

William L. Yarber · Barbara W. Sayad



HUMAN SEXUALITY

DIVERSITY IN CONTEMPORARY AMERICA

EIGHTH EDITION

Human **Sexuality**

This page intentionally left blank

Human **8** **Sexuality**

EIGHTH EDITION

DIVERSITY IN CONTEMPORARY AMERICA

William L. Yarber

INDIANA UNIVERSITY

Barbara W. Sayad

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY





HUMAN SEXUALITY: DIVERSITY IN CONTEMPORARY AMERICA, EIGHTH EDITION

Published by McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2013 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Previous editions © 2010, 2008, 2005, 2002, 1999, 1997, and 1996. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

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

ISBN 978-0-07-803531-9

MHID 0-07-803531-7

Senior Vice President, Products & Markets:

Kurt L. Strand

Vice President, General Manager: *Michael Ryan*

Vice President, Content Production &

Technology Services: *Kimberly Meriwether David*

Director: *Krista Bettino*

Senior Brand Manager: *Nancy Welcher*

Director of Development: *Barbara A. Heinssen*

Content Development Editor: *Cheri Dellelo*

Editorial Coordinator: *Kevin Fitzpatrick*

Digital Development Editor: *Sarah Colwell*

Digital Product Analyst: *Neil Kahn*

Marketing Managers: *Ann Helgerson, AJ LaFerrera*

Director, Content Production: *Terri Schiesl*

Project Manager: *Catherine Morris*

Buyer II: *Debra Sylvester*

Designer: *Matt Diamond*

Cover Designer: *Jenny El-Shamy*

Interior Designer: *Elise Lansdon*

Cover Images: *Getty Images*

Senior Content Licensing Specialist: *Keri Johnson*

Photo Researcher: *Allison Grimes*

Connect Media Project Manager: *Sarah Hill*

OLC Media Project Manager: *Jennifer Barrick*

Typeface: *10.5/12 Adobe Garamond*

Compositor: *Aptara*, Inc.*

Printer: *R.R. Donnelley & Sons*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Yarber, William L. (William Lee), 1943-

Human sexuality : diversity in contemporary America / William L. Yarber, Barbara W. Sayad, Bryan Strong.—8th ed.
p. cm.

ISBN 978-0-07-803531-9 (alk. paper)—ISBN 0-07-803531-7 (alk. paper)

1. Sex. 2. Sex customs. 3. Sexual health. I. Sayad, Barbara Werner. II. Strong, Bryan. III. Title.

HQ21.S8126 2013

306.7—dc23

2012027980

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill, and McGraw-Hill does not guarantee the accuracy of the information presented at these sites.

This book is dedicated with admiration to Herman B Wells, president of Indiana University when Dr. Alfred Kinsey conducted and published his research on the sexual behavior of Americans. Wells was a courageous and unwavering defender of Kinsey's research, despite pressure on Wells to end Kinsey's studies. Wells's support of Kinsey's research 60 years ago is considered a landmark and defining victory for academic freedom, which paved the way for future research on human sexuality at other universities.

—W. L. Y.

To my family—with all my love and gratitude.

—B. W. S

This page intentionally left blank

Brief Contents

- 1** Perspectives on Human Sexuality 1
- 2** Studying Human Sexuality 29
- 3** Female Sexual Anatomy, Physiology, and Response 68
- 4** Male Sexual Anatomy, Physiology, and Response 105
- 5** Gender and Gender Roles 125
- 6** Sexuality in Childhood and Adolescence 158
- 7** Sexuality in Adulthood 187
- 8** Love and Communication in Intimate Relationships 218
- 9** Sexual Expression 256
- 10** Variations in Sexual Behavior 298
- 11** Contraception, Birth Control, and Abortion 325
- 12** Conception, Pregnancy, and Childbirth 361
- 13** The Sexual Body in Health and Illness 396
- 14** Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy 437
- 15** Sexually Transmitted Infections 481
- 16** HIV and AIDS 518
- 17** Sexual Coercion: Harassment, Aggression, and Abuse 557
- 18** Sexually Explicit Materials, Prostitution, and Sex Laws 596

1 Perspectives on Human Sexuality 1

STUDYING HUMAN SEXUALITY 2

- **Practically Speaking** ASSESSING SEXUAL SATISFACTION 4

SEXUALITY, POPULAR CULTURE, AND THE MEDIA 5

Media Portrayals of Sexuality 5

Television 8

Feature-Length Films 9

Gay Men, Lesbian Women, Bisexual and Transgender People in Film and Television 10

Online Social Networks 11

- **Think About It** BEFORE PRESSING “SEND”: TRENDS AND CONCERNS ABOUT TEXTING, SEXTING, AND DATING 12

SEXUALITY ACROSS CULTURES AND TIMES 14

Sexual Interests 14

Sexual Orientation 17

Gender 18

SOCIETAL NORMS AND SEXUALITY 19

- **Think About It** AM I NORMAL? 20

Natural Sexual Behavior 20

Normal Sexual Behavior 21

- **Think About It** DECLARATION OF SEXUAL RIGHTS 23

Sexuality Behavior and Variations 24

- **Think About It** “MY GENES MADE ME DO IT”: SOCIOBIOLOGY, EVOLUTIONARY PSYCHOLOGY, AND THE MYSTERIES OF LOVE 25

FINAL THOUGHTS 26 | SUMMARY 26

QUESTIONS FOR DISCUSSION 27 | SEX AND THE INTERNET 27

SUGGESTED WEBSITES 28 | SUGGESTED READING 28



2 Studying Human Sexuality 29

SEX, ADVICE COLUMNISTS, AND POP PSYCHOLOGY 30

Information and Advice as Entertainment 31

- **Practically Speaking** EVALUATING POP PSYCHOLOGY 32

The Use and Abuse of Research Findings 32

THINKING CRITICALLY ABOUT SEXUALITY 33

Value Judgments Versus Objectivity 34

Opinions, Biases, and Stereotypes 34

Common Fallacies: Egocentric and Ethnocentric Thinking 35

SEX RESEARCH METHODS 36

Research Concerns 37

Clinical Research 38

Survey Research 39

- **Practically Speaking** ANSWERING A SEX RESEARCH QUESTIONNAIRE: MEASURE OF SEXUAL IDENTITY EXPLORATION AND COMMITMENT 40

Observational Research 42

Experimental Research 42

THE SEX RESEARCHERS 44

Richard von Krafft-Ebing 44

Sigmund Freud 45

Havelock Ellis 46

Alfred Kinsey 46

William Masters and Virginia Johnson 48

CONTEMPORARY RESEARCH STUDIES 49

- **Think About It** SEX RESEARCH: A BENEFIT TO INDIVIDUALS AND SOCIETY OR A THREAT TO MORALITY? 50

The National Health and Social Life Survey 50

The National Survey of Family Growth 52

The Youth Risk Behavior Survey 53

The National College Health Assessment 53

The National Survey of Sexual Health and Behavior 54

EMERGING RESEARCH PERSPECTIVES 55

Feminist Scholarship 56

Gay, Lesbian, Bisexual, and Transgender Research 57

Directions for Future Research 59

ETHNICITY AND SEXUALITY 59

African Americans 59

Latinos 61

Asian Americans and Pacific Islanders 62

Middle Eastern Americans 64

FINAL THOUGHTS 64 | SUMMARY 65

QUESTIONS FOR DISCUSSION 66 | SEX AND THE INTERNET 66

SUGGESTED WEBSITES 67 | SUGGESTED READING 67



3 Female Sexual Anatomy, Physiology, and Response 68

FEMALE SEX ORGANS: WHAT ARE THEY FOR? 69

External Structures (the Vulva) 71

Internal Structures 73

- **Practically Speaking** PERFORMING A GYNECOLOGICAL SELF-EXAMINATION 75

Other Structures 78

The Breasts 78

FEMALE SEXUAL PHYSIOLOGY 81

Reproductive Hormones 81

The Ovarian Cycle 81

The Menstrual Cycle 84

- **Practically Speaking** VAGINAL AND MENSTRUAL HEALTH CARE 89

FEMALE SEXUAL RESPONSE 90

Sexual Response Models 90

- **Think About It** SEXUAL FLUIDITY: WOMEN'S VARIABLE SEXUAL ATTRACTIONS 91

Desire: Mind or Matter? 95

- **Think About It** THE ROLE OF ORGASM 98

Experiencing Sexual Arousal 98

FINAL THOUGHTS 101 | SUMMARY 101

QUESTIONS FOR DISCUSSION 103 | SEX AND THE INTERNET 103

SUGGESTED WEBSITES 103 | SUGGESTED READING 104

4 Male Sexual Anatomy, Physiology, and Response 105

MALE SEX ORGANS: WHAT ARE THEY FOR? 106

External Structures 106

- **Think About It** THE PENIS: MORE THAN MEETS THE EYE 108

Internal Structures 110

The Breasts and Anus 112

MALE SEXUAL PHYSIOLOGY 113

Sex Hormones 114

- **Practically Speaking** SEXUAL HEALTH CARE: WHAT DO MEN NEED? 115

Spermatogenesis 116

- **Practically Speaking** MALE BODY IMAGE SELF-CONSCIOUSNESS SCALE 118

Semen Production 118

Homologous Organs 119



MALE SEXUAL RESPONSE 119

Erection 120

Ejaculation and Orgasm 120

- **Practically Speaking** CAN AN ERECTION BE WILLED? 122

FINAL THOUGHTS 123 | SUMMARY 123

QUESTIONS FOR DISCUSSION 124 | SEX AND THE INTERNET 124

SUGGESTED WEBSITES 124 | SUGGESTED READING 124

5 Gender and Gender Roles 125

STUDYING GENDER AND GENDER ROLES 127

Sex, Gender, and Gender Roles: What's the Difference? 127

Sex and Gender Identity 128

Masculinity and Femininity: Opposites or Similar? 130

Gender and Sexual Orientation 131

GENDER-ROLE LEARNING 131

Theories of Socialization 131

Gender-Role Learning in Childhood and Adolescence 133

Gender Schemas: Exaggerating Differences 136

CONTEMPORARY GENDER ROLES AND SCRIPTS 137

Traditional Gender Roles and Scripts 137

- **Think About It** THE PURITY STANDARD: DEFINING WOMEN BY THEIR SEXUALITY 140

Changing Gender Roles and Scripts 141

Androgyny 142

GENDER VARIATIONS 143

The Transgender Phenomenon 144

Disorders of Sexual Development/Intersex 144

- **Think About It** A NEW APPROACH TO ADDRESSING DISORDERS OF SEXUAL DEVELOPMENT OR INTERSEX 147

Unclassified Form of Abnormal Development 151

Gender Identity Disorder 151

Transsexuality 152

Coming to Terms With Differences 153

- **Think About It** SEX REASSIGNMENT 154

FINAL THOUGHTS 155 | SUMMARY 155

QUESTIONS FOR DISCUSSION 156

SEX AND THE INTERNET 156

SUGGESTED WEBSITES 157 | SUGGESTED READING 157



6 Sexuality in Childhood and Adolescence 158

SEXUALITY IN INFANCY AND CHILDHOOD (AGES 0 TO 11) 159

Infancy and Sexual Response (Ages 0 to 2) 160

Childhood Sexuality (Ages 3 to 11) 160

The Family Context 163

SEXUALITY IN ADOLESCENCE (AGES 12 TO 19) 164

Psychosexual Development 164

Adolescent Sexual Behavior 172

- **Think About It** THE "ORIGINS" OF HOMOSEXUALITY 175

- **Practically Speaking** FIRST SEXUAL INTERCOURSE REACTION SCALE 177

Teenage Pregnancy 178

Sexuality Education 181

- **Think About It** ABSTINENCE-ONLY VERSUS COMPREHENSIVE SEXUALITY PROGRAMS: IT'S A NEW DAY 182

FINAL THOUGHTS 184 | SUMMARY 184

QUESTIONS FOR DISCUSSION 185 | SEX AND THE INTERNET 185

SUGGESTED WEBSITES 185 | SUGGESTED READING 186

7 Sexuality in Adulthood 187

SEXUALITY IN EARLY ADULTHOOD 188

Developmental Concerns 188

- **Think About It** LIFE BEHAVIORS OF A SEXUALLY HEALTHY ADULT 190

Establishing Sexual Orientation 191

- **Think About It** BISEXUALITY: THE NATURE OF DUAL ATTRACTION 194

Being Single 196

- **Think About It** WHY COLLEGE STUDENTS HAVE SEX: GENDER DIFFERENCES, OR NOT? 199

Cohabitation 201

SEXUALITY IN MIDDLE ADULTHOOD 203

Developmental Concerns 203

Sexuality in Established Relationships 204

Divorce and After 205

SEXUALITY IN LATE ADULTHOOD 208

Developmental Concerns 208

Stereotypes of Aging 208

Sexuality and Aging 209

FINAL THOUGHTS 215 | SUMMARY 216

QUESTIONS FOR DISCUSSION 216 | SEX AND THE INTERNET 216

SUGGESTED WEBSITES 217 | SUGGESTED READING 217



8 Love and Communication in Intimate Relationships 218

FRIENDSHIP AND LOVE 220

LOVE AND SEXUALITY 221

Men, Women, Sex, and Love 223

Love Without Sex: Celibacy and Asexuality 224

- **Think About It** ARE GAY/LESBIAN COUPLES AND FAMILIES ANY DIFFERENT FROM HETEROSEXUAL ONES? 225

HOW DO I LOVE THEE? APPROACHES AND ATTITUDES RELATED TO LOVE 225

Styles of Love 226

The Triangular Theory of Love 227

Love as Attachment 230

- **Think About It** THE SCIENCE OF LOVE 232

Unrequited Love 233

JEALOUSY 233

Defining Jealousy 234

- **Think About It** THE PASSIONATE LOVE SCALE 235

Managing Jealousy 236

Extradyadic Involvement 236

MAKING LOVE LAST: FROM PASSION TO INTIMACY 238

THE NATURE OF COMMUNICATION 239

The Cultural Context 239

The Social Context 240

The Psychological Context 241

Nonverbal Communication 241

SEXUAL COMMUNICATION 243

Sexual Communication in Beginning Relationships 243

Sexual Communication in Established Relationships 246

Initiating Sexual Activity 246

DEVELOPING COMMUNICATION SKILLS 247

Talking About Sex 247

- **Practically Speaking** COMMUNICATION PATTERNS AND PARTNER SATISFACTION 248

CONFLICT AND INTIMACY 250

- **Practically Speaking** LESSONS FROM THE LOVE LAB 251

Sexual Conflicts 251

Conflict Resolution 252

FINAL THOUGHTS 252 | SUMMARY 252

QUESTIONS FOR DISCUSSION 254 | SEX AND THE INTERNET 254

SUGGESTED WEBSITES 254 | SUGGESTED READING 255



9 Sexual Expression 256

SEXUAL ATTRACTIVENESS 258

A Cross-Cultural Analysis 258

Evolutionary Mating Perspectives 260

- **Think About It** “HOOKING UP” AMONG COLLEGE STUDENTS 262

Views of College Students 263

Sexual Desire 266

SEXUAL SCRIPTS 266

Cultural Scripting 267

Intrapersonal Scripting 267

Interpersonal Scripting 267

AUTOEROTICISM 268

Sexual Fantasies and Dreams 269

Masturbation 271

- **Practically Speaking** ASSESSING YOUR ATTITUDE TOWARD MASTURBATION 274

SEXUAL BEHAVIOR WITH OTHERS 278

Most Recent Partnered Sex 278

Couple Sexual Styles 279

- **Think About It** YOU WOULD SAY YOU “HAD SEX” IF YOU . . . 280

Touching 282

Kissing 284

Oral-Genital Sex 284

- **Think About It** GIVING AND RECEIVING PLEASURABLE TOUCH:
“GEARS OF CONNECTION” 285

- **Think About It** THE FIRST KISS: A DEAL-BREAKER? 286

Sexual Intercourse 289

Anal Eroticism 291

Health Benefits of Sexual Activity 294

FINAL THOUGHTS 295 | SUMMARY 295

QUESTIONS FOR DISCUSSION 296 | SEX AND THE INTERNET 296

SUGGESTED WEBSITES 296 | SUGGESTED READING 297



10 Variations in Sexual Behavior 298

SEXUAL VARIATIONS AND PARAPHILIC BEHAVIOR 299

What Are Sexual Variations? 299

What Is Paraphilia? 300

- **Think About It** “SEXUAL INTEREST DISORDER”: A VIABLE ALTERNATIVE TO PARAPHILIA
OR A RADICAL DEPARTURE? 302

Sexual Variations Among College Students 303

SEXUAL VARIATION: DOMINATION AND SUBMISSION 304

NONCOERCIVE PARAPHILIAS 306

Fetishism 306

Transvestism 308

- **Practically Speaking** SEXUAL SENSATION SEEKING SCALE 309

COERCIVE PARAPHILIAS 310

Zoophilia 311

Voyeurism 311

- **Think About It** WOULD YOU WATCH? COLLEGE STUDENTS AND VOYEURISM 312

Exhibitionism 313

Telephone Scatologia 315

Frotteurism 315

- **Think About It** "SEXUAL ADDICTION": REPRESSIVE MORALITY IN A NEW GUISE? 316

Necrophilia 316

Pedophilia 317

Sexual Sadism and Sexual Masochism 318

ORIGINS AND TREATMENT OF PARAPHILIAS 321

FINAL THOUGHTS 322 | SUMMARY 322

QUESTIONS FOR DISCUSSION 323 | SEX AND THE INTERNET 323

SUGGESTED WEBSITES 323 | SUGGESTED READING 323

11 Contraception, Birth Control, and Abortion 325

RISK AND RESPONSIBILITY 326

Women, Men, and Birth Control: Who Is Responsible? 327

Family Planning Clinics 328

- **Think About It** RISKY BUSINESS: WHY COUPLES FAIL TO USE CONTRACEPTION 329

METHODS OF CONTRACEPTION AND BIRTH CONTROL 330

Birth Control and Contraception: What's the Difference? 330

Choosing a Method 331

Sexual Abstinence 331

Hormonal Methods 333

Barrier Methods 338

- **Practically Speaking** TIPS FOR EFFECTIVE CONDOM USE 340
- **Practically Speaking** CORRECT CONDOM USE SELF-EFFICACY SCALE 341

Spermicides 344

The IUCs (Intrauterine Contraceptives) 346

Fertility Awareness–Based Methods 347

Lactational Amenorrhea Method (LAM) 348

Sterilization 349

Emergency Contraception (EC) 351



ABORTION 352
 Methods of Abortion 352
 Safety of Abortion 353
 Women and Abortion 354
 Men and Abortion 355
 The Abortion Debate 355

RESEARCH ISSUES 357

FINAL THOUGHTS 357 | SUMMARY 358
 QUESTIONS FOR DISCUSSION 359 | SEX AND THE INTERNET 359
 SUGGESTED WEBSITES 359 | SUGGESTED READING 360

12 Conception, Pregnancy, and Childbirth 361

FERTILIZATION AND FETAL DEVELOPMENT 362

The Fertilization Process 362
 Development of the Conceptus 364
 ■ **Think About It** A MATTER OF CHOICE 367

BEING PREGNANT 367

Preconception Care 368
 Pregnancy Detection 368
 Changes in Women During Pregnancy 369
 ■ **Think About It** SEXUAL BEHAVIOR DURING PREGNANCY 372
 Complications of Pregnancy and Dangers to the Fetus 372
 Diagnosing Fetal Abnormalities 377
 Pregnancy Loss 378

INFERTILITY 379

Female Infertility 379
 Male Infertility 380
 Emotional Responses to Infertility 380
 Infertility Treatment 380

GIVING BIRTH 384

Labor and Delivery 384
 Choices in Childbirth 386
 ■ **Think About It** THE QUESTION OF MALE CIRCUMCISION 387
 ■ **Practically Speaking** MAKING A BIRTH PLAN 388
 Breastfeeding 390
 ■ **Practically Speaking** BREAST VERSUS BOTTLE: WHICH IS BETTER
 FOR YOU AND YOUR CHILD? 391

BECOMING A PARENT 392

FINAL THOUGHTS 393 | SUMMARY 393
 QUESTIONS FOR DISCUSSION 394 | SEX AND THE INTERNET 395
 SUGGESTED WEBSITES 395 | SUGGESTED READING 395



13 The Sexual Body in Health and Illness 396

LIVING IN OUR BODIES: THE QUEST FOR PHYSICAL PERFECTION 398

Eating Disorders 398

- **Think About It** “OH TO BE BIGGER”: BREAST AND PENIS ENHANCEMENT 399

Body Image and Its Impact on Sexuality 402

Anabolic Steroids: A Dangerous Means to an End 403

ALCOHOL, DRUGS, AND SEXUALITY 403

Alcohol Use and Sexuality 403

Other Drug Use and Sexuality 405

SEXUALITY AND DISABILITY 408

Physical Limitations and Changing Expectations 408

Vision and Hearing Impairment 410

Chronic Illness 410

Developmental Disabilities 412

The Sexual Rights of People With Disabilities 412

SEXUALITY AND CANCER 413

Women and Cancer 413

- **Practically Speaking** BREAST SELF-EXAMINATION 416

Men and Cancer 424

- **Practically Speaking** TESTICULAR SELF-EXAMINATION 427

- **Think About It** FEMALE GENITAL CUTTING: MUTILATION OR IMPORTANT CUSTOM? 429

Anal Cancer in Men and Women 430

ADDITIONAL SEXUAL HEALTH ISSUES 430

Toxic Shock Syndrome 430

Vulvodynia 431

Endometriosis 431

Lesbian Women’s Health Issues 432

Prostatitis 432

FINAL THOUGHTS 433 | SUMMARY 433

QUESTIONS FOR DISCUSSION 435 | SEX AND THE INTERNET 435

SUGGESTED WEBSITES 435 | SUGGESTED READING 436



14 Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy 437

SEXUAL FUNCTION DIFFICULTIES: DEFINITIONS, TYPES, AND PREVALENCE 439

Defining Sexual Function Difficulties: Different Perspectives 439

Prevalence and Cofactors 443

Disorders of Sexual Desire 446

- **Practically Speaking** SEXUAL DESIRE: WHEN APPETITES DIFFER 448

Sexual Arousal Disorders 450

- **Think About It** IS INTERCOURSE ENOUGH? THE BIG “O” AND SEXUAL BEHAVIORS 452

Orgasmic Disorders 452

Sexual Pain Disorders 455

Other Disorders 456

PHYSICAL CAUSES OF SEXUAL FUNCTION DIFFICULTIES AND DISSATISFACTION 457

Physical Causes in Men 457

Physical Causes in Women 457

PSYCHOLOGICAL CAUSES OF SEXUAL FUNCTION DIFFICULTIES AND DISSATISFACTION 458

Immediate Causes 458

Conflict Within the Self 459

Relationship Causes 460

SEXUAL FUNCTION ENHANCEMENT 461

Developing Self-Awareness 461

- **Think About It** “GOOD ENOUGH SEX”: THE WAY TO LIFETIME COUPLE SATISFACTION 462

- **Think About It** SEXUAL TURN-ONS AND TURN-OFFS: WHAT COLLEGE STUDENTS REPORT 463

Intensifying Erotic Pleasure 465

Changing a Sexual Relationship 466

TREATING SEXUAL FUNCTION DIFFICULTIES 467

Masters and Johnson: A Cognitive-Behavioral Approach 467

Kaplan: Psychosexual Therapy 471

Other Nonmedical Approaches 471

Medical Approaches 472

- **Think About It** THE MEDICALIZATION OF SEXUAL FUNCTION PROBLEMS 475

Gay, Lesbian, and Bisexual Sex Therapy 475

- **Practically Speaking** SEEKING PROFESSIONAL ASSISTANCE 477

FINAL THOUGHTS 477 | SUMMARY 478

QUESTIONS FOR DISCUSSION 479 | SEX AND THE INTERNET 480

SUGGESTED WEBSITES 480 | SUGGESTED READING 480



15 Sexually Transmitted Infections 481

THE STI EPIDEMIC 483

STIs: The Most Common Reportable Infectious Diseases 483

Who Is Affected: Disparities Among Groups 483

Factors Contributing to the Spread of STIs 486

- **Practically Speaking** PREVENTING STIs: THE ROLE OF MALE CONDOMS AND FEMALE CONDOMS 489

- **Practically Speaking** STI ATTITUDE SCALE 492

Consequences of STIs 493

PRINCIPAL BACTERIAL STIs 493

Chlamydia 493

Gonorrhea 497

Urinary Tract Infections 498

Syphilis 498

- **Think About It** THE TUSKEGEE SYPHILIS STUDY: A TRAGEDY OF RACE AND MEDICINE 500

PRINCIPAL VIRAL STIs 500

HIV and AIDS 501

Genital Human Papillomavirus Infection 502

Genital Herpes 504

Viral Hepatitis 505

VAGINAL INFECTIONS 506

Bacterial Vaginosis 506

Genital Candidiasis 507

Trichomoniasis 508

OTHER STIs 508

ECTOPARASITIC INFESTATIONS 509

Scabies 509

Pubic Lice 509

STI AND WOMEN 510

Pelvic Inflammatory Disease (PID) 510

Cervicitis 510

Cystitis 511

PREVENTING STIs 511

Avoiding STIs 511

Treating STIs 513

- **Practically Speaking** SAFER AND UNSAFE SEX PRACTICES 514

FINAL THOUGHTS 515 | SUMMARY 515

QUESTIONS FOR DISCUSSION 516 | SEX AND THE INTERNET 517

SUGGESTED WEBSITES 517 | SUGGESTED READING 517



16 HIV and AIDS 518

WHAT IS AIDS? 520

Conditions Associated With AIDS 520

- **Think About It** THE STIGMATIZATION OF HIV AND OTHER STIs 521

Symptoms of HIV Infection and AIDS 522

Understanding AIDS: The Immune System and HIV 522

The Virus 523

AIDS Pathogenesis: How the Disease Progresses 524

THE EPIDEMIOLOGY AND TRANSMISSION OF HIV 526

The Epidemiology of HIV/AIDS in the United States 527

Myths and Modes of Transmission 530

Sexual Transmission 531

Injection Drug Use 532

Mother-to-Child Transmission 532

Factors Contributing to Infection 533

AIDS DEMOGRAPHICS 533

Minority Races/Ethnicities and HIV 533

The Gay Community 536

Women and HIV/AIDS 538

Children and HIV/AIDS 539

HIV/AIDS Among Youth 540

Older Adults and HIV/AIDS 541

Geographic Region and HIV 541

- **Practically Speaking** HIV PREVENTION ATTITUDE SCALE 542

PREVENTION AND TREATMENT 542

- **Practically Speaking** HEALTH PROTECTIVE SEXUAL COMMUNICATION SCALE 543

Protecting Ourselves 543

Saving Lives Through Prevention 544

- **Think About It** “DO YOU KNOW WHAT YOU ARE DOING?” COMMON CONDOM-USE MISTAKES AMONG COLLEGE STUDENTS 545

HIV Testing 548

Treatments 550

LIVING WITH HIV OR AIDS 552

If You Are HIV-Positive 553

FINAL THOUGHTS 554 | SUMMARY 554

QUESTIONS FOR DISCUSSION 555 | SEX AND THE INTERNET 556

SUGGESTED WEBSITES 556 | SUGGESTED READING 556



17 Sexual Coercion: Harassment, Aggression, and Abuse 557

SEXUAL HARASSMENT 558

- What Is Sexual Harassment? 559
- Flirtation Versus Harassment 561
- Harassment in School and College 562
- Harassment in the Workplace 564

HARASSMENT AND DISCRIMINATION AGAINST GAY, LESBIAN, BISEXUAL, AND TRANSGENDER PEOPLE 565

- Heterosexual Bias 565
- Prejudice, Discrimination, and Violence 566
 - **Think About It** PUBLIC OPINION ABOUT GAY AND LESBIAN ISSUES AND RIGHTS 569
- Ending Anti-Gay Prejudice and Enactment of Antidiscrimination Laws 570

SEXUAL AGGRESSION 572

- The Nature and Incidence of Rape 572
- Myths About Rape 573
 - **Practically Speaking** PREVENTING SEXUAL ASSAULT 574
- Forms of Rape 576
 - **Think About It** DATE/ACQUAINTANCE RAPE DRUGS: AN INCREASING THREAT 578
- Motivations for Rape 583
- The Aftermath of Rape 584
 - **Practically Speaking** HELPING SOMEONE WHO HAS BEEN RAPED 585

CHILD SEXUAL ABUSE 586

- Forms of Intrafamilial Sexual Abuse 587
- Children at Risk 588
- Effects of Child Sexual Abuse 588
- Treatment Programs 591
- Preventing Child Sexual Abuse 592

FINAL THOUGHTS 593 | SUMMARY 593

QUESTIONS FOR DISCUSSION 594 | SEX AND THE INTERNET 594

SUGGESTED WEBSITES 595 | SUGGESTED READING 595



18 Sexually Explicit Materials, Prostitution, and Sex Laws 596

SEXUALLY EXPLICIT MATERIAL IN CONTEMPORARY AMERICA 597

Pornography or Erotica: Which Is It? 598

Sexually Explicit Material and Popular Culture 598

Sexually Explicit Materials on the Internet 599

- **Think About It** COLLEGE STUDENTS AND THE VIEWING OF SEXUALLY EXPLICIT MATERIALS 602

The Effects of Sexually Explicit Material 602

Censorship, Sexually Explicit Material, and the Law 606

PROSTITUTION 610

Females Working in Prostitution 611

- **Think About It** HUMAN TRAFFICKING: INTERNATIONAL CHILD AND TEEN PROSTITUTION 612

Males Working in Prostitution 617

Prostitution and the Law 618

The Impact of HIV/AIDS and Other STIs 619

SEXUALITY AND THE LAW 620

Legalizing Private, Consensual Sexual Behavior 620

Same-Sex Marriage 621

- **Think About It** AN EXPANDING DEFINITION OF “FAMILY”: A TREND LEADING TO FURTHER LEGALIZATION OF SAME-SEX MARRIAGE? 623

Advocating Sexual Rights 623

FINAL THOUGHTS 624 | SUMMARY 624

QUESTIONS FOR DISCUSSION 625 | SEX AND THE INTERNET 626

SUGGESTED WEBSITES 626 | SUGGESTED READING 626



GLOSSARY G-1

BIBLIOGRAPHY B-1

CREDITS C-1

NAME INDEX NI-1

SUBJECT INDEX SI-1

About the Authors



William L. Yarber

WILLIAM L. YARBER is a senior research fellow at The Kinsey Institute for Research in Sex, Gender, and Reproduction and the senior director of the Rural Center for AIDS/STD Prevention at Indiana University, Bloomington. He is also professor of applied health science and professor of gender studies at IU. Dr. Yarber, who received his doctorate from Indiana University, has authored or co-authored numerous scientific reports on sexual risk behavior and AIDS/STD prevention in professional journals and has received several federal and state grants to support his research and AIDS/STD prevention efforts. He is a member of the The Kinsey Institute Condom Use Research Team (CURT) comprised of researchers from Indiana University, University of Kentucky, University of Guelph (Canada), and University of Southampton (United Kingdom). For over a decade, with federal and institutional research support, CURT has investigated male condom use, particularly use errors and problems, and has developed behavioral interventions designed to improve correct condom use. At the request of the U.S. government, Dr. Yarber authored the country's first secondary school AIDS prevention education curriculum, *AIDS: What Young People Should Know* (1987). He also co-edited the *Handbook of Sexuality-Related Measures*, Third Edition (2011). Dr. Yarber chaired the National Guidelines Task Force, which developed the *Guidelines for Comprehensive Sexuality Education: Kindergarten–12th Grade* (1991, 1996, 2004), published by the Sexuality Information and Education Council of the United States (SIECUS). Dr. Yarber is past president of The Society for the Scientific Study of Sexuality (SSSS) and a past chair of the SIECUS board of directors. His awards include the SSSS Distinguished Scientific Achievement Award, the Professional Standard of Excellence from the American Association of Sex Educators, Counselors, and Therapists, the Indiana University President's Award for Distinguished Teaching, and the inaugural Graduate Student Outstanding Faculty Mentor Award at Indiana University. Dr. Yarber has been a consultant to the World Health Organization Global Program on AIDS. He regularly teaches undergraduate and graduate courses in human sexuality. He was previously a faculty member at Purdue University and the University of Minnesota, as well as a public high school health science and biology teacher. Dr. Yarber is married and is the father of two adult daughters.



Barbara W. Sayad

BARBARA W. SAYAD is a faculty member at California State University, Monterey Bay, where she teaches human sexuality, women's health, behavior change, service learning, and health promotion in multicultural populations. Dr. Sayad holds a Ph.D. in Health and Human Behavior, an M.P.H. in Community Health Education, and a B.S. in Foods and Nutrition. Along with co-authoring six editions of *Human Sexuality: Diversity in Contemporary America* (McGraw-Hill), she has also co-authored *The Marriage and Family Experience* (Wadsworth) and has contributed to a number of other health-related texts, curricular guides, and publications. In addition to her 30 years of teaching and mentoring in the university setting, Dr. Sayad has facilitated a number of training programs, presented at professional organizations, and worked as a training and curriculum consultant in nonprofit and proprietary organizations. Dr. Sayad is married and with her husband, Bob, has three adult children.

This page intentionally left blank

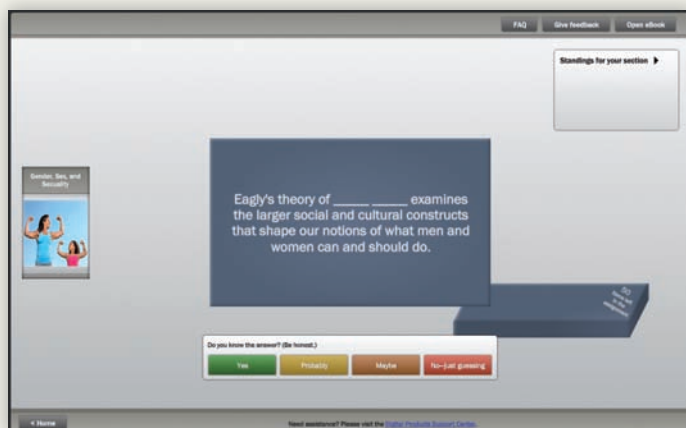
A Guided Tour Through the Eighth Edition

Since the first edition, *Human Sexuality: Diversity in Contemporary America* has presented students with a nonjudgmental view of human sexuality while encouraging them to become proactive about their own sexual well-being. This sex-positive approach, combined with an integrated exploration of cultural diversity and contemporary research, continues today.

The new edition emphasizes the importance of affirming and supporting intimacy, pleasuring, and mutual satisfaction in human sexuality. This emphasis can be found throughout the book but particularly in Chapter 8, Love and Communication in Intimate Relationships and Chapter 9, Sexual Expression. In addition, students are encouraged to critically assess their own values and modes of sexual expression. For instance, *Think About It* boxes prompt students to evaluate their knowledge of and opinions about high-interest topics in sexuality such as sexting or the expanding definition of family.

● Expanding Students' Knowledge of Human Sexuality

How many students *think* they know everything about human sexuality but struggle on the first exam? LearnSmart, McGraw-Hill's adaptive learning system, helps students identify what they know—and, more importantly, what



they don't know. Based on Bloom's Taxonomy, LearnSmart creates a customized study plan, unique to every student's demonstrated needs. With virtually no administrative overhead, instructors using LearnSmart are reporting an increase in student performance by one letter grade or more.

● Assessing Student Progress

McGraw-Hill's Connect Human Sexuality offers a wealth of assignable and assessable course materials. Videos, interactivities, and self-assessments engage students in human sexuality course concepts. Detailed reporting helps the student and instructor gauge comprehension and retention—*without adding administrative load.*

Questions #33 - 42 (of 85) save & exit submit assignment

Corey Johnson, a high school football star, had privately realized that he was gay, and decided he needed for his teammates to know about it. Although his family feared how the students would react, Corey called a meeting of the football team, and came out to the assembled players.

Please watch the following video and answer the corresponding follow-up questions.



[Click here for a PDF of the video transcript.](#)

33. value
10 points

The difficulty Corey has in deciding to come out to his friends is a good illustration

- of the particular challenges that homosexual adolescents face
- that there is really no stigma attached to homosexuality any longer.
- of how cruel teenagers can be.
- that the coming out process is a fairly simple event with no undue stress.

[connect help](#) [publishing](#) [check my work](#) [accesses](#)

connect

Assignment 1 instructions | help

Question #58 (of 85) save & exit submit assignment

58. value
10 points

The following items deal with your feelings about your first sexual intercourse, defined as penis-vaginal or anal penetration. Please try to answer as accurately and honestly as possible. Please answer using the seven-point scale, where "1" represents not experiencing the feeling at all, "7" represents strongly experiencing the feeling, and the numbers in between represent gradations between these extremes. Please choose the number in each item that most closely represents the way you feel or the way you anticipate you may feel when the time comes.

i. Hate										
a. Not at all Confused	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very Confused		
b. Very Satisfied	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Not at all Satisfied		
c. Not at all Anxious	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very Anxious		
d. Not at all Guilty	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very Guilty		
e. Very Romantic	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Not at all Romantic		
f. Much Pleasure	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	No Pleasure at all		
g. Not at all Sorry	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very Sorry		
h. Not at all Relieved	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very Relieved		
i. Not at all	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	Very		

Preface

● Chapter-by-Chapter Changes

The amount of research in gender and gender and queer studies is ever increasing, media continues to have a significant impact on sexuality, and the approaches and language used to describe these areas are perpetually evolving. The eighth edition of *Human Sexuality: Diversity in Contemporary America* addresses these and many other important changes:

Chapter 1: Perspectives on Human Sexuality

- Expanded and updated material on media portrayals of sexuality
- New material on teens “coming out”
- New research on social networking
- Added discussion on the sexual revolution and its impact on sexual expression

Chapter 2: Studying Human Sexuality

- Findings of the latest CDC Youth Risk Behavior Survey
- Results of the latest National Survey of Family Growth study on several measures of sexual behavior, sexual attraction, and sexual identity of men and women aged 15–44 years
- The most recent findings of the American College Health Association research on college student sexual behavior
- Findings of the National Survey of Sexual Health and Behavior, the most expansive nationally representative study since 1994
- New *Think About It* box: “Sex Research: A Benefit to Individuals and Society or Threat to Morality?”

Chapter 3: Female Sexual Anatomy, Physiology, and Response

- Expanded discussion on the science behind the G-spot
- Added theory and discussion around the dual control model
- Discussion of the circular model of sexual desire and response
- New research on the brain “in love”

- New research on “faking orgasm”
- New *Think About It* box: “Sexual Fluidity: Women’s Variable Sexual Attractions”

Chapter 4: Male Sexual Anatomy, Physiology, and Response

- Expanded discussion on the sexual health of men
- New *Practically Speaking* box: “Male Body Image Self-Consciousness Scale”
- Updated discussion on low testosterone

Chapter 5: Gender and Gender Roles

- Updated research and discussion on disorders of sexual development
- Added discussion on gender bias and violence on college campus
- Added discussion on nonmedical options for the transgender person
- New *Think About It* box: “The Purity Standard: Defining Women by Their Sexuality”

Chapter 6: Sexuality in Childhood and Adolescence

- New table on childhood sexual behaviors witnessed by parents
- New research on “precocious puberty”
- Introduction to the *Report of the APA Task Force on the Sexualization of Girls*
- New research on and discussion of what constitutes having “had sex”
- New research on physiological and psychological satisfaction of first vaginal intercourse
- New *Think About It* box: “Abstinence-Only Versus Comprehensive Sexuality Programs: It’s a New Day”
- New *Practically Speaking* box: “First Intercourse Reaction Scale”

Chapter 7: Sexuality in Adulthood

- Expanded discussion on an integrated GLBT identity
- Updated data on and trends in cohabitation
- New discussion about online dating
- Updates on menopause and hormone replacement therapy
- New research on sexuality among older adults

Chapter 8: Love and Communication in Intimate Relationships

- New research on keeping love alive
- Added discussion on gender, sexual orientation, and relationship satisfaction
- New research on the role of oxytocin and relationship satisfaction
- New self-assessment: “Dyadic Sexual Communication Scale”

- New *Think About It* box: “Are Gay/Lesbian Couples and Families Any Different from Heterosexual Ones?”
- New research on jealousy
- Updated data and discussion on infidelity among marital and nonmarital couples

Chapter 9: Sexual Expression

- Expanded discussion on physical characteristics and scent as related to sexual attractiveness
- Updated *Think About It* box: “‘Hooking Up’ Among College Students”
- New research on “mate poaching”
- Findings of the prevalence of nine sexual behaviors and contextual factors and men and women from the National Survey of Sexual Health and Behavior
- New discussion of couple sexual styles
- New *Think About It* box: “Giving and Receiving Pleasurable Touch: ‘Gears of Connection’”
- New discussion on health benefits of sexual activity
- New and lifelike positional art

Chapter 10: Variations in Sexual Behavior

- New *Practically Speaking* box: “Sexual Sensation Seeking Scale”
- Expanded discussion of domination and submission
- New research on noncoercive paraphilias
- Recent data concerning coercive paraphilias

Chapter 11: Contraception, Birth Control, and Abortion

- New *Practically Speaking* box: “Correct Condom Use Self-Efficacy Scale”
- New data on unintended pregnancies and outcomes
- Latest research and updates on all birth control devices
- Updated discussion of emergency contraception
- New data on the prevalence and legal status of abortion
- Updated research on and discussion of the role and impact of abortion on males

Chapter 12: Conception, Pregnancy, and Childbirth

- New discussion of pre-conception care
- New research on the role of physical activity and obesity in pregnancy outcomes
- New research on Sudden Infant Death Syndrome (SIDS)

- Update on policies and procedures for pregnancy, delivery, and new mothers and families
- Updated *Think About It* box: “The Question of Male Circumcision”

Chapter 13: The Sexual Body in Health and Illness

- Updates on male cosmetic surgery, including a critical look at penis enhancement
- New research on eating disorders among gay, lesbian, and transgender individuals
- New research on the sexual consequences of eating disorders
- New research on and discussion of the role of binge drinking and sexual risk-taking
- Updated and expanded discussion about recreational drugs and sexual behaviors
- Updated discussion of “natural substances” and sexual performance
- Updates and recommendations for men’s and women’s sexual health care, including use of mammograms and prostate screening

Chapter 14: Sexual Function Difficulties, Dissatisfaction, Enhancement, and Therapy

- New research on the prevalence of sexual function difficulties
- New research on changes in sexual desire among men and women from 12 age groups and intercourse prevalence among long-term couples
- New *Think About It* box: “Sexual Desire: When Sexual Appetites Differ”
- Expanded discussion of the role of varied sexual behaviors as related to experiencing orgasm
- Added *Think About It* box: “‘Good Enough Sex’: The Way to Lifetime Couple Satisfaction”
- New discussion of developing and maintaining sexual desire
- Added discussion of ways to deal with discrepancies in sexual desire among couples

Chapter 15: Sexually Transmitted Infections

- Updated information on the prevalence and incidence of major STIs
- Updated medical information on the major STIs
- New discussion of concurrent sexual relationships as an STI risk
- Expanded discussion of the factors contributing to the spread of STIs
- New information on circumcision and STI prevention
- Updated information on the HPV vaccination

Chapter 16: HIV and AIDS

- Updated information on the prevalence and incidence of HIV/AIDS in the United States and worldwide

- Updated biological information on HIV/AIDS
- Expanded discussion of the disproportionate impact of HIV/AIDS on African Americans, Latinos, and men who have sex with men
- Updated information on antiretroviral therapy
- New material on the success of HIV prevention efforts

Chapter 17: Sexual Coercion: Harassment, Aggression, and Abuse

- New material on stalking
- Updated information on the prevalence and outcomes of sexual harassment, aggression, rape, and child sexual abuse
- Expanded discussion of the outcomes of anti-gay prejudice and discrimination
- New public opinion polls on gay and lesbian rights
- Expanded discussion of antidiscrimination laws

Chapter 18: Sexually Explicit Materials, Prostitution, and Sex Laws

- New material on Internet sex site use by college students and other populations
- Expanded and new information on the effects of sexually explicit materials
- Added *Think About It* box: “Human Trafficking: International Child and Teen Prostitution”
- New material on the nature and outcomes of prostitution
- Updated discussion of same-sex marriage
- New *Think About It* box: “An Expanding Definition of ‘Family’? A Trend Leading to Further Legalization of Same-Sex Marriage?”
- Update on recent milestone rulings affirming gay rights in the United States

● Human Sexuality Teaching and Learning Resources Program

Human Sexuality is the centerpiece of a complete resource program for both students and instructors. The following materials have been carefully developed by a team of experienced human sexuality instructors to support a variety of teaching and learning styles.

Online Learning Center for Instructors This password-protected website contains the Test Bank, Instructor’s Manual, PowerPoint presentations, and image gallery, as well as access to the entire student side of the website. To access these resources, please go to www.mhhe.com/yarber8e.

Instructor’s Manual prepared by ANSR, a leading academic supplements development company. This guide begins with general concepts and strategies for teaching human sexuality. The Instructor’s Manual contains a chapter

outline, learning objectives, discussion questions, activities, a list of videos, a bibliography, worksheets, handouts, and internet activities for each chapter. The Instructor's Manual can be accessed on the Online Learning Center.

Test Bank prepared by Tori Bovard, American River College. The Test Bank has been revised and updated by the author of the previous edition's Test Bank. Updated and revised for the new edition, each chapter offers over 100 questions, including multiple choice and short answer questions. These test items are available on the instructors' Online Learning Center as Word files and in EZ Test, an easy-to-use electronic test bank that allows instructors to easily edit and add their own questions.

PowerPoint Presentations prepared by ANSR, a leading academic supplements development company. Available on the Online Learning Center, these presentations cover the key points of each chapter. They can be used as-is or modified to support an individual instructors' lectures and style. Digital version of many images and figures are also available in the Image Gallery.

Online Learning Center for Students includes multiple choice, true/false, and fill-in the blank practice quizzes to help students prepare for exams. To access these resources, go to www.mhhe.com/yarber8e.

McGraw-Hill publishes **Annual Editions: 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 material is also available. ISBN: 0078051177.

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

● 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 introductions of each chapter. The majority of these excerpts come from Bobbi Mitzenmacher's, Barbara Sayad's, and William L. Yarber's undergraduate human sexuality students (California State University, Long Beach and Monterey Bay, 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 owed to the following reviewers of the sixth edition:

Michael W. Agopian, Los Angeles Harbor College
Glenn Carter, Austin Peay State University
Ellen Cole, Alaska Pacific University
Sara L. Crawley, University of South Florida
Linda De Villers, Pepperdine University

Bety Dorr, Fort Lewis College
Amanda Emo, University of Cincinnati
Jean Hoth, Rochester Community and Technical College
Mary Meiners, Miramar College
William O'Donohue, University of Nevada
Carlos Sandoval, Cypress College
Mary Ann Watson, Metro State College at Denver
Laurie M. Wagner, Kent State University

Thanks also to the reviewers of the seventh edition:

Stephanie Coday, Sierra College
Jodi Martin deCamilo, St. Louis Community College, Meramec-Kirkwood
Dale Doty, Monroe Community College
Duane Dowd, Central Washington University, Ellensburg
Edward Fliss, St. Louis Community College, Florissant Valley
Richard Hardy, Indiana University at Bloomington
Lynne M. Kemen, Hunter College
Nancy King, Western Michigan University, Kalamazoo
Kris Koehne, University of Tennessee, Knoxville
Jennifer Musick, Long Beach City College
Diane Pisacreta, St. Louis Community College, Meramec-Kirkwood
Grace Pokorny, Long Beach City College
Michael Rahilly, University of California at Davis
Sally Raskoff, Los Angeles Valley College
Daniel Rubin, Valencia Community College, West Campus
Regine Rucker, University of Illinois, Champaign
Catherine Sherwood-Puzzello, Indiana University at Bloomington
Peggy Skinner, South Plains College

And most recently, thanks to the reviewers of the eighth edition:

Janell Campbell, California State University, Chico
Susan Horton, Mesa Community College
Eileen Johnston, Glendale Community College
Amanda LeBlanc, University of South Florida
Richard McWhorter, Prairie View A&M University
Grace Pokorny, Long Beach City College
Tina Timm, Michigan State University

Publishing a textbook is similar to producing a stage show in that even with a clear concept and great writing, there are individuals without whom the production (in this case, of the textbook) would not be possible. Our thanks go to Brand Managers Mark Georgiev and Nancy Welcher, and Directors Mike Sugarman and Krista Bettino, whose vision and energy helped guide the publication of this book. Additional kudos and gratitude go to Barbara A. Heinsen, Director of Development, and Cheri Dellelo, Developmental Editor, who were intimately involved with all aspects of this publication. Production Editor Catherine Morris was a constant in assisting us in finding answers to questions and guiding us through the production process. A special thanks to Manuscript Editor Margaret Moore, Design Manager Matt Diamond, Photo Researchers Keri Johnson and Allison Grimes, and Sarah Colwell, Digital Development Editor. Our combined efforts have contributed to a book which we can all be proud of.

Letter From the Authors

When students first enter a human sexuality class, they may feel uncomfortable, nervous, and excited, all at the same time. These feelings are not at all uncommon. This is because the more an area is judged to be “off limits,” the less likely it is to be discussed. Yet sex surrounds us and impacts our lives every day from the provocative billboard ad on the highway, to men’s and women’s fashions, to prime-time television dramas. People *want* to learn about human sexuality and how to live a healthy life both physically and psychologically. 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.”

Students begin studying sexuality for many reasons: to gain insight into their sexuality and relationships, to become more comfortable with their sexuality, to learn how to enhance sexual pleasure, to explore personal sexual issues, to dispel anxieties and doubts, to validate their sexual identity, to resolve traumatic sexual experiences, and to learn how to avoid STIs and unintended pregnancies. Many students find the study of sexuality empowering; they develop the ability to make intelligent sexual choices based on reputable information and their own needs, desires, and values, rather than on stereotypical, haphazard, unreliable, incomplete, or unrealistic information or guilt, fear, or conformity. Those studying this subject often report that they feel more appreciative and less apologetic, defensive, or shameful about their sexual feelings, attractions, and desires.

Particularly in a country as diverse as the United States, the study of sexuality calls for us to be open-minded: to be receptive to new ideas and to various perspectives; to respect those with different experiences, values, orientations, ages, and ethnicities; to seek to understand what we have not understood before; to reexamine old assumptions, ideas, and beliefs; and to embrace and accept the humanness and uniqueness in each of us.

Sexuality can be a source of great pleasure. Through it, we can reveal ourselves, connect with others on the most intimate levels, create strong bonds, and bring new life into the world. Paradoxically, though, sexuality can also be a source of guilt and confusion, anger and disappointment, a pathway to infection, and a means of exploitation and aggression. We hope that by examining the multiple aspects of human sexuality presented in this book, you will come to understand, accept, and appreciate your own sexuality and that of others and learn how to make healthy sexual choices for yourself.

This page intentionally left blank



MAIN TOPICS

Studying Human Sexuality 2

Sexuality, Popular Culture, and
the Media 5

Sexuality Across Cultures
and Times 14

Societal Norms and Sexuality 19

Perspectives on Human Sexuality



Student Voices

up to look sexy and beautiful like them. I feel that because of the constant barrage of images of beautiful women on TV and in magazines young girls like me grow up with unrealistic expectations of what beauty is and are doomed to feel they have not met this exaggerated standard.”

—21-year-old female

“The phone, television, and Internet became my best friends. I never missed an episode of any of the latest shows, and I knew all the words to every new song. And when Facebook entered my life, I finally felt connected. At school, we would talk about status updates: whom we thought was cute, relationship status, and outrageous photos. All of the things we saw were all of the things we fantasized about. These are the things we would talk about.”

—23-year-old female

“Though I firmly believe that we are our own harshest critics, I also believe that the media have a large role in influencing how we think of ourselves. I felt like ripping my hair out every time I saw a skinny model whose stomach was as hard and flat as a board, with their flawless skin and perfectly coifed hair. I cringed when I realized that my legs seemed to have an extra ‘wiggle-jiggle’ when I walked. All I could do was watch the television and feel abashed at the differences in their bodies compared to mine. When magazines and films tell me that for my age I should weigh no more than a hundred pounds, I feel like saying, ‘Well, gee, it’s no wonder I finally turned to laxatives with all these pressures to be thin surrounding me.’ I ached to be model-thin and pretty. This fixation to be as beautiful and coveted as these models so preoccupied me that I had no time to even think about anyone or anything else.”

—18-year-old female

“I am aware that I may be lacking in certain areas of my sexual self-esteem, but I am cognizant of my shortcomings and am willing to work on them. A person’s sexual self-esteem isn’t something that is detached from his or her daily life. It is intertwined in every aspect of life and how one views his or her self: emotionally, physically, and mentally. For my own sake, as well as my daughter’s, I feel it is important for me to develop and model a healthy sexual self-esteem.”

—28-year-old male

SEXUALITY WAS ONCE HIDDEN from view in our culture: Fig leaves covered the “private parts” of nudes; poultry breasts were renamed “white meat”; censors prohibited the publication of the works of D. H. Lawrence, James Joyce, and Henry Miller; and homosexuality was called “the love that dares not speak its name.” But over the past few generations, sexuality has become more open. In recent years, popular culture and the media have transformed what we “know” about sexuality. Not only is sexuality *not* hidden from view; it often seems to surround us.

In this chapter, we discuss why we study human sexuality and examine popular culture and the media to see how they shape our ideas about sexuality. Then we look at how sexuality has been treated in different cultures and at different times in history. Finally, we examine how society defines various aspects of our sexuality as natural or normal.

● Studying Human Sexuality

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, 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 "unique" or "different" for taking this course. Some may feel threatened in a vague, undefined way. Parents, partners, or spouses (or 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," writes one student, "that I hide it now."

As you study human sexuality, you will find yourself exploring topics not ordinarily discussed in other classes. Sometimes they are rarely talked about even among friends. They may be prohibited by family, religious, or cultural teaching. For this reason, behaviors such as masturbation and sexual fantasizing are often the source of considerable guilt and shame. But in your human sexuality course, these topics will be examined objectively. You may be surprised to discover, in fact, that part of your learning involves *unlearning* myths, factual errors, distortions, biases, and prejudices you learned previously.

Sexuality may be the most taboo subject you study as an undergraduate, but 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 the 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. (To assess your level of sexual satisfaction in a sexual relationship, complete the questionnaires in either or both of the boxes "Communication Patterns and Partner Satisfaction" or "The Passionate Love Scale" found in Chapter 8.) You may never before have used the words *masturbation*, *clitoris*, or *penis* in a class setting (or any kind of setting, for that matter). But after a while, using these and other terms 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, discussing with your friends what you learned in class while on a bus or in a restaurant, as other passengers or diners gasp in surprise 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 have little sexual experience, while others have a lot of experience; some students hold progressive sexual values, while others hold conservative ones. Some students are gay, lesbian, or bisexual individuals, while the majority are heterosexual people. Most students

11 *Sexuality is with us from the moment of birth to the moment of death. We can deny it or deflect it, we can pretend it's something other than what it is, we can refuse to talk about it or act on it, we can do all sorts of things regarding our sexuality. The only thing we can't do is get rid of it.*

—Bernie Zilbergeld
(1939-2002)

Assessing Sexual Satisfaction

Most individuals would agree that sexuality is a significant component of one's quality of life and well-being and that pleasure is a key element for their motivation to have sex.

Given that one of the goals of this text is to provide information and tools for enhancing satisfaction in sexual relationships, emphasis on sexual pleasure and pleasuring will occur throughout the book, but will be particularly highlighted in Chapters 7, 8, and 14. The New Sexual Satisfaction Scale (NSSS) was developed as a tool for assessing sexual satisfaction. This measure can be used by those who are or have been in sexual relationships within the past 6 months or by anyone who might find it informative and perhaps useful for when they do become involved in a sexual relationship. The scale is not specific to gender, sexual orientation, or relationship status.

When individuals discover the significance of their own sexual style and share this information with their partners, bonds can be strengthened, deeper connections can be made, and pleasure can be experienced as a component of holistic health and well-being.

Directions

Thinking about your sex life during the past 6 months, please rate your satisfaction with the following aspects:

- 1 = Not at all satisfied
- 2 = A little satisfied
- 3 = Moderately satisfied
- 4 = Very satisfied
- 5 = Extremely satisfied

1. The intensity of my sexual arousal
2. The quality of my orgasms
3. My "letting go" and surrender to sexual pleasure during sex
4. My focus/concentration during sexual activity
5. The way I sexually react to my partner

6. My body's sexual functioning
7. My emotional opening-up in sex
8. My mood after sexual activity
9. The frequency of my orgasms
10. The pleasure I provide to my partner
11. The balance between what I give and receive in sex
12. My partner's emotional opening-up during sex
13. My partner's initiation of sexual activity
14. My partner's ability to orgasm
15. My partner's surrender to sexual pleasure ("letting go")
16. The way my partner takes care of my sexual needs
17. My partner's sexual creativity
18. My partner's sexual availability
19. The variety of my sexual activities
20. The frequency of my sexual activity

Scoring

There are two components of this assessment: the Ego-Centered subscale (items 1–10), which measures sexual satisfaction generated by your personal experiences and sensations, and the Partner/Sexual Activity-Centered subscale (items 11–20), which measures sexual satisfaction derived from your perception of your partner's sexual behaviors and reactions and the diversity and/or frequency of your sexual activities. Scores will range between 20 and 100, 10–50 for each of the two subscales with the higher scores leaning toward more satisfaction.

SOURCE: Stulhofer, A., Busko, V., & Brouillard, P. The New Sexual Satisfaction Scale and its short form. In T. D. Fisher, C. M. Davis, W. L. Yarber, & S. L. Davis (Eds.), *Handbook of sexuality-related measures* (pp. 530–532). Copyright 2011 by Routledge. Reprinted by permission of the publisher (Taylor & Francis Group, <http://www.informaworld.com>).

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 numerous ethnic groups in the United States reminds us that there is no single behavior, attitude, value, or sexual norm that encompasses sexuality in contemporary America. Finally, as your sexuality evolves as you yourself change, you will find that you will become more accepting of yourself as a sexual human being.

● Sexuality, Popular Culture, and the Media

Much of sexuality is influenced and shaped by popular culture, especially the mass media. Popular culture presents us with myriad images of what it means to be sexual. But what kinds of sexuality do the media portray for our consumption?

11 *Nature is to be revered, not blushed at.*

—Tertullian
(c. 155 CE–c. 220 CE)

Media Portrayals of Sexuality

What messages do the media send about sex to children, adolescents, adults, and older people? To men and women and to those of varied races, ethnicities, and sexual orientations? Perhaps as important as what the media portray sexually is what is not portrayed—masturbation, condom use, and older adults' sexuality, for example.

11 *One picture is worth more than a thousand words.*

—Chinese proverb

The media are among the most powerful forces in young people's lives today (Kaiser Family Foundation, 2010). Next to sleeping, young people spend more time engaging with the media than any other activity—an average of 7½ hours per day, 7 days per week (see Figure 1.1). Watching TV, playing video games, texting, listening to music, and searching the Internet provide a constant stream of messages, images, expectations, and values about which few (if any) of us can resist. Whether and how this exposure is related to sexual outcomes is complex and debatable, depending on the population studied. However, the data that are available may provide an impetus for policy makers who are forming media policies, parents who are trying to support their children's identity and learning, and educators and advocates who are concerned about the impact of media on youth and who wish to underscore the potential impact of media in individuals' lives. For those concerned about promoting sexual health and well-being, understanding media's prominence and role in people's lives is essential.



Images of sexuality permeate our society, sexualizing our environment. Think about the sexual images you see or hear in a 24-hour period. What messages do they communicate about sexuality?

• **FIGURE 1.1**

Media Use Over Time.

(Source: Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8 to 18 year olds*, A Kaiser Family Foundation Study, January 2010. Copyright © 2010 This information was reprinted with permission from the Henry J. Kaiser Family Foundation. The Kaiser Family Foundation, a leader in health policy analysis, health journalism and communication, is dedicated to filling the need for trusted, independent information on the major health issues facing our nation and its people. The Foundation is a non-profit private operating foundation, based in Menlo Park, California.)

Among all 8- to 18-year-olds, average amount of time (hours:minutes) spent with each medium in typical day			
	2009	2004	1999
TV content	4:29	3:51	3:47
Music/audio	2:31	1:44	1:48
Computer	1:29	1:02	:27
Video games	1:13	:49	:26
Print	:38	:43	:43
Movies	:25	:25	:18
TOTAL MEDIA EXPOSURE	10:45	8:33	7:29
Multitasking proportion	29%	26%	16%
TOTAL MEDIA USE	7:38	6:21	6:19

Mass-media depictions of sexuality are meant to entertain and exploit, not to inform. As a result, the media do not present us with “real” depictions of sexuality. Sexual activities, for example, are usually not explicitly acted out or described in mainstream media, nor is interracial dating often portrayed. The social and cultural taboos that are still part of mainstream U.S. culture remain embedded in the media. Thus, the various media present the social *context* of sexuality; that is, the programs, plots, movies, stories, articles, newscasts, and vignettes tell us *what* behaviors are appropriate (e.g., kissing, sexual intercourse), *with whom* they are appropriate (e.g., girlfriend/boyfriend, partner, heterosexual), and *why* they are appropriate (e.g., attraction, love, to avoid loneliness).

11 *Would you like to come back to my place and do what I'm going to tell my friends we did anyway?*

—Spanky

Probably nothing has revolutionized sexuality the way that access to the Internet has. A click on a website link provides sex on demand. The Internet’s contributions to the availability and commercialization of sex include live images and chats, personalized pages and ads, and links to potential or virtual sex partners. The spread of the web has made it easy to obtain information, solidify social ties, and provide sexual gratification.

The music industry is awash with sexual images too. Contemporary pop music, from rock ’n’ roll to rap, is filled with lyrics about sexuality mixed with messages about love, rejection, violence, and loneliness. In fact, 37% of popular songs refer to sexual activity, and 66% (mostly rap) include degrading sex (Primack, Gold, Schwarz, & Dalton, 2008). Because of censorship issues, the most overtly sexual music is not played on the radio, but can easily be streamed through the Internet.

Magazines, tabloids, and books contribute to the sexualization of our society as well. For example, popular romance novels and self-help books disseminate ideas and values about sexuality. And each month, 63% of teens read a magazine for fun, with boys preferring sports and activity magazines and girls preferring those on fashion and celebrities (Chartier, 2008).

Men’s magazines have been singled out for their sexual emphasis. *Playboy*, *Penthouse*, and *Maxim*, with their Playmates of the Month, Pets of the Month, and other nude pictorials, are among the most popular magazines in the world.

Sports Illustrated's annual swimsuit edition sells more than 5 million copies, twice as many as its other issues. But it would be a mistake to think that only male-oriented magazines focus on sex.

Women's magazines such as *Cosmopolitan* and *Redbook* have their own sexual content. These magazines feature romantic photographs of lovers to illustrate stories with such titles as "Sizzling Sex Secrets of the World's Sexiest Women," "Making Love Last: If Your Partner Is a Premature Ejaculator," and "Turn on Your Man with Your Breasts (Even If They Are Small)." Preadolescents and young teens are not exempt from sexual images and articles in magazines such as *Seventeen* and *YM*. Some of the men's health magazines have followed the lead of women's magazines, featuring sexuality-related issues as a way to sell more copies.

Advertising in all media uses the sexual sell, promising sex, romance, popularity, and fulfillment if the consumer will only purchase the right soap, perfume, cigarettes, alcohol, toothpaste, jeans, or automobile. In reality, not only does one *not* become "sexy" or popular by consuming a certain product, but the product may actually be detrimental to one's sexual well-being, as in the case of cigarettes or alcohol.

Media images of sexuality permeate a variety of areas in people's lives. They can produce sexual arousal and emotional reactions, increase sexual behaviors, and be a source of sex information. Studies examining the impact of exposure to sexual content in media have found modest but significant associations, particularly as they relate to adolescents' sexual beliefs and early sexual initiation (Strasburger, Jordan, & Donnerstein, 2010). Longitudinal studies link heavy exposure to sexual content in mainstream media with more rapid progression of sexual activity (Bleakley et al., 2008), earlier sexual behavior (Collins et al., 2004), greater risk for an unplanned pregnancy (Chandra et al., 2008), and STIs (Wingood et al., 2001). This may be because of media's pervasive and consistent message: Sex is normative and risk-free (Strasburger et al., 2010). (See Figure 1.2 for the proportions of media time spent by 8- to 18-year-olds.)



Women's magazines such as *Cosmopolitan*, *Vogue*, and *Glamour* use sex to sell their publications. How do these magazines differ from men's magazines such as *Men's Health*, *Playboy*, and *Maxim* in their treatment of sexuality?

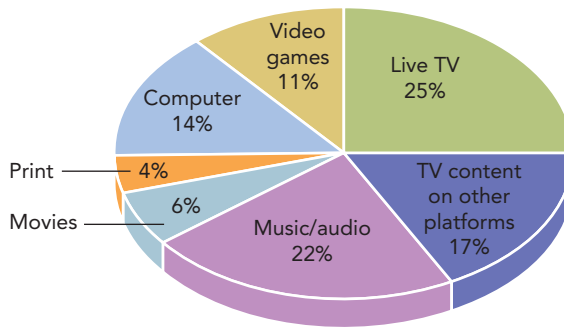


Sexual images are used to sell products. What ideas are conveyed by this advertisement? How does its appeal differ according to whether one is male or female?

• **FIGURE 1.2**

Media Time. (Source: Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8 to 18 year olds*, A Kaiser Family Foundation Study, January 2010. Copyright © 2010 This information was reprinted with permission from the Henry J. Kaiser Family Foundation. The Kaiser Family Foundation, a leader in health policy analysis, health journalism and communication, is dedicated to filling the need for trusted, independent information on the major health issues facing our nation and its people. The Foundation is a non-profit private operating foundation, based in Menlo Park, California.)

Among all 8- to 18-year-olds, proportion of media time spent with:



11 *The vast wasteland of TV is not interested in producing a better mousetrap but in producing a worse mouse.*
—Laurence Coughlin

Television

Among all types of media, television has been the most prevalent, pervasive, and vexing icon, saturating every corner of public and private space, shaping consciousness, defining reality, and entertaining the masses. Between ages 8 and 18, the average youth spends nearly 5 hours a day watching TV and movies. By the time an American teenager finishes high school, he or she will have spent more time in front of a television screen than in the classroom or sleeping. At the same time, most of the consumption of media leaves the majority of young people outside the purview of adult comment and with few messages or images that demonstrate the risks and responsibilities that accompany sexuality (Kunkel, Eyal, Finnerty, Biely, & Donnerstein, 2005).

While the frequency of TV viewing has been increasing, so has been the number of sexual references in programs. In fact, television shows geared toward teenagers have more sexual content than adult-oriented shows (Kunkel et al., 2005). Television is a major source of information about sex for teenagers, contributing to many aspects of young people’s sexual knowledge, beliefs, and behavior. Reporting on the health effects of media on children and adolescents, Strasburger and colleagues (2010) state that “virtually every Western country makes birth control available to adolescents, including allowing birth control advertisements in the media, but the major U.S. television networks balk at airing ads for contraception” (p. 760).

In the accumulated volume of media research, media content does not reflect the realities of the social world; rather, the media images of women and men reflect and reproduce a set of stereotypical and unequal but changing gender roles (Kim, Sorsoli, Collins, et al., 2007). For example, women wearing skimpy clothing and expressing their sexuality to attract attention underscores the objectification of women seen in many genres of media. And men’s messages are equally unilateral, which is that they should accumulate sexual experience with women by any means possible. Sexist advertising and stereotypical roles in comedy series and dramas may take subtle (or not so subtle) forms that, over time, may have an effect on the way some women and men view themselves. For example, studies examining the effects of television have shown a positive correlation between television viewing self-image, and healthy development, particularly among girls and young women (American Psychological Association [APA], 2007). While it is apparent that exposure to television does not affect all people in the same way, it is clear



Reality shows, such as *The Bachelorette*, frequently highlight idealized and sexual themes. What are some of the most popular reality shows? Do they differ according to ethnicity?

that the sexual double standard that does exist taps into our national ambivalence about sex, equality, morality, and violence.

Unlike the film industry, which uses a single ratings board to regulate all American releases, television has been governed by an informal consensus. In 1997, networks began to rely on watchdog standards and practices departments to rate their shows; however, these divisions have few, if any, hard-and-fast rules (Robson, 2004). While the Federal Communication Commission (FCC) does not offer clear guidelines about what is and is not permissible on the airwaves, the agency does permit looser interpretations of its decency standards for broadcasts between 10 P.M. and 6 A.M. Additionally, in 2006, the television industry launched a large campaign to educate parents about TV ratings and the V-chip, technology that allows the blocking of programs based on their rating category. Because of the vulnerability that parents still feel about their children becoming involved in sexual situations before they are ready, the majority (65%) say they “closely” monitor their children’s media use (Rideout, 2007).

Music and Game Videos MTV, MTV2, VH1, BET, and music Internet programs are very popular among adolescents and young adults. Young people report watching these programs 2½ hours per day (Kaiser Family Foundation, 2010).

Unlike audio-recorded music, music videos play to the ear and the eye. Young female artists such as Alicia Keys and Rihanna have brought energy, sexuality, and individualism to the young music audience. Music videos have also objectified and degraded women by stripping them of any sense of power and individualism and focusing strictly on their sexuality. Male artists such as Eminem, Drake, and Jay-Z provide young audiences with a steady dose of sexuality, power, and rhythm.

Video games that promote sexist and violent attitudes toward women have filled the aisles of stores across the country. Pushing the line between obscenity and amusement, games often provide images of unrealistically shaped and submissive women mouthing sexy dialogues in degrading scenes. Men, in contrast, are often revealed as unrealistic, violent figures whose primary purpose is to destroy and conquer. Though many of these video games are rated “M” (mature) by the Entertainment Software Ratings Board, they are both popular with and accessible to young people.

Feature-Length Films

From their very inception, motion pictures have dealt with sexuality. In 1896, a film titled *The Kiss* outraged moral guardians when it showed a couple stealing a quick kiss. “Absolutely disgusting,” complained one critic. “The performance comes near being indecent in its emphasized indecency. Such things call for police action” (quoted in Webb, 1983). Today, in contrast, film critics use “sexy,” a word independent of artistic value, to praise a film. “Sexy” films are movies in which the requisite “sex scenes” are sufficiently titillating to overcome their lack of aesthetic merit.

What is clear is that movies are not that dissimilar from television in their portrayal of the consequences of unprotected sex, such as unplanned pregnancies or STIs, including HIV/AIDS. In an analysis of 87 movies, 53 of which had sex episodes, there was only one suggestion of condom use, which was the only



Confident female icons such as Rihanna reflect mainstream culture’s acceptance of assertive women.

11 *Of the delights of this world man cares most for is sexual intercourse, yet he has left it out of his heaven.*

—Mark Twain
(1835–1910)