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SEXUALITY NOW

EMBRACING DIVERSITY

JANEL L. CARROLL





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Sexuality Now Embracing Diversity 6e

JANELL L. CARROLL
University of Hartford



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Dedicated to my partner, Greg, and our three
wonderful children, Reagan, MacKenzie, and Samuel.
Thanks to each of you for making me the
luckiest person on earth!

About the Author

Dr. Janell L. Carroll received her PhD in human sexuality education from the University of Pennsylvania. A certified sexuality educator with the American Association of Sexuality Educators, Counselors, and Therapists, Dr. Carroll teaches in the psychology department at the University of Hartford in West Hartford, Connecticut, and has received numerous awards for her teaching and work in the field of human sexuality. The University of Hartford has recognized Dr. Carroll with the Sustained Excellence in Teaching Award and the Gordon Clark Ramsey Award for Creative Excellence, both given to professors who demonstrate outstanding excellence and creativity in the classroom. She has also been recognized by Planned Parenthood as a Sexuality Educator of the Year. Prior to teaching at the University of Hartford, Dr. Carroll was a tenured psychology professor at Baker University in Baldwin City, Kansas, where she was honored with awards for Professor of the Year and Most Outstanding Person on Campus. Dr. Carroll has traveled throughout the world exploring sexuality—from Japan’s love hotels to Egypt’s sex clinics—and has been actively involved in



the development of several television pilots exploring sexuality. She has lectured extensively; has appeared on and has been quoted in several national publications, Internet news media outlets, and cyber-press articles; authored a syndicated sexuality column; and has hosted sexuality-related radio talk shows. She is also the author of a popular press book for young girls about menstruation titled *The Day Aunt Flo Comes to Visit*. She is currently working on a companion puberty book for boys titled *How Did This Frog Get in My Throat?* Dr. Carroll’s website (<http://www.drjanellcarroll.com>) is a popular site for people to learn about sexuality and ask questions.

On a personal level, Dr. Carroll feels it is her mission to educate students and the public at large about sexuality—to help people think and feel through the issues for themselves. Dr. Carroll’s success as a teacher comes from the fact that she loves her students as much as she loves what she teaches. She sees students’ questions about sex as the foundation for her course and has brought that attitude, together with her enthusiasm for helping them find answers, to the sixth edition of *Sexuality Now*.

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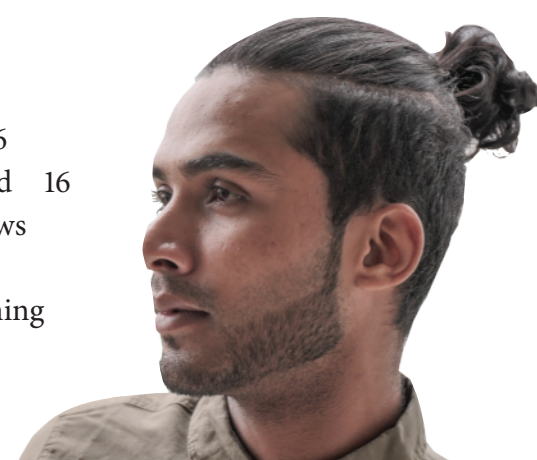
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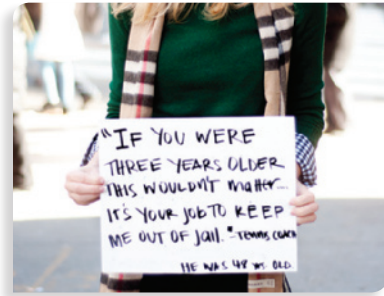
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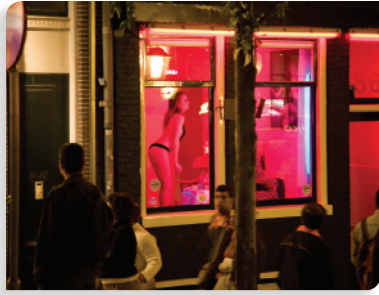
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Preface

Out of all the courses I teach, the human sexuality course is my favorite. Students come to this class with so much interest and enthusiasm; it's hard not to be as excited as they are. My approach to teaching has always been built on the belief that students and teachers have a unique relationship—we teach and learn together. Although it's true that students have much to learn about sexuality, they also are wonderful teachers. I learn a lot in my classes just by listening to my students open up and share their experiences, beliefs, and attitudes about sexuality. It is through these conversations with students that I've learned to appreciate where students are today and what their experiences in college are like. I've had many conversations about what they want to know and what causes problems in their relationships. All that I have learned throughout my many years of teaching I bring to you in this sixth edition of *Sexuality Now: Embracing Diversity*.

For me, the decision to write this book was an easy one. After teaching this course for more than 25 years, I was aware that many textbooks did not address the experience of today's students. Although I realize that authors include information they think students *need* to know, they often miss teaching what the students also *want* to know. I feel strongly that we need to teach students both what they need and want to know. For many years, I have kept files of student questions from my classes, travels, and website. These questions are the foundation of the “On Your Mind” feature. This feature enables students to find answers to the common questions they have about human sexuality.

Students who come to this course often have high levels of interest, but their experience and knowledge levels vary tremendously. Teaching a course with such varied student experience and knowledge levels can be tricky at best. But that is why it is important to have a textbook that is inclusive and speaks to every student, regardless of their experiences, family background, knowledge levels, age, gender, race, ethnicity, sexual orientation, or religion. Students have always been the foundation of *Sexuality Now*, and this is even more evident in the sixth edition of the textbook.

New to This Edition

This new edition of *Sexuality Now: Embracing Diversity* builds on the successes of prior editions and maintains many of the original features. Large-scale changes include a new design, an increased multicultural and multiethnic focus, and completely updated research with hundreds of new reference citations. There

are comprehensive changes in the major areas of sexuality, such as gender, sexual expression, sexual orientation, contraception, challenges to sexual functioning, sexually transmitted infections, and sexual violence. Special attention has also been paid to making this new edition more inclusive of gay, lesbian, bisexual, and transgender students.

This sixth edition also includes increased coverage of cultural, ethnic, gender, and sexual orientation research. This is reflected throughout the textbook in new research studies, figures, features, and photos.

Dr. Carroll's Notebook

Throughout my travels around the world, I have met many interesting adults, teens, and children who have graciously shared their personal stories about sexuality with me. At the beginning of each chapter, I discuss a person or persons whose sexual experiences are related to the chapter content. Students will have the opportunity to read these stories and gain a better understanding of unique or difficult experiences. For example, Chapter 5, “Female Sexual Anatomy and Physiology,” begins with the story of Stef, a woman fighting breast cancer; Chapter 9, “Adult Sexual Relationships,” begins with the story of Dena and Lenny, a newly engaged mixed-race couple; Chapter 14, “Challenges to Sexual Functioning,” begins with the story of a Dutch oncosexologist who helps terminally ill patients increase sexual satisfaction; Chapter 15, “Sexually Transmitted Infections and HIV/AIDS,” begins with the story of a college student struggling with a recent herpes diagnosis; and Chapter 16, “Varieties of Sexual Expression,” begins with one woman's experience with sexual kink. All of these chapter-opening Notebook features help to engage students and motivate them to want to learn more.

Real Research

This sixth edition continues to explore cutting-edge research in sexuality by including a “Real Research” feature. This feature developed out of my experiences in the classroom. I noticed that students love to learn “fun facts” about sexuality, and they would share them with their friends outside the classroom. This feature has been consistently rated highly by students. Following are some examples of “Real Research” features:

- The effects of informal hanging out and relationship satisfaction later in life; the growing practice of *drunkorexia* on college campuses; and celibacy syndrome in Japanese

young people (Chapter 1, “Exploring Human Sexuality: Past and Present”)

- How political ideology, privilege, education, gender, and power norms affect sex research (Chapter 2, “Understanding Human Sexuality: Theory and Research”)
- How communication strategies affect stress and cortisol levels; global differences in cell phone usage; and gender differences in parent–teen communication (Chapter 3, “Communication and Sexuality”)
- The effects of bisphenol A on the endocrine system; how young men’s exposure to mainstream media affects their beliefs about gender roles; and attitudes toward transgender youth (Chapter 4, “Gender Development, Gender Roles, and Gender Identity”)
- Pubic hair removal; exposure to bisphenol A and early onset puberty; body image and beliefs about menstruation; tampon use in American women; genital injuries among veterans; and the effects of stress on sperm production (Chapter 5, “Female Sexual Anatomy and Physiology,” and Chapter 6, “Male Sexual Anatomy and Physiology”)
- The effects of birth order on IQ; gender role expectations in young men; fears of discrimination and legal challenges in parents of transgender youth; declines in sex education among teens; and the effects of “robot babies” on teenage pregnancy (Chapter 8, “Childhood and Adolescent Sexuality”)
- Sexual orientations and first impressions; the “anti-fat” bias in gay men; the effects of prenatal hormones on height differences among gay and straight men; self-disclosure and coming out on Facebook; and the effects of anti-gay prejudice on life expectancy (Chapter 11, “Sexual Orientation”)
- Morning sickness and breast cancer risk; the use of ADHD medications during pregnancy; ultrasounds and the risk of childhood cancer; the effects of marijuana use on sperm production; and attachment styles and pain during labor (Chapter 12, “Pregnancy and Birth”)
- The development of fertility tracking apps; culture and motivations for contraceptive use; the impact of contraceptive use on sexual desire; and ethnicity and contraceptive use (Chapter 13, “Contraception and Abortion”)
- Attitudes and sexually transmitted infection (STI) testing; communication about STI risk in college students; condoms that detect STIs; home STI kits; ethnic/racial differences in STI testing; and global HIV prevalence (Chapter 15, “Sexually Transmitted Infections and HIV/AIDS”)
- The use of online porn; the effects of Internet pornography on psychosocial functioning; and gender differences in porn use (Chapter 18, “Sexual Images and Selling Sex”)

Timelines

Visual representations can often make difficult material easier for students to conceptualize and understand, and for this reason, you will find updated and redesigned Timelines. In this edition, there are Timelines on the following topics:

- Human Sexuality: Past and Present
- A History of Sex on Television

- Important Developments in the History of Sexuality Research
- Same-Sex Relationships Around the Globe
- The History of Assisted Reproduction
- History of Contraceptives in the United States

On Your Mind

Throughout my many years of teaching this course, I have collected thousands of questions that students have about sexuality. I have visited colleges and universities all over the world to better understand what today’s college students want to know about sexuality and how it differs between the United States and abroad. My search for these student questions has taken me around the United States as well as to Asia, the Middle East, Latin America, and Europe. I also receive questions about sexuality on my website (<http://www.drjanellcarroll.com>) and through Twitter (@DrJanellCarroll). Student questions are helpful in understanding what information students want. In each “On Your Mind” feature, I answer a student question related to the nearby chapter content. Examples include the following:

- *Could I get human papillomavirus (HPV) from the HPV vaccine?*
- *Why do men so often wake up with erections?*
- *Can a woman be raped by an ex-boyfriend?*
- *Is it harmful if the sperm do not regularly exit the body?*
- *Is it damaging to children to see their parents naked?*
- *Why do women who live together experience menstruation at the same time?*
- *Can a woman breast-feed if her nipples are pierced?*
- *What are uterine fibroids?*

These types of questions are the backbone of *Sexuality Now* because they reflect what is on students’ minds when it comes to sexuality.

Sex in Real Life

In the “Sex in Real Life” features, I present information about sexuality that is relevant to everyday life. These features explore a variety of different topics, such as medications to delay puberty, tampon use, polyamory, social networking, environmental toxins and sperm production, Internet sexual addictions, and media use in teens.

Sexual Diversity in Our World

One way students can challenge their assumptions about sexuality is by understanding how attitudes and practices vary across and among cultures, both within the United States and abroad. In addition to cross-cultural and multicultural information integrated into chapter material, “Sexual Diversity in Our World” features present in-depth accounts of topics such as female genital mutilation, Chinese foot binding, arranged marriage, transsexuality in Iran, AIDS orphans, circumcision, and cultural expressions of sexuality.

Other Important Features

Throughout each chapter, you will find definitions of important terms in the margin and pronunciation guides that help improve student communication about sexuality. Review Questions conclude each major section so that students can test their retention of the material. In addition, a Chapter Review appears at the end of each chapter to help students review important information.

Distinctive Content and Changes by Chapter

Chapter 1: Exploring Human Sexuality: Past and Present

Chapter-Opening Notebook: Dr. Carroll explores how societal, cultural, and family-of-origin factors influence our definition, understanding, and expression of sexuality.

Changes include:

- A revised and updated section on **popular television shows among college students**, including *Shameless*, *Modern Family*, *Game of Thrones*, *Bad Girl's Club*, and *Orange Is the New Black*—and the impact of such shows on personal attitudes about sexuality
- New research on **teens and the use of various media**, including a discussion about the sexual content of various media
- An updated section on the **legal status of same-sex marriage**
- Two redesigned and **updated Timelines**—“Human Sexuality: Past and Present” and “A History of Sex on Television”—helping students to conceptualize and learn material

Chapter 2: Understanding Human Sexuality: Theory and Research

Chapter-Opening Notebook: Dr. Carroll discusses sexuality research and explores the design and implementation of a unique research project done by a student who was taking the human sexuality course.

Changes include:

- Updates from the most recent **Youth Risk Behavior Survey**, the **National College Health Assessment**, and the **National Survey of Family Growth**
- Updates from major research publications including the World Health Organization, United Nations Children's Fund (UNICEF), and Joint United Nations Programme on HIV/AIDS (UNAIDS). Includes most recent statistics from various **global studies focusing on specific issues related to sexuality**
- A revised and updated section on **Internet-based research methods**, including the use of social media in sexuality research
- An updated discussion of **the effects of politics, privilege, education, and power on sexuality research**
- An updated and comprehensive exploration of the future of sexuality research, including a review of **problem-driven**

research and the importance of collaboration between researchers of various disciplines

- A summary table of the major theories and a list of questions that each theorist would ask are included to help students conceptualize theoretical differences; also included is a redesigned and **updated Timeline**—“Important Developments in the History of Sexuality Research”

Chapter 3: Communication and Sexuality

Chapter-Opening Notebook: Dr. Carroll explores the role of communication in intimate relationships and how misuse of these communication technologies can contribute to relationship dissatisfaction.

Changes include:

- A revised and updated section on communication differences and similarities with respect to **gender, culture, and sexual orientation**
- An expanded section on **“technofence,” computer-mediated communication and social networks**, including e-mail, Skype, Facebook, FaceTime, Instagram, and Twitter; information on the **impact of these technologies on communication patterns**, expectations, challenges, and misunderstandings involved with their use; and **cross-cultural research on computer-mediated communication**
- An expanded section on **college students and the use of texting** as a form of communication, including the use of texting on college campuses, texting versus face-to-face communication, gender and age differences in texting, the use of **emojis and emoticons**, the **evolution of technology** adoption and usage, and the **advantages and disadvantages of texting**
- A revised and updated section on **the importance of sexual communication**, including the challenges and obstacles associated with this type of communication, verbal and nonverbal sexual communication, the reciprocal nature of sexual communication, and important components of sexual communication

Chapter 4: Gender Development, Gender Roles, and Gender Identity

Chapter-Opening Notebook: Dr. Carroll discusses one college student's decision to undergo gender transition during her junior year of college.

Changes include:

- An updated introduction exploring the current changes in the **gender landscape**, with information about **transgender rights, gender pronouns**, the effects of **misgendering**, and updated information on gender roles and stereotypes
- A revised and updated section on **intersexuality**, including a feature box dedicated to specific issues involved in the birth of an intersex child
- A revised and updated section on **differences in sex development**, including clarifications about the revised *DSM-5* and a review of chromosomal and hormonal conditions, along with a revised table outlining the various differences of sex development
- An expanded section on the **gender spectrum** that explores the **gender binary** and the richness of gender diversity;

updated discussion of issues concerning the **transgender community**, including gender dysphoria, gender fluidity, and transprejudice

- A revised and updated section on the use of **puberty-delay medications** in transgender children; exploration of the use of these drugs both in the United States and abroad
- A revised and updated section on **medical and surgical gender transitions**, including a discussion about the various paths that transgender people choose from no medical intervention to penectomy, orchiectomy, urethral rerouting, vaginoplasty, scrotoplasty, metoidioplasty, and phalloplasty
- An updated section on **gender-neutral housing** on college and university campuses

Chapter 5: Female Sexual Anatomy and Physiology

Chapter-Opening Notebook: Dr. Carroll discusses breast cancer and explores one woman's journey from diagnosis to remission.

Changes include:

- A new feature box on the **history of tampons**, including controversies, risks associated with use, and updated FDA statements
- A revised and updated section on the popular practice of **pubic hair removal**, including risks and new recommended guidelines
- An updated section on the use of **menstrual suppression in transgender men**
- Revised **recommendations for pelvic examinations** from the American College of Obstetricians and Gynecologists
- An updated section on **vaginal infections**, including risks involved with using various products, such as perfumed body washes, sprays, and talc powders; and common reactions to vaginal infections
- Updates on **female genital mutilation** from a recent World Health Organization report
- A revised and updated section on **polycystic ovarian syndrome, pelvic inflammatory disease, and vaccines to prevent urinary tract infections**
- A revised and updated section on **breast, endometrial, and cervical cancers** with data from the American Cancer Society; includes guidelines for screening, research on risk factors including smoking and hormonal contraceptive use
- A review of the use of **mammography and the over-diagnosis of breast cancer**; also explores the use of **nipple areola tattooing** in breast reconstruction surgery
- A revised and updated section on the use of **hormone replacement therapy** in menopause

Chapter 6: Male Sexual Anatomy and Physiology

Chapter-Opening Notebook: Dr. Carroll explores masculinity and discusses one man's recollections of growing up male, peer group pressure, and body image issues.

Changes include:

- A revised and updated section on **environmental and dietary causes of decreasing sperm counts**, including BPA and phthalate exposure, stress, laptop computers, smartphones, biking, smoking, stress, and alcohol use on sperm production
- A revised and updated section on the use of **performance-enhancing drugs** including **anabolic-androgenic steroid use** and adverse effects associated with their use
- A revised and updated section on **breast, penile, testicular, and prostate cancers in men**, with statistics from the American Cancer Society; includes new research on important risk factors
- A revised and updated section on **male circumcision**; includes cross-cultural research
- Updated information on **HPV infection and penile cancer**

Chapter 7: Love and Intimacy

Chapter-Opening Notebook: Dr. Carroll discusses long-term relationships and explores one couple's strategies for keeping passion alive.

Changes include:

- A revised and updated section on **childhood attachment styles**, including a discussion about the flexible nature of attachment styles and how they are associated with various emotions, including jealousy
- An updated section on **neuroscience, the major histocompatibility complex, pheromones, and brain imaging**, and the role these play in the development of love
- A revised and updated section on **relationship breakups** and vulnerability to self-blame, loss of self-esteem, and distrust of others
- An updated section on the **long-term effects of parental divorce**

Chapter 8: Childhood and Adolescent Sexuality

Chapter-Opening Notebook: Dr. Carroll discusses sexuality education and compares America's "sex-negative" approach with Holland's "sex-positive" approach.

Changes include:

- A new feature exploring the use of **puberty delay drugs in children**, along with an introduction to Jazz Jennings
- A revised and updated section with data from the most recent **governmental studies on childhood sexuality**, including the National Survey of Family Growth (NSFG), National Longitudinal Study of Adolescent Males, National Longitudinal Study of Adolescent Health, and the Youth Risk Behavior Surveillance System, with a summary table that shows students the target populations and data methods these four studies used
- Updated statistics on teenage sexual behavior, including masturbation, oral sex, anal sex, sexual intercourse, and same-sex sexual behavior; also includes the latest data on teen contraceptive use, pregnancy, and abortion
- New figures from the Guttmacher Institute on **teenage sexual activity, timing of first sexual intercourse in teens, and contraceptive use in teens**

Chapter 9: Adult Sexual Relationships

Chapter-Opening Notebook: Dr. Carroll discusses mixed-race relationships and explores some of the challenges that may arise in mixed-race relationships.

Changes include:

- A new section on **non-committed relationships**, exploring hookups, casual sex, **romantic ambiguity**, **romantic exploitation**, and the use of **social dating apps** such as Tinder, Bumble, Grindr, HER, and FetLife
- A revised and updated section with new data from the U.S. Census on **interracial and intercultural dating**, **cohabitation**, and **marriage** as well as **living arrangements in older adults**
- An updated section on how communication technologies have increased **long-distance dating** on today's college campuses; includes novel approaches to dating, such as websites and smartphone apps
- A new section on cheating and **Internet infidelity**; explores the challenges of the Internet
- A revised and updated section on **nonmonogamy** and **polyamory**
- New figures on the **top reasons for marriage**; percentages of **never-married adults in the United States**, **mixed marriages**, and **remarriage**
- A redesigned and **updated Timeline**—"Same-Sex Relationships Around the Globe"—on the **legality of same-sex relationships**

Chapter 10: Sexual Expression

Chapter-Opening Notebook: Dr. Carroll discusses the use of online sexual chat rooms and explores one student's experience using this technology and the effects it had on her intimate relationship.

Changes include:

- A revised and updated section on the **important influences on sexuality**, including hormones and neurotransmitters, family background, ethnicity, and religion
- A revised and updated section with updated research on various sexual behaviors, including sexual fantasy, masturbation, manual sex, oral sex, vaginal intercourse, and anal intercourse
- A discussion of the effects of **political orientation on sexual activity**
- A revised and updated section with updated research on **sex in non-committed relationships**; explores sexual behaviors, gender differences, and motivations
- A discussion of how **porn-related masturbation** can affect partnered sex
- A revised and updated section on **safer sex behaviors** and **alcohol use and sexual risk-taking**

Chapter 11: Sexual Orientation

Chapter-Opening Notebook: Dr. Carroll discusses same-sex marriage in the Netherlands and explores one couple's long-term marriage.

Changes include:

- A revised and updated section on **sexual orientation theory**, including new research on biological, developmental, sociological, and interactional theories, including **intersectionality**

- A revised and updated section on the **biological theories of sexual orientation**, including new research on brain, facial shape, and hormones
- A revised and updated section on dating and the use of **LGB social dating apps**
- A revised and updated section on **gay-straight alliances**, clubs, and support groups on college and university campuses
- A new figure on **sexual orientation and earning prospects** around the world
- A new section on legal **same-sex marriage** and the effects of legalized marriage on LGB relationships
- A revised and updated section on **LGBT seniors**; including new information on **LGBT retirement and living communities**
- A revised and updated section on **same-sex parenting and adoption**
- A revised and updated section including data from the recently released **Global Study of Attitudes Towards Homosexuality** from the Pew Research Center
- New information from the **International Lesbian, Gay, Bisexual, Trans, and Intersex Association's recent State-Sponsored Homophobia Report** exploring sexual orientation law
- A revised and updated section on **hate crime victimization** with data from the recently released Federal Bureau of Investigation report along with a discussion of the **Pulse Nightclub shooting**

Chapter 12: Pregnancy and Birth

Chapter-Opening Notebook: Dr. Carroll discusses lesbian families and explores one couple's journey to parenthood.

Changes include:

- New figures from the recently released studies by the Centers for Disease Control on **birth rates by age of mother**, **first-birth rates for older mothers by race and ethnicity**, and **U.S. cesarean rates**; includes a discussion about the American College of Obstetricians and Gynecologists recommendations for choosing cesarean-section delivery
- A revised and updated section on the use of **prescription medications during pregnancy** and the possible link to **autism spectrum disorders**; also includes information on the **use of ADHD medications** during pregnancy
- A revised and updated section on problems during pregnancy, including **ectopic pregnancy**, **bisphenol A (BPA) and miscarriage**; **diagnostic blood tests for Down syndrome**; and **genetic risk for breech birth**
- A revised and updated section on assisted reproductive technologies; includes updated information on the **Warnock Report on infertility practices** and **global regulations of sperm donation**; updated information on **embryo and ova cryopreservation**, **preimplantation genetic diagnosis**, **ovarian tissue removal**, as well as the use of **assisted reproductive techniques in LGB couples**
- A revised and updated section on breast-feeding including **racial/ethnic differences in rates of breast-feeding**
- A redesigned and **updated Timeline**: "The History of Assisted Reproduction"

Chapter 13: Contraception and Abortion

Chapter-Opening Notebook: Dr. Carroll explores illegal abortion and discusses one woman's experience undergoing an abortion procedure prior to the legalization of abortion with *Roe v. Wade*.

Changes include:

- A revised and updated section on **lifestyle, racial/ethnic, educational, and religious factors** that influence contraceptive use
- New figures on **contraceptive use in the United States** from the Centers for Disease Control; **median ages at reproductive events and factors associated with unintended pregnancy**; **global contraceptive use** from the United Nations; the use of emergency contraception in the United States; use of emergency contraception by age, marital status, ethnicity/race, and education; a revised and updated section on **contraceptive use and abortion** with recent data and figures from the Centers for Disease Control, Guttmacher Institute, Pew Research Center, and the United Nations
- A revised and updated section on **medications and herbs that may interact with hormonal contraception**, including alcohol and certain antibiotics, antidepressants, anti-inflammatories, and antiretrovirals
- New information about FDA-approved IUDs, including **Kyleena Liletta, Mirena, Paraguard, and Skyla**, with a detailed discussion of advantages and disadvantages of each
- A revised and updated section on the relationship between **hormonal contraception and female reproductive cancers**
- A revised and updated section on **emergency contraception (EC)**; includes over-the-counter status and **controversies about the use of EC in women with high BMIs**; also includes information on the use of EC by age, marital status, race/ethnicity, and education; includes new figures on percentages of **women who have used EC**
- New figures on **contraceptive use around the world** and the use of **hormonal contraception for non-contraceptive reasons**
- New table for students to know **what to do if a they forget or are late in using hormonal contraception**
- A revised and updated section on **future directions in contraceptive research**, including injectable implants, reversible vasectomies, implants, plugs, and Vasalgel, long-term hormonal contraceptives, along with **vaccines and immunocontraceptives**
- A revised and updated section on **surgical and medical abortion** procedures, along with advantages and disadvantages of various procedures
- A revised and updated section exploring increasing **state laws restricting abortion**, including physician and hospital requirements, gestational limits, public funding restrictions, state-mandated counseling, waiting periods, and parental involvement/notification/consent laws
- New updates on **threats to *Roe v. Wade*** in the current U.S. political environment
- A redesigned and **updated Timeline: "The History of Contraceptives in the United States"**

Chapter 14: Challenges to Sexual Functioning

Chapter-Opening Notebook: Dr. Carroll discusses sexual pleasure in the terminally ill and explores the work of a Dutch oncosexologist who helps terminally ill patients maintain satisfying sex lives.

Changes include:

- A discussion about **DSM-5 diagnostic revisions**, including rationale for changes and proposed contributing psychological and relationship factors
- An updated section exploring **differences between desire problems and asexuality**
- A revised and updated section on **treatments for sexual disorders**
- An updated section on **aphrodisiacs**, including risks and side effects
- A revised and updated section with FDA recommendations for the **use of testosterone in erectile disorder**
- A revised and updated section on **vulvodynia and vulvar vestibulitis syndrome**
- A revised and updated section on the effects of **cancer diagnosis and treatments** on sexual functioning and satisfaction; includes discussion of **minority stress** and the effects of cancer diagnosis on LGB persons

Chapter 15: Sexually Transmitted Infections and HIV/AIDS

Chapter-Opening Notebook: Dr. Carroll discusses sexually transmitted infections and explores one college student's emotional and physical reactions after being diagnosed with herpes.

Changes include:

- New statistics and figures from the recently released **Centers for Disease Control's Sexually Transmitted Disease Surveillance and Reported Sexually Transmitted Diseases in the United States**, along with the **UNAIDS Report on the Global AIDS Epidemic**
- A revised and updated section on **racial, ethnic, and gender disparities in sexually transmitted infection (STI) rates**
- A new feature box on **STIs and sexual assault** discusses the risk for infection, along with recommendations for testing and treatment
- An updated feature box on **safe sex in college** and decreasing the risks for acquiring STIs; includes updated information on **high-risk groups and STIs**
- A revised and updated section on **STIs in same-sex couples**
- A revised and updated section on **STIs in pregnancy** and recommendations for treatment and delivery options
- A new section on the association of **HPV and throat cancer**; also explores the **use of condoms and dental dams** during oral sex
- A revised and updated section on **Gardasil-9**, the only available **vaccine for human papillomavirus**, including recently released recommendations from the Centers for Disease Control
- A revised and updated section on diagnostic testing for **herpes simplex virus**; also includes information on the use of **suppressive therapy** and the **decreased risk of viral shedding**

and infections in sexual partners; and the development of a vaccine for herpes simplex virus

- An expanded section on the development and availability of **at-home STI testing**
- Updated recommendations from the Centers for Disease Control for **partners of persons** who have STIs

Chapter 16: Varieties of Sexual Expression

Chapter-Opening Notebook: Dr. Carroll discusses sexual kink and explores one woman's experience in the sexual kink culture.

Changes include:

- An updated discussion about **DSM-5 diagnostic revisions** to paraphilias and the move to **depathologize unusual sexual behaviors**
- A revised and updated section on **sexual addiction** and **hypersexual disorder**
- A new section on **Internet sexual addictions** as well as a discussion about **video voyeurism** and the illegal practices of **upskirting/downblousing**
- An updated section on **International Megan's Law** and child sex trafficking

Chapter 17: Power and Coercion

Chapter-Opening Notebook: Dr. Carroll discusses sexual violence on college campuses and explores one woman's experience with acquaintance rape.

Changes include:

- Includes data from the recent **National Intimate Partner and Sexual Violence Survey (NISVS)** along with updated statistics from the **CDC's Sexual Violence Surveillance Program**; includes the five types of sexual violence outlined by the NISVS, including **rape, sexual coercion, unwanted sexual contact, forced penetration, and non-contact unwanted sexual behavior**
- A revised and updated section on **sexual violence on college campuses**; includes information on the **Campus Sexual Violence Elimination Act (Campus Save Act)**, **Know Your IX campaign**, the **White House Task Force to Protect Students from Sexual Assault**, and the **Not Alone: Together Against Sexual Assault organization**
- Discusses the **Mentors in Violence Prevention program, developed by Jackson Katz**, to reduce sexual violence on college campuses
- A revised and updated section on **sexual violence in transgender persons**
- A revised and updated section on the **link between sexual violence and alcohol use on college campuses**; includes a discussion about the importance of **sexual consent**
- A revised and updated section on **marital rape**
- A revised and updated section on **intimate partner violence and intimate partner homicide**, stalking, sexual harassment, and cyber-harassment on college and university campuses; also includes recent events, such as **sexual harassment at major television networks**

Chapter 18: Sexual Images and Selling Sex

Chapter-Opening Notebook: Dr. Carroll explores the impact of reality shows on sexual attitudes and behaviors in today's college students.

Changes include:

- A revised and updated section on sexual content on television and other media
- An updated section on the **Internet and electronic technologies**, including **Pornhub, forums/subreddits, Tumblr, virtual reality porn, web camming**, and image sharing
- A revised and updated section on the **adult entertainment industry** and the use of pornographic websites; also includes updated information about **the use of condoms in pornographic films**
- A revised and updated section on **sex work** that explores the work of sex workers, escorts, phone sex operators, strippers, and porn stars
- A revised and updated section on national and international **sex trafficking** and **sex slavery**; including a review of the work being done to reduce sex trafficking

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- A detailed chapter outline providing quick access to each chapter's content
- A listing of all videos offered only with Carroll's *Sexuality Now*, as well as discussion questions for each video and suggestions for discussing and directing students to popular and current TV shows, movies, and YouTube videos related to chapter content
- Lecture and discussion tie-ins for the "Real Research" and "On You Mind" features to get students to think critically about sexuality
- Critical thinking questions related to chapter content to help generate classroom discussion
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- A listing of relevant websites related to chapter content

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Note to the Student

Campus life is different today from what it was when I was in college. For one thing, you have the Internet, smartphones, e-mail, texting, and Facebook. None of these were around when I was in college. We also didn't have laptops, iPads, or iPhones, so unlike the majority of students today who tell me they've seen online pornography at least once, we never watched any in college. Times were different—we communicated in person or via landline telephones, and we didn't watch reality television, use the morning-after pill, or know what a Brazilian wax was!

College is different today, and college textbooks need to reflect these changes. This textbook is contemporary and fun. I think you'll find it easy to keep up with the reading in this class because I've really worked hard to keep the material fresh and thought-provoking. I've included lots of personal stories from students just like you to help in your exploration and understanding of human sexuality. The chapter-opening Notebook features contain information from many college students who have shared their personal stories about sexuality with me. The result is a book that talks to students like yourself, answering questions you have about sexuality.

As you read through the book, if you have any questions, thoughts, or opinions you'd like to share with me, I'd love to hear from you. Many students e-mail me and ask for clarifications, suggest additions or changes, or just share their thoughts about this book. You can e-mail me at jcarroll@hartford.edu or contact me through Twitter (@DrJanellCarroll) or my website (www.drjanellcarroll.com). You can also send snail mail to Dr. Janell L. Carroll, University of Hartford, Department of Psychology, 200 Bloomfield Avenue, West Hartford, CT 06117.

Enjoy, and remember to always be safe!

Janell Carroll

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From Dr. Carroll's Notebook...

When I went to high school, the health class was all about hygiene and diseases. It was the human sexuality course I took in college that inspired me to pursue sexuality as my graduate specialization. Throughout my studies and work in this field, I have learned that biology is only one component of sexuality. Exactly how we express our sexuality and define what is "normal" is shaped by various societal and cultural influences.

To better understand these influences, I've travelled extensively throughout the United States and around the world, exploring human sexuality. What I've gained through these experiences has been invaluable. All my education, training, and research about the interplay of biology, society, and culture gave me knowledge, but experiencing other cultures gave me understanding. Two important purposes of this textbook are to help you gain knowledge and an understanding about sexuality. Throughout this book I will share many details about my cross-cultural research. I'll help you understand how sexuality is expressed in traditionally conservative countries, such as Japan and Vietnam, and also in more open and liberal countries, such as Holland or France.

I hope this book and its accompanying videos help to broaden your knowledge and understanding of your own sexuality while engaging your interest in the wide spectrum of cultural and individual differences that make human sexuality such a fascinating subject.

Janell Carroll



Laurie Nassif

Welcome to the study of human sexuality! Many students come to this class believing they already know everything they need to know about human sexuality. The truth is, everyone comes to this course with differing levels of knowledge. Some students have parents who provided open and honest conversation about **sexuality**, whereas others had parents who never spoke a word about sex. Some students have had comprehensive levels of sex education in school; others have had none and may bring knowledge about sex gained only from years of watching Netflix and/or conversations with friends. In the end, it doesn't really matter what knowledge level you bring into this class. I guarantee that you will learn plenty more.

Although some people believe that we don't need to be taught about human sexuality, it might surprise you to know that most of sexuality is learned. One of the biggest influences in shaping our values, opinions, and attitudes about human sexuality is our **family of origin**. Our journey begins with our family—which could be our parent(s), stepparents, grandparents, or other caregivers. We learned how to communicate, show affection, deal with emotions, and many more things that contribute to the person we are today. In the end, we learned to be who we are, for better or worse, from our interactions and experiences in our family. We will talk much more about this in the upcoming chapters.

We also learn about sexuality from our friends, partners, religion, culture, society, and many other sources. Our exposure is augmented by the fact that we live in a sex-saturated society that uses sexuality to sell everything from body wash to cars. However, we also live in a time when there is a taboo against honest information about human sexuality. Some people believe that talking to teens about sexuality will increase teenage sexual behavior and lead to skyrocketing teen pregnancy rates, while others believe it will empower teens to make healthy decisions both today and in the future.

Many recent events have profoundly affected the way we view sexuality. From the ongoing debates about sexual assault on college campuses and equal access to public restrooms, the media are full of stories relating to our sexuality and relationships with others. These stories tell us much about how our culture understands, expresses, and limits our sexuality.

In this opening chapter, we define sexuality, examine sexual images in our culture, and explore the effect of the media's preoccupation with sex. A historical exploration of sexuality follows, in which we review the early evolution of human sexuality beginning with the impact of walking erect to ancient civilizations. Following that, we look at religion's role in sexuality and exam-

REAL RESEARCH

Informal hanging out, such as watching television or talking to friends, has been found to help adolescents develop and practice supportive communication patterns that are linked to increased relationship satisfaction later in life (TUGGLE ET AL., 2016).



Stephanie Alexandre

Vaccines to protect teens from certain sexually transmitted infections are recommended well before teens become sexually active. Why do you think some parents might not be comfortable getting such vaccines this early?

ine some of the early sexual reform movements. Finally, we take a look at modern developments and influences that continue to shape our sexuality today.

Sexuality Today

Human sexuality is grounded in biological functioning, emerging in each of us as we develop, and is expressed by cultures through rules about sexual contact, attitudes about moral and immoral sexuality, habits of sexual behavior, patterns of relations between the sexes, and more. In this section, let's look at how we define sexuality and discuss how our sexuality is affected by the media and changing technologies.

Only Human: What Is Sexuality?

The sexual nature of human beings is unique in the animal kingdom. Although many of our fellow creatures also display complex sexual behaviors, only human beings have gone beyond instinctual mating rituals to create ideas, laws, customs, fantasies, and art around the sexual act. In other words, although sexual intercourse is common in the animal kingdom, sexuality is a uniquely human trait.

Sexuality is studied by **sexologists**, who specialize in understanding our sexuality, but also by biologists, psychologists,

sexuality

A general term for the feelings and behaviors of human beings concerning sex.

family of origin

The family into which one is born and raised.

sexologist

A person who engages in the scientific study of sexual behavior. Sexologists can be scientists, researchers, or clinicians and can hold a variety of different graduate degrees.

Sex in Real Life

How Do You Decide What Type of Sex You'll Engage In?

Everyone makes decisions about if, when, where, and with whom they will hook up. For most people, at least part of that decision is based on their views of what behaviors are morally acceptable; these views may be derived from their religious beliefs, upbringing, family of origin, or personal decisions about the kind of person they want to be. For example, some people would not have sex with a partner whom they did not love, perhaps because they feel it is meaningless, immoral, or against God's wishes; others find it acceptable if both partners are willing and go into the encounter openly and freely. There are few areas of life in which moral principles are so clearly and commonly debated. Why is it that sexuality evokes such a strong moral response in us?

Human sexual behavior differs from that of all other animals, in part because of our

moral, religious, legal, and interpersonal values. How simple it seems for animals, who mate without caring about marriage, pregnancy, or hurting their partner's feelings! Human beings are not (typically) so casual about mating; every culture has developed elaborate rituals, rules, laws, and moral principles that structure sexual relations. The very earliest legal and moral codes archeologists have uncovered discuss sexual behavior at great length, and rules about sexual behavior make up a great part of the legal and ethical codes of the world's great civilizations and religions.

Sexuality is a basic drive, and it is one of the few that involves intimate, one-on-one interaction with another person's basic needs. Conflicts may arise when our own needs, feelings, fears, and concerns are not the same as our partners'. People can be

hurt, used, and taken advantage of sexually, or they can be victims of honest miscommunication, especially because sex is so difficult for many people to discuss.

Sexuality is also closely related to the formation of love bonds and to procreation. Every society has a stake in procreation, for without adequate numbers of people, a society can languish, and with too many people, a society can be overwhelmed. Most societies create rules to control the size of their population, such as the outlawing of contraception when childbirth is encouraged or the availability of free contraception during population explosions.

There are certainly other possible explanations for the moral and ethical standards that have developed around sexual behavior. Why do you think morality and sexuality are so closely bound?

physicians, anthropologists, historians, sociologists, political scientists, those concerned with public health, and many other people in scholarly disciplines. For example, political scientists may study how sexuality reflects social power; powerful groups may have more access to sexual partners or use their legislative power to restrict the sexual behaviors of less powerful groups.

Few areas of human life seem as contradictory and confusing as sexuality. The United States is often thought of as a sexually "repressed" society, yet images of sexuality are all around us. We tend to think that everyone is "hooking up"; still, we are often uncomfortable talking about sex. Some feel that we should all be free to explore our sexuality; others believe that there should be strong moral restrictions around sexual behavior. To some, only sex between a man and a woman is natural and acceptable; others believe that all kinds of sexual expression are equally "natural" and valid. Although American parents teach their children about safe driving, fire safety, and safety around strangers, many are profoundly uncomfortable talking to their children about sexuality.

Sex Sells: The Impact of the Media

Modern life is full of visual media. Magazines, newspapers, book covers, clothing, and even food packages are adorned with pictures of people, scenes, or products. Advertisements peer at us from billboards, buses, smartphones, computer screens, and anywhere else that advertisers can buy space. Television, movies, computers, and other moving visual images surround us almost everywhere we go, and we will depend on them even more as information technology continues to develop. We live in a visual culture with images we simply cannot escape.



Showtime Networks/Photofest

Shameless, a popular television series, depicts the dysfunctional family of Frank Gallagher, a single father of six children. Storylines have explored topics such as alcohol and drug use, sexual behavior, mixed race and same-sex relationships, as well as stepfamilies and adoption. Television shows can affect our attitudes and beliefs about a variety of issues.

Many of these images are subtly or explicitly sexual. Naked bodies are so common in advertisements that we scarcely notice them anymore. Although we may not immediately recognize it, many of the advertisements we are exposed to use Photoshop to digitally alter the models' bodies and faces—raising beauty standards to unattainable levels. Various countries have proposed legislation that would require warning labels on photos that have been retouched (Sieczkowski, 2012).

Sex is all over television today. The majority of movies, even some of those directed at children, have sexual scenes that would not have been permitted in movie theaters 50 years ago. Popular shows such as *Shameless*, *Game of Thrones*, or *Bad Girl's Club* often highlight sexual issues, whereas shows such as *16 and Pregnant* and *Teen Mom* explore teenage pregnancy, showcasing the real lives of teen mothers. Critics argue that such shows “glamorize” teen pregnancy and have led to the greater acceptance of teenage pregnancy (Wright et al., 2013).

The Internet has also changed patterns of social communication and relationships. Social networking sites, such as Facebook, Twitter, Snapchat, and Instagram, together with texting, Skype, and FaceTime have changed the way people communicate with one another. Now you can communicate through tweets, snaps, live feeds, photos, video calls, or status updates. You can make your relationship “official” with the click of a button, text a breakup message, and get an app for just about anything you need. We will talk more about these communication technologies in Chapter 3 (Communication).

Countless websites are also available, offering information and advice and providing online visitors with answers to their most personal questions. Vibrators and other sex toys, pornographic pictures and videos, and access to a variety of personal webcam sites can be purchased online, and a variety of blogs cater to just about any conceivable fantasy. The Internet allows for anonymity and provides the freedom to ask questions, seek answers, and talk to others about sexual issues.

All of this information has not been lost on today’s teenagers. Teens rate the

media as one of their leading sources of sex information (Simon & Daneback, 2013). American teens spend more than 7 hours a day with a variety of different media filled with sexual messages and images (Lenhart, 2015). The majority of this media information, however, is not educational. Although 70% of teen shows in the United States contain sexual content, few of these contain information on risks associated with sexual activity. Even so, many young people accept these sexual portrayals as realistic, even though the information is often inaccurate and misleading.

We now turn our attention to the history of human sexuality, from prehistoric times to the present. Of course, in the space of one chapter, we cannot begin to cover the variety and richness of human sexual experience. However, this overview will give you an idea of how varied human cultures are, while also showing that human beings throughout history have had to grapple with some of the same sexual issues that confront us in American society today. As we begin our review of this material, pay attention to the way that at some points in history, attitudes about sexuality were very conservative, whereas at other times, attitudes became more liberal. The pendulum continues to swing back and forth today as our society debates issues related to human sexuality, such as gender, sex education, and the availability of certain types of contraception.

REAL RESEARCH

Eighty percent of college students have engaged in “drunkorexic,” which is the practice of skipping meals to get drunk faster or to compensate for the calories in the alcohol (RINKER, 2016).

Review Questions

- 1 Explain how sexuality can be both contradictory and confusing, and provide one example of how this might be so.
- 2 Identify some of the ways we learn about sexuality, and give two reasons for questioning the accuracy of these sources.
- 3 Explain how today’s teenagers get messages about sexuality through various media.

The Early Evolution of Human Sexuality

Our ancestors began walking upright more than 3 million years ago, according to recent fossil records. Before that, our ancestors were mostly **quadrupeds** (KWA-drew-peds) who stood only for brief moments—as baboons do now—to survey the terrain. The

quadruped

Any animal that walks on four legs.

phallus

Symbol of power and aggression.

evolution of an upright posture changed forever the way the human species engaged in sexual intercourse.

Stand Up and Look Around: Walking Erect

In an upright posture, the male genitals are rotated to the front of the body, so merely approaching someone involves displaying the genitals. Because male confrontation often involved acts of aggression, the **phallus**—the male symbol of sex and potency—became associated with displays of aggression. In other words, upright posture may have also contributed to a new tie between sexuality and aggression (Rancour-Laferriere, 1985).

The upright posture of the female also emphasized her breasts and hips, and the rotation of the female pelvis forward (the vagina faces the rear in most quadrupeds) also resulted in the possibility of face-to-face intercourse. Because more body area is in contact in face-to-face intercourse than in rear entry, the entire sensual aspect of intercourse was enhanced, manipulation of the breasts became possible (the breasts are sexual organs only in humans), and the female clitoris was much more easily stimulated. Only in human females does orgasm seem to be a common part of sexual contact.

Sexuality in the Ancient Mediterranean

It may seem that ancient civilizations were very different from ours, yet some societies had surprisingly modern attitudes about sex. Although the Egyptians condemned adultery, especially among women, it may still have been fairly common.

A woman in Egypt had the right to divorce her husband, a privilege, as we will see, that was not allowed to Hebrew women. Egyptians seem to have invented male circumcision, and Egyptian workers left behind thousands of pictures, carvings, and even cartoons of erotic scenes. All told, ancient Egyptians had sexual lives that do not seem all that different from the way humans engage in sex throughout the world today.

From writings and art, we know a bit about ancient accounts of **sexually transmitted infections (STIs)** (some ancient medical texts discuss cures), menstruation (there were a variety of laws surrounding what a woman could do during menstruation), circumcision (which was first performed in Egypt and possibly other parts of Africa), and contraception (heterosexual Egyptian women inserted sponges or other objects in the vagina). Because great value was put on having as many children as possible—especially sons, for inheritance purposes—abortion was usually forbidden. Prostitution was common, and **temple prostitutes** often greeted worshippers.

It is important to remember that throughout history, men dominated public life and women's voices were effectively silenced; we know far more about what men thought, how men lived, and even how men loved than we do about the lives and thoughts of women. In fact, it was only relatively recently in human history that women's voices have begun to be heard on a par with men's in literature, politics, art, and other parts of public life.

Of all the ancient civilizations, modern Western society owes the most to the interaction of three ancient cultures: the Hebrews,

Greeks, and Romans. Each made a contribution to our views of sexuality, so it is worthwhile to examine each culture briefly. At the beginning of each section, we give a date as to when these effects began.

The Hebrews (1000–200 B.C.)

The Hebrew Bible, which was put into written form sometime between 800 and 200 B.C., contains explicit rules about sexual behavior, such as forbidding adultery, homosexuality, and sex with various family members and their spouses. The Bible includes tales of sexual misconduct—for example, incest, sexual betrayal, sex outside of marriage, and sexual jealousy—even by its most admired figures. Yet the Bible also contains tales of marital love and acknowledges the importance of sexuality in marital relationships.

ON YOUR MIND

Do female primates experience orgasm?

Yes, some do, although it is relatively rare compared with human females. Female primates rarely masturbate, although occasionally they stimulate themselves manually during intercourse. Bonobos (pygmy chimpanzees) do have face-to-face intercourse on occasion and may reach orgasm. However, most chimpanzees engage in rear-entry intercourse, a position that does not favor female orgasm (MARGULIS & SAGAN, 1991).

The legacy of the Hebrew attitude toward sexuality has been profound. The focus on marital sexuality and procreation and the prohibition against such things as homosexuality were adopted by Christianity and formed the basis of sexual attitudes in the West for centuries thereafter. The Hebrew Bible sees the marital union and its sexual nature as an expression of love and affection, as a man and woman “become one flesh.”

The Greeks (1000–200 B.C.)

The Greeks were more sexually permissive than the Hebrews. Their stories and myths are full of sexual exploits, including incest and rape. The Greeks clearly distinguished between love and sex in their tales, even giving each a separate god: Aphrodite was the goddess of sexual intercourse; Eros (her son) was the god of love.

Greece was one of the few major civilizations in Western history to institutionalize homosexuality successfully. In Greek **pederasty** (ped-er-AST-ee), an older man would befriend a post-pubescent boy who had finished his orthodox education and aid in the boy's continuing intellectual, physical, and sexual development. In return, the boy would have sex with his mentor. The mentor was always the active partner, the penetrator; the student was the passive partner. Socrates, for example, was supposed to have enjoyed the sexual attentions of his students (all male), and his students expressed jealousy when he paid too much physical attention to one or another.

In Greece, men and the male form were idealized. When the ancient Greek philosophers spoke of love, they did so almost

sexually transmitted infection (STI)

Infection that is transmitted from one person to another through sexual contact. This used to be called sexually transmitted disease (STD) or venereal disease (VD).

temple prostitutes

Women in ancient cultures who would have sex with worshippers at pagan temples to provide money for the temple or to worship the gods.

pederasty

Sexual contact between adult men and (usually) postpubescent boys.



Scale/Art Resource, NY

Greek cups, plates, and other pottery often depicted erotic scenes, such as this one from the 5th century B.C.

exclusively in **homoerotic** terms. Man's nonsexual love for another man was seen as the ideal love, superior to the sexual love for women. Plato discussed such an ideal love, and so we have come to call friendships without a sexual element **platonic**.

One society's perversion may be another society's accepted sexual practice. Every culture sees its own forms of sexuality as natural and obvious—including ours. Not too long ago in our own society, it seemed "obvious" to most people that things such as oral sex and anal sex were perversions (they are still technically illegal in many states), and that masturbation could lead to mental illness. Today, many people see these acts as part of a healthy sexual life. Sexual beliefs and practices are often very different in other cultures and they can change over time within these cultures.

ON YOUR MIND

I've heard that the Greeks believed that sex between men and boys was a "natural" form of human sexuality. Couldn't they see that it was perverted?

In Rome, as in Greece, adult males who took the passive sexual position in homosexual encounters were viewed with scorn, whereas the same behavior by youths, foreigners, slaves, or women was seen as an acceptable means to try to please a person who could improve one's place in society. Still, long-term homosexual unions did exist.

Sexuality in Ancient Asia

Indian and Chinese civilizations also had unique views of sexuality. In Indian culture, Hinduism and rebirth give life direction. In Chinese culture, people work to live in harmony with the Tao, which is made up of **yin and yang**.

India (Beginning About 400 B.C.)

Hinduism, the religion of India for most of its history, concentrates on an individual's cycle of birth and rebirth, or **karma**. Karma involves a belief that a person's unjust deeds in this life are punished by suffering in a future life, and suffering in this life is undoubtedly punishment for wrongs committed in previous incarnations. The goal, then, is to live a just life

to avoid suffering in the future. One of the responsibilities in this life is to marry and procreate, and because sex is an important part of those responsibilities, it was generally viewed as a positive pursuit, and even a source of power and magic.

There are legends about great women rulers early in India's history, and women had important roles in ceremonies and sacrifices. Still, India's social system, like others we have mentioned, was basically **patriarchal** (PAY-tree-arc-al), and Indian writers (again, mostly male) shared many of the negative views of women that were characteristic of other civilizations. Being born a woman was seen as a punishment for sins committed in previous lives. In fact, murdering a woman was not seen as a particularly serious crime, and **female infanticide** (in-FAN-teh-side) was not uncommon (V. L. Bullough, 1973).

By about 400 B.C., the first and most famous of India's sex manuals, the **Kamasutra** (CAH-mah-SUH-trah), appeared. India

The Romans (500 B.C.–700 A.D.)

Rome had few restrictions about sexuality until late in the history of the empire, so early Romans had very permissive attitudes toward homosexual and bisexual behaviors, which were entirely legal until the 6th century A.D. (Boswell, 1980). Marriage and sexual relations were viewed as a means to improve one's economic and social standing; passionate love almost never appears in the written accounts handed down to us. Bride and groom need not love each other, they believed, for that kind of relationship would grow over the life of the marriage; more important was fair treatment, respect, and mutual consideration. Wives even encouraged their husbands to have slaves (of either sex) for the purposes of sexual release.

homoerotic

The representation of same-sex love or desire.

platonic

Named after Plato's description, a deep, loving friendship that is devoid of sexual contact or desire.

yin and yang

According to a Chinese belief, the universe is run by the interaction of two fundamental principles: yin, which is negative, passive, weak, yielding, and female; and yang, which is positive, assertive, active, strong, and male.

karma

The belief that a person's actions in this and other lives determine their fate in future lives.

patriarchal

A society ruled by the male as the figure of authority, symbolized by the father's absolute authority in the home.

female infanticide

The killing of female infants; this is practiced in some countries that value males more than females.

Kamasutra

Ancient Indian sex manual.

is justifiably famous for this amazing book. The *Kamasutra* discusses not just sex but the nature of love, how to make a good home and family, and moral guidance in sex and love. The *Kamasutra* is obsessive about naming and classifying things. In fact, it categorizes men by the size of their penis (hare, bull, or horse man) and women by the size of their vagina (deer, mare, or cow–elephant woman). A good match in genital size was preferred between heterosexual partners, but barring that, a tight fit was better than a loose one (Tannahill, 1980). The *Kamasutra* recommends that women learn how to please their husbands, and it provides instructions on sexual techniques and illustrations of many sexual positions, some of which are virtually impossible for people who cannot twist their body like a pretzel.

In India, marriage was an economic and religious obligation; families tried to arrange good marriages by betrothing their children at younger and younger ages, although they did not live with or have sex with their future spouses until after puberty. Because childbearing began so young, Indian women were still in the prime of their lives when their children were grown, and they were often able to assert themselves in the household over elderly husbands. However, when a husband died, his wife was forbidden to remarry, and she had to live simply, wear plain clothes, and sleep on the ground. She was to devote her days to prayer and rituals that ensured her remarriage to the same husband in a future life. Many women chose (or were forced) to end their lives as widows by the ritual act of *sati*, which consisted of a woman throwing herself on her husband's burning funeral pyre to die (Jamanadas, 2008).

China (Beginning About 200 B.C.)

Chinese civilization emphasizes the interdependence of all things, unified in the Tao, which represents the basic unity of the universe. The Tao itself is made up of two principles, yin and yang, which represent the opposites of the world: yin is feminine, passive, and receptive; yang is masculine, active, and assertive. Sexuality in Chinese thought is not a matter of moral or allowable behavior but, rather, is a natural procreative process, a joining of the yin and yang, the masculine and feminine principles.

Because sex itself was part of the basic process of following the Tao, sexual instruction and sex manuals were common and openly available in early Chinese society. These texts were explicit, with pictures of sexual positions and instructions on how to stimulate partners, and were often given to brides before their weddings.

Because women's essence, yin, is inexhaustible, whereas man's essence, yang (embodied in semen), is limited, man should feed his yang through prolonged contact with yin. In other words, heterosexual intercourse should be prolonged as long as possible, without the man ejaculating, to release all the woman's accumulated yin energy. (The man may experience orgasm without ejaculation, however, and techniques were developed to teach men how to do so.) Heterosexual men were advised to have sex with many women to prevent the yin energy of any single woman from becoming depleted. It was also important for the man to experience the woman's orgasm, when yin is



Danita Delimont/Alamy Stock Photo

Indian sculptors followed the tradition of Tantric art, which is famous for its depictions of eroticism.

REAL RESEARCH

The Japanese Family Planning Association identified a condition known as “celibacy syndrome” after revealing that half of 16–49-year-olds had not engaged in sex in the past month (BAER, 2015). Respondents cited fatigue, disinterest, and/or a strong dislike of sex.

at its peak, to maximize his contact with yin energy. The Chinese were unique in stressing the importance of female orgasm (Margolis, 2004).

Same-sex relations were not discouraged, but because semen was seen as precious and primarily for impregnation, male homosexuality was viewed as a wasteful use of sperm (we discuss Chinese views of homosexuality more in Chapter 11). Aphrodisiacs were developed, as were drugs for all kinds of sexual problems. Also common were sexual devices to increase pleasure, such as penis rings, balls and bells that were grafted under the skin of the head of the penis to increase its size, and Ben Wa balls (usually two or three) containing mercury and other substances that were inserted in the vagina and bounced against each other to bring sexual pleasure.

Taoists believed that yin and yang were equally necessary complements of all existence, so one might guess that men and women were treated more equally in China than in the West. Yet, because yin is the passive, inferior principle, women were seen as subservient to men throughout their lives: first to their fathers, then to their husbands, and finally to their sons when their husbands died. **Polygamy** (pah-LIG-ah-mee) was practiced until late in Chinese history, and the average middle-class male had between three and a dozen wives and concubines, with those in nobility having 30 or more.

polygamy

The practice of marrying more than one partner.