that sexually explicit materials cause sexual crisis:

...lead to moral decay and societal breakdown, diminish and objectify women, and damage children; therefore, access should be restricted. The debate over sexually explicit materials has focused on its content, its effect on related to freedom of speech, protection of children, the impact of sexual information, the rights of citizens, and the role of government in "protecting" its citizens. Various efforts have been made by the federal government to restrict access to sexually explicit materials, and some states have received Supreme Court support.

Do you think sexually explicit materials are helpful or harmful? Does your answer vary based on the content of such materials or the audience exposed to the materials? Should the federal government regulate access to such materials? If so, what types of materials, and what enforcement? Should any attempt to limit or deny access to sexually explicit materials on the Internet be made, given that national laws cannot extend to other countries?

are also many instances in which reasonable people disagree about whether material has social value. Most of us, however, would probably find that a reasonable person has opinions regarding obscenity that closely resemble our own. (Chivers, 1996) We would think that he or she was unreasonable if, for instance, the U.S. Supreme Court ruled, in *Shelley v. City of Memphis*, that private possession of obscene material in one's home is not illegal (Sears, 1988). This does not, however, apply to child pornography.

As we saw earlier, our evaluation of sexually explicit material is closely related to how we feel about such material. Our judgments are based not on reason but on emotion. Justice Potter Stewart's comment in *Jacobellis v. Ohio* (1952) reveals a reasonable person's frustration in trying to define pornography: "But I know what I see."

**The Law of Child Protection** In 1906, the United States passed the Child Protection and Immoral Traffic Act, which supports and penalizes for individuals involved in the production, distribution, and possession of child pornography. Since then, the development and distribution of child pornography of all types have been targeted by the U.S. Department of Justice (Dickerson, 1994), resulting in an increase in both new legislation and prosecutions (Sears, 1988). More recently, the Communications and Decency Act of 1996 tried to address the problem of sexual exploitation of children and teens over the Internet. However, in 1997, the U.S. Supreme Court found that the statute was not constitutional because it violated the First Amendment's guarantee of free speech. In two subsequent rulings, the Court rejected the law that made it a crime to send an indecent message online to a person age 18 and the ban on computer-generated "virtual" child pornography and

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## Practically Speaking.

Also featured are boxes called "Practically Speaking," which 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 "Medical Care: What Do Women Need?," "Can an Erection Be Willed?," and "Assessing Your Attitude Toward Masturbation."

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- Arrests for prostitution are symbols of community disapproval; they are not effective in curbing prostitution. Female prostitution is the only sexual offense for which women are extensively prosecuted; the male partner is seldom arrested. Decriminalization of prostitution is often urged because it is a victimless crime or because prostitutes are victimized by their pimp, customers, police, and the legal system. Some people advocate regulation by police and health departments.
- Prostitutes are at higher risk for HIV/AIDS than the general population because many are injecting drug users, have multiple partners, and do not always require their customers to use condoms. Female and male prostitutes and their customers may provide a pathway for HIV and other STDs into the general heterosexual community.

#### Sexuality and the Law

- In 2003, the U.S. Supreme Court overturned state anti-sodomy laws in the 13 remaining states that had them, making it legal for consenting adult gay men and lesbian women to have sex in private.

#### Sex and the Internet

- Protection of our First Amendment rights is part of the mission of the American Civil Liberties Union (ACLU). But what exactly is this organization, what does it do, and how can it help you? To find out, click on the ACLU's home page (<http://www.aclu.org>) and find one topic related to this chapter. We test that interests you. This could include cyberliberties, privacy, HIV/AIDS, lesbian and gay rights, inactivity, reproductive rights, or women's rights. After reading information related to this topic, answer the following:
  - What new information or news release did you find related to this topic?
  - What is the history or background of laws related to it?

- What is the ACLU's stance?
- What is your position, and why?

#### SUGGESTED WEB SITES

**National Coalition Against Censorship**  
<http://www.nccat.org>  
Provides action alerts, commentary news, and frequently asked questions about censorship.

**Prostitute Education Network**  
<http://www.prostitute.net>  
Provides information and resources related to prostitution.

**U.S. Supreme Court**  
<http://www.supremecourt.gov>  
Links U.S. Supreme Court decisions by year and volume.

#### SUGGESTED READING

Delacoste, Frederique, & Alexander, Priscilla (Eds.) (1990). *Sex, Power, and the Law: The Role of the Judiciary*. (2nd ed.). Pittsburgh, PA: University of Pittsburgh Press. A collection of essays on the role of the judiciary in the protection of women's rights, including personal stories by women who work as prostitutes, managers, and clients of prostitutes, and a collection of women's human rights.

Johnson, Kenneth (1998). *The Law of Prostitution*. North York, NY: New York University Press. Argues that the involvement of women in prostitution is a variety of male sexual violence and a violation of women's human rights.

Kennedy, Kenneth, & Dworkin, R. (Eds.) (1990). *Global Sex Workers: Rights, Resistance, and Regulation*. New York, NY: New York University Press. A book that explores the long history of sex workers' rights movement around the world.

Stonewall, Natalie (2000). *Defending Pornography: New York's Struggle for the Right to Sex*. New York, NY: New York University Press. A book that explores the long history of sex workers' rights movement around the world.

Wetter, Ronald (Ed.) (2000). *Sex, Power, and the Law: The Role of the Judiciary*. New York, NY: New York University Press. A collection of essays on the role of the judiciary in the protection of women's rights, including personal stories by women who work as prostitutes, managers, and clients of prostitutes, and a collection of women's human rights.

For lists, prices, and study materials, go to the <http://www.ertongbook.com> Web site, located at <http://www.ertongbook.com>

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 list of **suggested Web sites** and **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. To help students further probe each topic and their own sexuality, the "Sex and the Internet" feature links students to resources on the Internet and follows up with questions and reflections.