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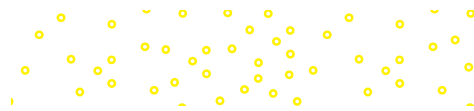
Human Sexuality

DIVERSITY IN CONTEMPORARY SOCIETY

William L. Yarber | Barbara W. Sayad



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TENTH EDITION

HUMAN SEXUALITY

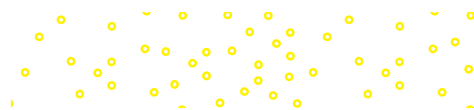
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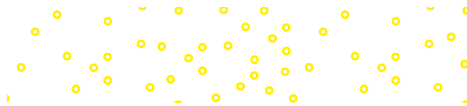
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HUMAN SEXUALITY: DIVERSITY IN CONTEMPORARY SOCIETY, TENTH EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 LWI 21 20 19 18

ISBN 978-1-260-39712-3 (bound edition)

MHID 1-260-39712-2 (bound edition)

ISBN 978-1-259-91105-7 (loose-leaf edition)

MHID 1-259-91105-5 (loose-leaf edition)

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Cover Image: ©*Sasils/Shutterstock*; ©*oneinchpunch/Shutterstock*; ©*Kzenon/Shutterstock*; ©*Pressmaster/Shutterstock*; ©*Zoreslava/Shutterstock*; ©*Radius Images/Getty Images*

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Library of Congress Cataloging-in-Publication Data

Names: Yarber, William L. (William Lee), 1943- author. | Sayad, Barbara Werner, 1949- author.

Title: Human sexuality: diversity in contemporary society / William L. Yarber, Barbara W. Sayad.

Description: Tenth Edition. | Dubuque, IA : McGraw-Hill Education, [2018] | Revised edition of the authors' Human sexuality : diversity in contemporary America, [2016]

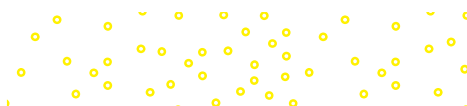
Identifiers: LCCN 2018016806 | ISBN 9781260397123 (alk. paper)

Subjects: LCSH: Sex. | Sex customs. | Sexual health.

Classification: LCC HQ21 .S8126 2018 | DDC 306.7

LC record available at <https://lcn.loc.gov/2018016806>

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 Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.





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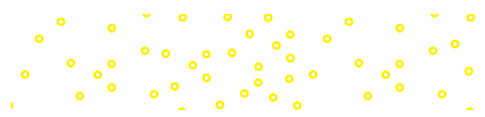
This book is dedicated to Elton John, who created the Elton John AIDS Foundation (EJAF) in the United States in 1992 and in the United Kingdom in 1993. The EJAF was created to respond to the need for philanthropic support to address the global AIDS epidemic, to assure that all people living with HIV have access to high-quality medical care and treatment, and to address and reduce the stigma associated with HIV/AIDS. With the vision and leadership of Elton and the generous support of many friends and supporters, the two foundations have raised over \$400 million. EJAF raises funds for evidence-based programs and advocates for policies that protect and strengthen the health and rights of people affected by HIV/AIDS. Further, the EJAF is the largest private funder of syringe exchange programs in the United States, which are valuable in efforts to end the opioid epidemic.

Elton had a special relationship with Ryan White and has said that Ryan’s activism, compassion, and courage inspired him to change his life—to stop abusing drugs and to do something to honor Ryan and give purpose to his life. After seeking treatment for his addiction, he created the Elton John AIDS Foundation, one of the largest funders of HIV/AIDS programs in the world. President Bill Clinton said “My friend Elton has touched us all with his music and with the countless lives he has saved through his AIDS foundation.”

—W. L. Y.

To my family, especially Bob, who provide the inspiration, patience, support, and love I need and appreciate to do this work.


—B. W. S.





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 **connect** McGraw-Hill Education Psychology APA Documentation Style Guide

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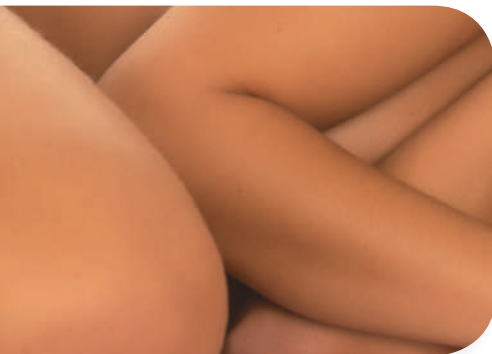
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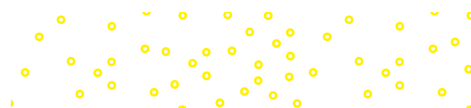
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Preface

Celebrating Sexual Diversity in Contemporary Society

Since the first edition, *Human Sexuality: Diversity in Contemporary Society* has presented students with a nonjudgmental and affirming view of human sexuality while encouraging them to embrace their own sexuality. More recently, our discussion of human sexuality has increasingly cited research studies and writings from countries beyond America, thus broadening student understanding of the diverse meanings and expressions of human sexuality. The desire to reflect these changes prompted us to alter the title of our book to *Human Sexuality: Diversity in Contemporary Society*.

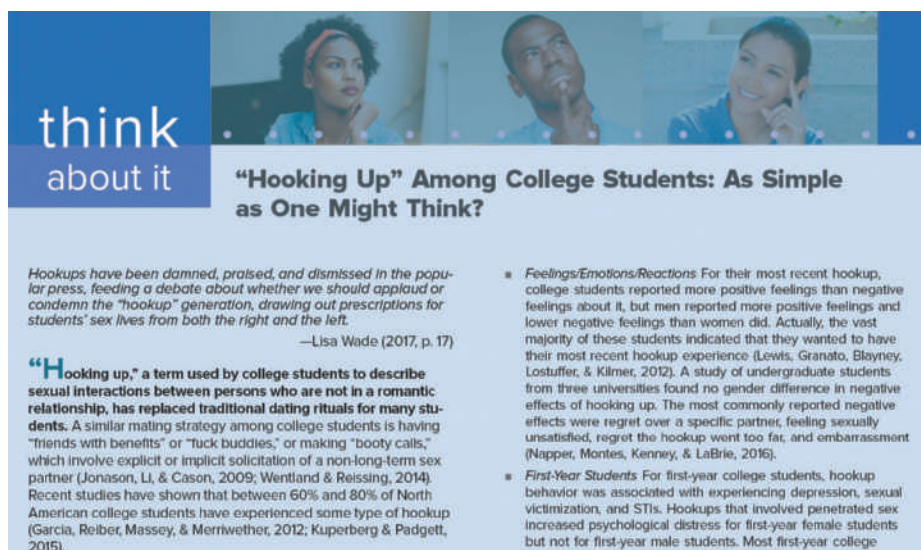
Nine editions later, *Human Sexuality: Diversity in Contemporary Society* continues to be a pioneering text in many ways. The sexual affirmation approach encourages students to become proactive in and about their own sexual well-being and includes an emphasis on the importance of embracing intimacy, pleasuring, and mutual satisfaction in sexual expression. It also strives to represent the contemporary, diverse society that students encounter inside and outside the classroom. And with McGraw-Hill Education Connect for Human Sexuality, students embark on a personalized digital learning program, which allows them to study more effectively and efficiently.

Health and Well-Being

As one fundamental component of the human condition, sexuality can impact personal well-being. When balanced with other life needs, sexuality contributes positively to personal health and happiness. When expressed in destructive ways, it can impair health. We believe that studying human sexuality is one way of increasing the healthy lifestyle of students. Integrated into all chapter are discussions, research, questions, and prompts that interrelate students' well-being and their sexuality.

Thinking Critically About Human Sexuality

Each chapter contains multiple **Think About It** features that prompt students to think critically about topics in sexuality such as am I normal, the science of love, hooking up, what behaviors constitute having had sex, orgasm and pleasure, and how college students indicate and interpret consent to have sex.



think about it

“Hooking Up” Among College Students: As Simple as One Might Think?

Hookups have been damned, praised, and dismissed in the popular press, feeding a debate about whether we should applaud or condemn the “hookup” generation, drawing out prescriptions for students’ sex lives from both the right and the left.

—Lisa Wade (2017, p. 17)

“**H**ooking up,” a term used by college students to describe sexual interactions between persons who are not in a romantic relationship, has replaced traditional dating rituals for many students. A similar mating strategy among college students is having “friends with benefits” or “fuck buddies,” or making “booty calls,” which involve explicit or implicit solicitation of a non-long-term sex partner (Jonason, Li, & Cason, 2009; Wentland & Reissing, 2014). Recent studies have shown that between 60% and 80% of North American college students have experienced some type of hookup (García, Reiber, Massey, & Merriwether, 2012; Kuperberg & Padgett, 2015).

- **Feelings/Emotions/Reactions** For their most recent hookup, college students reported more positive feelings than negative feelings about it, but men reported more positive feelings and lower negative feelings than women did. Actually, the vast majority of these students indicated that they wanted to have their most recent hookup experience (Lewis, Granato, Blayney, Lostuffer, & Kilmer, 2012). A study of undergraduate students from three universities found no gender difference in negative effects of hooking up. The most commonly reported negative effects were regret over a specific partner, feeling sexually unsatisfied, regret the hookup went too far, and embarrassment (Napper, Montes, Kenney, & LaBrie, 2016).
- **First-Year Students** For first-year college students, hookup behavior was associated with experiencing depression, sexual victimization, and STIs. Hookups that involved penetrated sex increased psychological distress for first-year female students but not for first-year male students. Most first-year college

Speaking Practically about Human Sexuality

The **Practically Speaking** feature asks students to examine their own values and the ways they express their sexuality. Topics include sexual communication, effective condom use, having sex again after sexual assault, and a glossary on sex, gender, and gender variation terms. These features help students apply the concepts presented in the book to their own lives.



practically speaking

A Quick Glossary on Sex, Gender, and Gender Variations

Our knowledge about gender identity along with the nomenclature to describe it is evolving. This list represents the most current terminology used for sexual and gender identities and variations. Undoubtedly over time, there will be additions and changes.

Agender Those who do not identify with any gender categories or do not favor one gender over another. Also called gender neutral.

Androgyny A combination of masculine and feminine traits or a nontraditional gender expression. Also referred to as genderqueer or gender fluid.

Asexual Lack of sexual attraction.

Bisexuality An emotional and sexual attraction to both men and women.

Cisgender Term used to describe a person whose gender expectations. Other terms include gender nonvariant, genderqueer, gender atypical behavior, gender identity disorder, and gender dysphoria.

Gender roles The attitudes, behaviors, rights, and responsibilities that particular cultural groups associate with our assumed or assigned sex.

Gender schema A set of interrelated ideas used to organize information about the world on the basis of gender.

Genetic sex One's chromosomal and hormonal sex characteristics. Also referred to as sex.

Heteronormativity The belief that heterosexuality is normal, natural and superior to all other expressions of sexuality.

Heterosexuality Emotional and sexual attraction between persons of the other sex. Also referred to as straight.

Homosexuality Emotional and sexual attraction between

The Significance of Ethnicity

Until relatively recently, Americans have ignored race and ethnicity as a factor in studying human sexuality. We have acted as if being White, African American, Latino, Asian American, or Native American made no difference in terms of sexual attitudes, behaviors, and values. But there are significant differences, and it is important to examine these differences within their cultural context. Ethnic differences, therefore, should not be interpreted as “good” or “bad,” “healthy” or “deficient,” but as reflections of the diversity in our culture. Our understanding of the role of race and ethnicity in sexuality, however, is a still evolving area of research.

Celebrating sexual diversity, however, is only part of the story. Through an integrated, personalized digital learning program, students gain the insight they need to study smarter and improve performance. McGraw-Hill Education Connect is a digital assignment and assessment platform that strengthens the link between faculty, students, and course work, helping everyone accomplish more in less time. Connect for Human Sexuality includes assignable and assessable animations, quizzes, exercises, and interactivities, all associated with learning objectives.

Students Study More Effectively with Connect® and SmartBook®

- SmartBook helps students study more efficiently by highlighting where in the chapter to focus, asking review questions, and pointing them to resources until they understand.
- Connect’s assignments help students contextualize what they’ve learned through application, so they can better understand the material and think critically.
- Connect will create a personalized study path customized to individual student needs.
- Connect reports deliver information regarding performance, study behavior, and effort, so instructors can quickly identify students who are having issues or focus on material that the class hasn’t mastered.

Human Sexuality: Diversity in Contemporary Society harnesses the power of data to improve the instructor and student experiences.

Heat Map and the Power of Student Data

For this edition, data were analyzed to identify the concepts students found to be the most difficult, allowing for expansion upon the discussion, practice, and assessment of challenging topics. The revision process for a new edition used to begin with gathering information from instructors about what they would change and what they would keep. Experts in the field were asked to provide comments that pointed out new material to add and dated material to review. Using all these reviews, authors would revise the material. But now a new tool has revolutionized that model.

McGraw-Hill Education authors now have access to student performance data to analyze and inform their revisions. This data is anonymously collected from the many students who use SmartBook, the adaptive learning system that provides students with individualized assessment of their own progress. Because virtually every text paragraph is tied to several questions that students answer while using the SmartBook, the specific concepts with which students are having the most difficulty are easily pinpointed through empirical data in the form of a “heat map” report.

Here’s how the “heat map” works:

STEP 1. Over the course of three years, data points showing concepts that caused students the most difficulty were anonymously collected from SmartBook for *Human Sexuality: Diversity in Contemporary America*, 9e.



STEP 2. The data was provided to the authors in the form of a *Heat Map*, which graphically illustrated “hot spots” in the text that impacted student learning.



STEP 3. The authors used the *Heat Map* data to refine the content and reinforce student comprehension in the new edition. Additional quiz questions and assignable activities were created for use in Connect for Human Sexuality to further support student success.



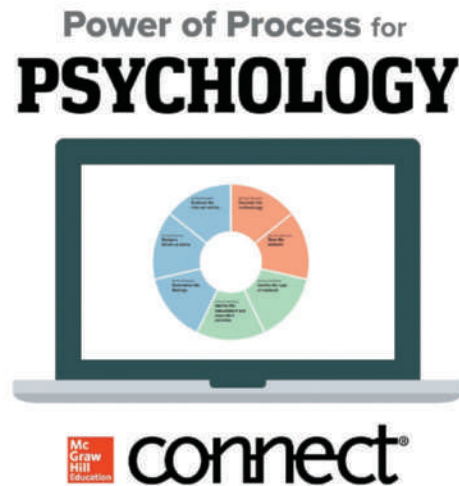
RESULT: Because the *Heat Map* gave the authors empirically based feedback at the paragraph and even sentence levels, they were able to develop the new edition using precise student data that pinpointed concepts that caused students the most difficulty.

Powerful Reporting

Whether a class is face-to-face, hybrid, or entirely online, McGraw-Hill Connect provides the tools needed to reduce the amount of time and energy instructors spend administering their courses. Easy-to-use course management tools allow instructors to spend less time administering and more time teaching, while reports allow students to monitor their progress and optimize their study time.

- The **At-Risk Student Report** provides instructors with one-click access to a dashboard that identifies students who are at risk of dropping out of the course due to low engagement levels.
- The **Category Analysis Report** details student performance relative to specific learning objectives and goals, including APA learning goals and outcomes and levels of Bloom’s taxonomy.
- **Connect Insight** is a one-of-a-kind visual analytics dashboard—now available for both instructors and students—that provides at-a-glance information regarding student performance.
- The **LearnSmart Reports** allow instructors and students to easily monitor progress and pinpoint areas of weakness, giving each student a personalized study plan to achieve success.

New to the tenth edition, **Power of Process**, now available in McGraw-Hill Connect, guides students through the process of critical reading, analysis, and writing. Faculty can select or upload their own content, such as journal articles, and assign analysis strategies to gain insight into students' application of the scientific method. For students, Power of Process offers a guided visual approach to exercising critical thinking strategies to apply before, during, and after reading published research. Additionally, utilizing the relevant and engaging research articles built into Power of Process, students are supported in becoming critical consumers of research.



Concept Clips help students comprehend some of the most difficult concepts in human sexuality. Colorful graphics and stimulating animations describe core concepts in a step-by-step manner, engaging students and aiding in retention. Concept Clips can be used as a presentation tool in the classroom or for student assessment. New in the tenth edition, Concept Clips are embedded in the eBook to offer an alternative presentation of these challenging topics. New clips cover topics such as attraction, mate selection, and learning gender roles.

Interactivities, assignable through Connect, engage students with content through experiential activities. Topics include first impressions and attraction.

Through the connection of human sexuality to students' own lives, concepts become more relevant and understandable. Powered by McGraw-Hill Education's Connect for Human Sexuality, **NewsFlash** exercises tie current news stories to key psychological principles and learning objectives. After interacting with a contemporary news story, students are assessed on their ability to make the link between real life and research findings.

At the Apply and Analyze level of Bloom's, Scientific Reasoning Exercises, now available in Connect, offer in-depth arguments to sharpen students' critical thinking skills and prepare them to be more discerning consumers regarding information in their everyday lives. For each chapter, there are multiple sets of arguments related to topics in the Human Sexuality course, accompanied by autograded assignments that ask students to think critically about claims presented as facts. These exercises can also be used as group activities or for discussion.

And McGraw-Hill Education Psychology's APA Documentation Style Guide helps students properly cite and document their writing assignments.

The **Instructor Resources** have been updated to reflect changes to the new edition. These can be accessed by faculty through Connect. Resources include the test bank, instructor's manual, PowerPoint presentation, and image gallery.

Supporting Instructors with Technology

With McGraw-Hill Education, you can develop and tailor the course you want to teach.



McGraw-Hill Campus (www.mhcampus.com) provides faculty with true single sign-on access to all of McGraw-Hill's course content, digital tools, and other high-quality learning resources from any learning management system. McGraw-Hill Campus includes access to McGraw-Hill's entire content library, including eBooks, assessment tools, presentation slides, and multimedia content, among other resources, providing faculty open, unlimited access to prepare for class, create tests/quizzes, develop lecture material, integrate interactive content, and more.



With Tegrity, you can capture lessons and lectures in a searchable format and use them in traditional, hybrid, "flipped classes," and online courses. With Tegrity's personalized learning features, you can make study time efficient. Its ability to affordably scale brings this benefit to every student on campus. Patented search technology and real-time learning management system (LMS) integrations make Tegrity the market-leading solution and service.



Easily rearrange chapters, combine material from other content sources, and quickly upload content you have written, such as your course syllabus or teaching notes, using McGraw-Hill Education's Create. Find the content you need by searching through thousands of leading McGraw-Hill Education textbooks. Arrange your book to fit your teaching style. Create even allows you to personalize your book's appearance by selecting the cover and adding your name, school, and course information. Order a Create book, and you will receive a complimentary print review copy in three to five business days or a complimentary electronic review copy via email in about an hour. Experience how McGraw-Hill Education empowers you to teach your students your way at <http://create.mheducation.com>.

Trusted Service and Support

McGraw-Hill Education's Connect offers comprehensive service, support, and training throughout every phase of your implementation. If you're looking for some guidance on how to use Connect or want to learn tips and tricks from super users, you can find tutorials as you work. Our Digital Faculty Consultants and Student Ambassadors offer insight into how to achieve the results you want with Connect.

Integration with Your Learning Management System

McGraw-Hill integrates your digital products from McGraw-Hill Education with your school learning management system (LMS) for quick and easy access to best-in-class content and learning tools. Build an effective digital course, enroll students with ease and discover how powerful digital teaching can be.

Available with Connect, integration is a pairing between an institution's LMS and Connect at the assignment level. It shares assignment information, grades, and calendar items from Connect into the LMS automatically, creating an easy-to-manage course for instructors and simple navigation for students. Our assignment-level integration is available with Blackboard Learn, Canvas by Instructure, and Brightspace by D2L, giving you access to registration, attendance, assignments, grades, and course resources in real time, in one location.

Annual Editions: Human Sexualities

This volume offers diverse topics on sex and sexuality with regard to the human experience. *Learning Outcomes*, *Critical Thinking* questions, and *Internet References* accompany each article to further enhance learning. Customize this title via McGraw-Hill Create at <http://create.mheducation.com>.

Taking Sides: Clashing Views in Human Sexuality

This debate-style reader both reinforces and challenges students' viewpoints on the most crucial issues in human sexuality today. Each topic offers current and lively pro and con essays that represent the arguments of leading scholars and commentators in their fields. *Learning Outcomes*, an *Issue Summary*, and an *Issue Introduction* set the stage for each debate topic. Following each issue is the *Exploring the Issue* section with *Critical Thinking and Reflection* questions, *Is There Common Ground?* commentary, *Additional Resources*, and *Internet References* all designed to stimulate and challenge the student's thinking and to further explore the topic. Customize this title via McGraw-Hill Education Create at <http://create.mheducation.com>.

Chapter-by-Chapter Changes

The research on sexuality is ever increasing, thereby providing the material to allow this new edition to be current and relevant. Not only does our book incorporate the latest research on sexual diversity and expression, but it also reflects current social and cultural trends in sexuality that are pertinent to the development of a healthy and pleasurable sexuality. Below are listed the major additions and changes to the tenth edition of *Human Sexuality: Diversity in Contemporary Society*.

Chapter 1: Perspectives on Human Sexuality

- New research on media use and young people
- New data on media and sexual consent, gender, and sexual roles
- Added contemporary key terms, examples of popular media, and inclusion of popular personalities
- New *Think About It* box: "Online Dating: Asset or Liability?"
- Expanded and updated discussion on sexting
- Updated and expanded definitions of sexuality behaviors and variations
- New section on gender role expectations

Chapter 2: Studying Human Sexuality

- New material on the importance and need for further replication of sexuality-related research
- New research on the influence of normative gender role expectations for both men and women in self-reporting sexual behavior on research questionnaires
- New *Practically Speaking* box: "Answering a Sex Research Questionnaire: Motives for Feigning Orgasms Scale"
- New *Think About It* box: "A Continued Challenge Facing Sex Researchers: Selecting the Best Way to Accurately Measure Sexual Behavior and Sexual Orientation"
- Findings of the latest Centers for Disease Control and Prevention Youth Risk Behavior Survey
- Findings of the latest American College Health Association on research on college student sexual behavior

Chapter 3: Female Sexual Anatomy, Physiology, and Response

- New *Think About It* box: "The Grooming of Pubic Hair: Nuisance or Novelty?"
- Updated and expanded discussion of internal female sexual anatomy, including the G-spot
- Expanded discussion on the hormones that affect women's growth and maturation
- Updated figure and explanation of ovarian cycle
- New research on menstrual taboos and stereotypes of menstruating women
- Updated information and explanation of menstrual problems

- New section on menstrual products
- Expanded discussion on human sexual response
- New approach to material on desire and arousal
- New (to this chapter) *Think About It* box: “Female Genital Mutilation/Cutting: Human Rights Violation or Cultural and Social Norm?”

Chapter 4: Male Sexual Anatomy, Physiology, and Response

- New *Think About It* box: “The Question of Male Circumcision”
- New *Think About It* box: “Does Penis Size Matter?”
- Revised and updated *Think About It* box: “Sexual and Reproductive Health Care: What Do Men Need?”
- New research from the testosterone trials
- Expanded explanation and discussion of erections and ejaculation
- New *Think About It* box: “Men and Sexual Desire: It’s More Complex Than We Might Think”

Chapter 5: Gender and Gender Roles

- Expanded and updated section on sex and gender identity
- New *Think About It* box: “Sexual Fluidity: Women’s and Men’s Variable Sexual Attractions”
- New discussion on gender equity and millennials
- New *Practically Speaking* box: “A Quick Glossary on Sex, Gender, and Gender Variations”
- New approach to the transgender phenomenon, including what it means to be gender variant
- A new look at transgender children and youth
- Updated *Think About It* box: “Gender-Confirming Surgery: Psychological and Physiological Needs”
- Expanded discussion around disorders of sex development
- New guidelines for educators about equal treatment of transgender students
- New *Think About It* box: “Transgender People and Bathroom Access: What’s the Deal?”

Chapter 6: Sexuality in Childhood and Adolescence

- Expanded and updated section on the roles and challenges that parents have in communicating and educating about sexuality
- New research on who and what influences young people about sex
- New material on sexual minority youth
- New data on teen sexuality, pregnancy, and parenting
- Revised *Think About It* box: “Virginity—Whatever That Means”
- New to this chapter *Think About It* box: “Good Enough Sex: The Way to Lifetime Couple Satisfaction”
- Updated status and best practices of comprehensive sexuality education programs

Chapter 7: Sexuality in Adulthood

- Updated and expanded discussion on the definitions of sexual orientation
- New and expanded discussion of sexual fluidity
- New results from a Match.com study on sexual minority and heterosexual singles
- New *Think About It* box: “Singles in America: Dating Trends, Rituals, and Social Media”
- Expanded discussion and new trends in cohabitation and marriage

- New research and discussion on same-sex marriage
- A new data on sexual frequency, by age
- New to this chapter and updated *Think About It* box: “Are Same-Sex Couples and Families Any Different from Heterosexual Ones?”
- Expanded discussion on sex in middle and late adulthood
- New research on biological changes in late adulthood and recommendations on menopausal hormone therapy

Chapter 8: Love and Communication in Intimate Relationships

- Updated discussion about attraction between best friends
- Expanded discussion on the connections between friendship and love
- New research on frequency of sex and happiness
- Explanation and expanded discussion on the role of neurochemicals on lust and love
- New approach and material on extrarelational sex and its role in marriage and partnerships
- Updated and expanded discussion of sexual communication, especially related to gender and peers

Chapter 9: Sexual Expression

- New discussion on concerns about penis size and research on preferred penis size
- Updated and expanded *Think About It* box: “Why College Students Have Sex”
- Updated discussion of post-coital affection
- Updated discussion of mate poaching
- Updated *Think About It* box: “Hooking Up” Among College Students: As Simple as One Might Think?
- New research findings on the duration and frequency of sex
- New *Think About It* box: “The Frequency of Sex: The More, the Better?”
- New research on the diverse range of sexual behaviors during the most recent partnered sex
- Updated research findings on oral sex among college students

Chapter 10: Variations in Sexual Behavior

- New research on the frequency of paraphilia behaviors
- New research on the frequency of paraphilia desire
- Expanded discussion of fetishism
- New research on the prevalence of having sex with someone in a public place
- New research on the prevalence of masochism and sadism
- Updated discussion of autoerotic asphyxia

Chapter 11: Contraception and Abortion

- Expanded explanation of risk and responsibility related to contraception
- Updated discussion on Title X and Affordable Care Act’s preventive services
- Introduction to discussion about reproductive justice
- Expanded explanation of fertility awareness-based method and lactational amenorrhea method
- Updated material on contraceptive methods, including their use, advantages, disadvantages, and contraceptive failure rates.
- Expanded and updated material on sterilization
- Updated discussion on methods of abortion and the abortion debate

Chapter 12: Conception, Pregnancy, and Childbirth

- Reexamination and data on pregnancy as a choice
- New research on preconception health
- Expanded discussion and data on sexual patterns during pregnancy
- Clarification of the nature and effects of teratogens during pregnancy, including new material on the Zika virus
- Updated material on infertility, including causes and methods for treating it in both males and females
- New and expanded material on breastfeeding verses bottle-feeding
- Expanded discussion of the postpartum period

Chapter 13: The Sexual Body in Health and Illness

- Updated discussion on eating disorders
- New *Think About It* box: “Body Modification: You’re Doing What, Where?”
- New research on alcohol, marijuana, and prescription drug use and their role in college dating and sexuality
- Revised discussion on sexuality and disability, especially related to sexual self-image and functioning
- Updated material on diagnostic recommendations and screenings for breast, cervical, and prostate cancer
- New material on sexuality and types of cancer
- Expanded explanation of hysterectomy and its effects on sexuality
- Updated and expanded discussions on sexual health issues including TSS, vulvodynia, endometriosis, and prostatitis
- New research on sexual orientation and health

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

- Expanded discussion of female sexual desire
- Expanded discussion of sexual desire discrepancy among couples
- New *Think About It* box: “Orgasm, That Simple? Young Adults’ Experiences of Orgasm and Sexual Pleasure”
- New research on why some women orgasm more frequently than other women
- Updated research on men and women faking orgasm
- New research on strategies couples use to maintain sexual passion
- Updated discussion of a newly approved drug designed to increase female sexual desire

Chapter 15: Sexually Transmitted Infections

- Updated data on the prevalence and incidence of major sexually transmitted infections
- Updated medical information on the major STIs
- Expanded discussion on the role of male condoms, females condoms, and dental dams in STIs
- New *Think About It* box: “Accurately Judging If a Potential Sexual Partner Is Infected With an STI: Easily Done?”
- Updated research on the efficacy of male circumcision on preventing HIV and other STIs
- Updated information on HPV vaccination
- New material on Zika virus disease

Chapter 16: HIV and AIDS

- New material for the *Think About It* box: “The Stigmatization of HIV and Other STIs”
- Updated information on the prevalence and incidence of HIV/AIDS in the United States and worldwide
- Updated research on the lifetime risk for HIV diagnosis in the United States by transmission category, race/ethnicity, and men who have sex by race/ethnicity
- New material of the estimated probability of acquiring HIV from an infected source during one episode of a specific behavior
- Updated and expanded discussion of HIV/AIDS among minority races/ethnicities and sexual minorities such as transgender individuals
- New *Think About It* box: “Which Strategies Would You Use to Reduce Your Risk of STI/HIV? What One Group of Women Did”
- Expanded discussion of pre-exposure prophylaxis and new material on post-exposure prophylaxis
- New and updated information on HIV/AIDS testing, diagnosis, and treatment
- New material for the *Think About It* box: “Do You Know What You Are Doing? Common Condom-Use Mistakes Among College Students”

Chapter 17: Sexual Assault and Misconduct

- Expanded discussion and updated research on sexual assault and misconduct on college campuses
- New and expanded discussion of sexual harassment in school and college, in the workplace, and in public places
- Updated information on harassment, discrimination, legal equality, and rejection of LGBTQ persons
- Expanded discussion on sexual consent
- New *Practically Speaking* box: “What Can You Do to Prevent Sexual Assault?: Be a ‘Bystander’”
- New *Practically Speaking* box: “Being Safe: Strategies for Avoiding Being Sexually Assaulted”
- New *Think About It* box: “Verbally Consenting to Sex: As Simple As One Might Think?”
- New *Practically Speaking* box: “Having Sex Again After Being Sexually Assaulted: Reclaiming One’s Sexuality”

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

- New research on the percentage of adults who report having watched sexually explicit videos and utilized various sexually explicit materials
- New material on the challenges of research on sexually explicit materials
- New *Think About It* box: “Who Watches the Different Types of Sexually Explicit Videos?”
- Renamed and new material for the *Think About It* box: “Sexually Explicit Video Use in Romantic Couples: Beneficial or Harmful?”
- New *Think About It* box: “What Popular Media Says About Sexually Explicit Videos and Relationships: Supported by Research?”
- Updating of the *Think About It* box: “Sex Trafficking: A Modern-Day Slavery”
- Renamed prostitution as sex work
- New *Think About It* box: “Should Sex Work Be Decriminalized and Legalized?”
- Update on the number of countries that have legalized same-sex marriage

Acknowledgments

In addition to student-user feedback through McGraw-Hill Education's LearnSmart, feedback from instructor reviews were instrumental in guiding this revision. Special thanks to the following:

Gretchen Blycker, *University of Rhode Island*
Meghan Brodie, *Valencia College*
Lisa Hoopis, *Rhode Island College*
Nathan Matza, *California State University, Long Beach*
Brent Powell, *California State University, Stanislaus*
Melissa Schreiber, *Valencia College*
Laurie Wagner, *Kent State University*
Jay Warden, *Cape Cod Community College*
Michelle Worley, *Saddleback College*

We would also like to thank our team at McGraw-Hill Education: Senior Portfolio Manager Nancy Welcher, Lead Product Developer Dawn Groundwater, Senior Product Developer Sara Gordus, Product Developer Joni Fraser, Senior Marketing Manager AJ Laferrera, Content Production Manager Sandy Wille, Content Licensing Specialists Ann Marie Jannette and Designer, David Hash. Additional thanks go out to Rebecca Ryan, personal assistant and input editor, Martha Ghent, freelance proofreader, and David Tietz, freelance photo researcher.

Letter From the Authors

**“Sex is like dynamite. . . . It can be the cement of a relationship,
but it can be the lever that breaks people apart.”**

**—Joseph Fletcher
(1905–1991)**

Since its first edition, we have focused on making our book relevant to the diverse and contemporary students we teach and have expanded our reach to a broader representation of students from around the world. With better access to global research and scholarship, our discussion of human sexuality has increasingly cited research studies and writings from countries beyond America, thus broadening student understanding of the diverse meanings and expressions of human sexuality. The desire to reflect these changes has prompted us to alter the title of our textbook to *Human Sexuality: Diversity in Contemporary Society*. We hope that this title and updated content helps you explore new and varied perspectives and increase your understanding and appreciation of human sexuality in the contemporary society we all share.

We have found that when students first enter a human sexuality class, they may feel excited, nervous, and uncomfortable, all at the same time. These feelings are common. This is because the more an area of life is judged “off limits” to public and private discussion, the less likely it is to be understood and embraced. Yet sex surrounds us and impacts our lives every day from the provocative billboard ad on the highway, to the steamy social media images of the body, to men’s and women’s fashions, and to prime-time television dramas. People *want* to learn about the role and meaning of human sexuality in their lives and how to live healthy psychologically and physically, yet they often do not know whom to ask or what sources to trust. In our quest for knowledge and understanding, we need to maintain an intellectual curiosity. Author William Arthur Ward observes, “Curiosity is the wick in the candle of learning.”

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

The study of human 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, abilities, 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 and, yes, the “cement” of a relationship. 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, embrace, and appreciate your own sexuality and the unique individuality of sexuality among others; to learn how to make healthy sexual choices for yourself; to integrate and balance your sexuality into your life as a natural health-enhancing component; and to express your sexuality with partners in sharing, nonexploitive, and nurturing ways.

William L. Yarber
Barbara W. Sayad

About the Authors



William L. Yarber
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WILLIAM L. YARBER is senior scientist at The Kinsey Institute and Provost Professor in the Indiana University School of Public Health–Bloomington. He is also senior director of the Rural Center for AIDS/STD Prevention and affiliated faculty member in the Department of Gender Studies at IU.

Dr. Yarber, who received his doctorate from Indiana University, has authored and co-authored numerous scientific reports on sexual risk behavior and AIDS/STD prevention in professional journals and has received federal and state grants to support his research and prevention activities. He is a member of the international Kinsey Institute Condom Use Research Team that has for two decades investigated male condom use errors and problems and developed behavioral interventions designed to improve correct and consistent condom use.

At the request of the U.S. Centers for Disease Control and Prevention, Dr. Yarber authored the country's first secondary school AIDS prevention education curriculum, *AIDS: What Young People Should Know* (1987, 1989). He is founder and co-editor of the *Handbook of Sexuality-Related Measures, Fourth Edition* (2019). Dr. Yarber and Dr. Sayad's textbook, *Human Sexuality: Diversity in Contemporary Society* (McGraw-Hill), which is used in colleges and universities throughout the United States, was published in 2012 by the Beijing World Publishing Company as the most up-to-date text on human sexuality published in China in the past half century. Also in 2012, the text was published in Korea and in 2018 it was published in Taiwan.

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) and adapted in six countries worldwide. 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 Award 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 as well as sexuality-related organizations in Brazil, China, Jamaica, Poland, Portugal, and Taiwan. 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 endowed, for perpetuity, at Indiana University the world's first professorship in sexual health, the *William L. Yarber Professorship in Sexual Health* and the annual *Ryan White & William L. Yarber Lecture*.



Barbara Werner Sayad

©Robert Sayad

BARBARA WERNER SAYAD is a teacher, trainer, writer, and consultant in the field of human sexuality. As a retired faculty member from California State University, Monterey Bay, Dr. Sayad has taught a wide variety of courses ranging from human sexuality to multicultural health education and promotion. Her work among students and in the classroom has earned her several teaching awards, each of which she is most proud. Additionally, she has chaired university committees, spoken at dozens of university-related events, trained and collaborated with other faculty members and colleagues, and helped to raise monies for both national and international non-profit organizations.

Dr. Sayad has presented her work at a variety of institutions, the most significant of which has focused on comprehensive sexuality education. One that she is most proud of is her alliance with Aibai, the largest LGBTQ organization in China, where she twice traveled to present to the Asian Conference on Sexual Education in Beijing and Changdu. There she also led workshops and roundtables with and for American delegates and Chinese scholars at the U.S. Embassy, U.S. State Department, and UNESCO and was invited to present at Xixi, the equivalent of a TED Talk, in Shanghai. Most recently, Dr. Sayad helped to facilitate a trip to Cuba, where she collaborated with colleagues and met with delegates from CENESEX, Cuba's government-sponsored sexuality education and gender equity organization.

The vast majority of Dr. Sayad's 35-year career has been connected to issues of social justice: women's reproductive rights, sexuality education and advocacy, and health access. Her commitment to social justice has fueled all of her professional work, including her contributions to health-related texts, curricular guides, publications, training programs and conference presentations.

Dr. Sayad holds a Bachelor of Science degree in Foods and Nutrition, a Master's degree in Public Health, and a PhD in Health Services.

Above all, Dr. Sayad is most proud of her three children, two young grandchildren, and extended family. She is also eternally grateful and happy to be married for 40 years to Dr. Robert Sayad.

chapter

1

Perspectives on Human Sexuality



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CHAPTER OUTLINE

Studying Human Sexuality

Sexuality, Popular Culture, and the Media

Sexuality Across Cultures and Times

Societal Norms and Sexuality



Student Voices

“The media, especially magazines and television, has had an influence on shaping my sexual identity. Ever since I was a little girl, I have watched the women on TV and hoped I would grow 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

“Nature is to be revered, not blushed at.”

—Tertullian (c. 155 CE–c. 220 CE)

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 and embed itself into all aspects of our lives.

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 conceptualized 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 studies 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

“Educating the mind without educating the heart is no education at all.”

—Aristotle (384 BCE–322 BCE)

“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 text or ebook 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. You may never before have used the word *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 talking about computer science, astronomy, or literature. You may even find yourself, as many students do, sharing 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 lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual or another identity (LGBTQ+). This plus sign represents inclusiveness of all identities and will be implied whenever we discuss sexual orientations or identities. Most students are young, others middle-aged, some older—each in a different stage of life and with different developmental tasks before them. Furthermore, the presence of students from any of the numerous religious and ethnic groups in the United States reminds us that there is no single behavior, attitude, value, or sexual norm that encompasses sexuality in contemporary society. Finally, as your sexuality evolves you will find that you will become more accepting of yourself as a sexual human being with your own “sexual voice.” From this, you will truly “own” your sexuality.

● 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?

Media Portrayals of Sexuality

What messages do the media send about sexuality 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.

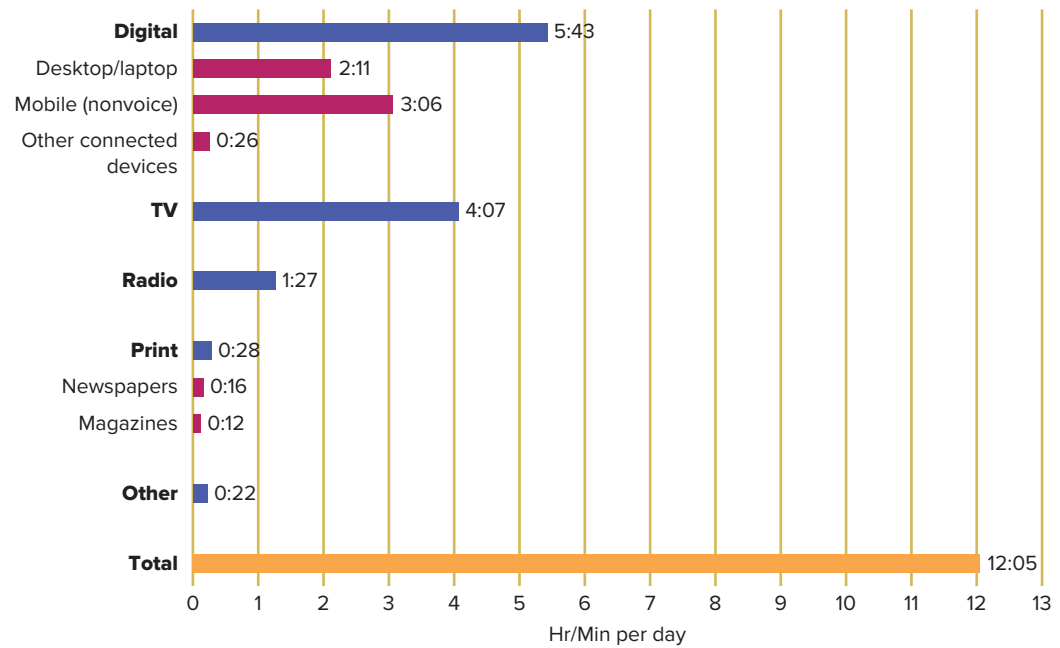


Taking a course in human sexuality is like no other college experience. It requires that students examine their sexual beliefs and behaviors in the context of a wide variety of social and cultural factors and incorporate this new perspective into their sexual lives and well-being.

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“One picture is worth more than a thousand words.”

—Chinese proverb



• **FIGURE 1**
Average Time Spent Per Day in the United States With Media, Aged 18+ and Over, 2016.
 Source: www.eMarketer.com [June 2016]

The media are among the most powerful forces in people’s lives today. Adults ages 18 and over spend more time engaging with the media than in any other activity—an average of 12 hours per day, 7 days per week (see Figure 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 policymakers who are forming media policies, parents who

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?

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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.

Mass-media depictions of sexuality are meant not only to entertain and exploit, but in some cases to educate. As a result, the media often 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).

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.

It's common knowledge that most of us have thoroughly integrated media into our lives. Mainstream media not only entertains, but it also has become a significant source of sexual information and provides examples of sexual health. High school students spend approximately 3 hours per day on media and communications activities, including watching TV, playing video and computer games, surfing the Internet, listening to or playing music, and using cell phones to call or text friends and others—many of these at the same time (Office of Adolescent Health, 2016). While high school males spend more time on the computer than high school females, all adolescents spend most of their media/communications time watching TV and videos. For school-aged children and adolescents, the American Academy of Pediatrics [AAP] (2016) suggests that parents teach young people to balance media use with other healthy behaviors; no small endeavor considering the powerful draw and influence of the media.

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. Research has found that increased exposure to sexualized music lyrics has the potential to negatively impact the development of healthy and equitable sexual attitudes of adolescent males and females (Hall, West, & Hill, 2011). Because of censorship issues, the most overtly sexual music is not played on the radio but is more often streamed through the Internet via YouTube and other sites.

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 body image. Men's magazines have been singled out for their sexual emphasis. *Playboy*, *Men's Health*, and *Maxim*, with their Playmates of the Month, sex tips, and other advice, are among the most popular magazines in the world. *Sports Illustrated's* annual swimsuit edition, which is now a \$1 billion empire, excites millions of readers who await the once-a-year feature (Spector, 2013). But it would be a mistake to think that only male-oriented magazines focus on sex.

Women's magazines such as *Cosmopolitan* and *Elle* 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 *J-14*. Given their heavy emphasis on looks, it's not surprising that for those who read a lot of women-focused magazines, they are more likely to have internalized the thin ideal, have negative views of their appearance, and engage in restricted eating and bulimic behaviors (Northrup, 2013).

In the absence of alternative resources to guide their decisions concerning sexual relationships, college students often rely on sexual scripts conveyed through mass media (Hust et al.,

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

—Spanky



Women's magazines such as *Cosmopolitan*, *Women's Health*, and *Elle* 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?

©Consumer Trends/Alamy Stock Photo

2014). Given that many if not most men's magazines promote men as sexual aggressors, it is not surprising that many men internalize this message. As a result, readers of men's magazines report lower intentions to ask their sexual partner for consent for sexual activity and are less likely to adhere to sexual consent decisions by their partner (Hust et al., 2014). Other researchers have reported that men exposed to magazine images of sexualized women felt less confidence in their own romantic capabilities and had more anxiety about their own appearance than did men without this exposure (Aubrey & Taylor, 2009). Regarding women's exposure to women's magazines, Ward (2016) found that their exposure was positively associated with their ability to refuse unwanted sexual activity. The relationship between magazine viewing among women and gender-stereotypical attitudes and behaviors, however, is not as optimistic.

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.

Throughout the world, the media have assumed an increasingly significant role in shaping perspectives toward gender and sexual roles. In a review of 135 peer-reviewed studies in the United States between 1995 and 2015, the findings proved consistent evidence that both laboratory exposure and everyday exposure to mainstream media are directly associated with higher levels of body dissatisfaction, greater **self-objectification**, or evaluating oneself based on appearance; greater support of sexist beliefs; and greater tolerance of sexual violence toward women (Ward, 2016). In addition, experimental exposure to media has led both women and men to have a diminished view of women's competence, morality, and humanity. This evidence, however, varies depending on the genres of media we consume and our preexisting beliefs, identities, and experiences.

Though much research has focused on the impact of media on female development, media undoubtedly has an impact on men as well. What has been found is that men's frequent consumption of sexually objectifying media (i.e., TV, films, and videos) was associated with greater objectification of their romantic partners, which in turn was linked to lower levels of relationship and sexual satisfaction (Zurbriggen, Ramsey, & Jaworski, 2011).

It's important to note that sexualization is not the same as sex or sexuality; rather **sexualization** is a form of sexism that narrows a frame of a person's worth and value (Ward, 2016). The sexualization of individuals sees value and worth only as sexual body parts for others' sexual pleasure.

Media images of sexuality permeate a variety of areas in people's lives. They can produce sexual arousal and emotional reactions, provide social connection, entertain, increase sexual behaviors, and be a source of sex information. On the other hand, unmonitored Internet access among youth raises significant concerns about its risks.

Given the fact that teens now spend up to nine hours a day on social media platforms, it's clear that media consumption and exposure play a significant role in their lives (Asano, 2017). Currently, the total time spent on social media beats time spent eating and drinking, socializing, and grooming.

Of concern around adolescents' heavy media use is their viewing of sexually explicit videos. Because of its easy access along with the potential risks associated with its use, understanding its implications is important for parents, partners, as well as the rest of us.

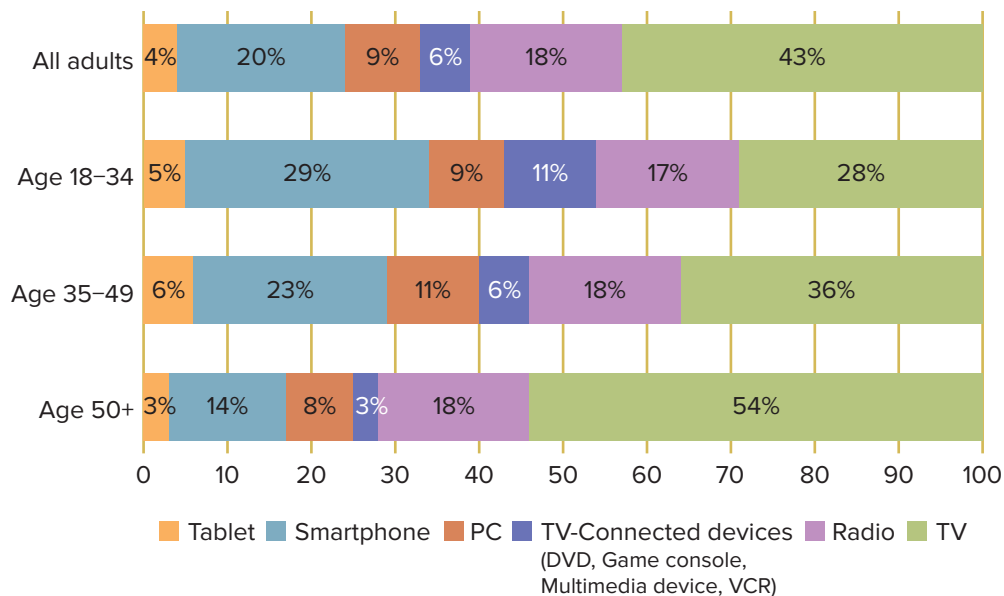
Television and Digital Media

Among all types of media, television and digital (online and mobile) have been the most prevalent, pervasive, and vexing icons, saturating every corner of public and private space, shaping consciousness, defining reality, and entertaining the masses (see Figure 2). It may not be surprising to note that emerging adults, those aged 18 to 25, spend approximately 12 hours per day using media (Coyne, Padilla-Walker, & Howard, 2013). While the frequency of TV and digital viewing has been increasing,

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?

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● **FIGURE 2**
Average Audience Composition by Platform, 2016.

Source: The Nielsen Company, 2017

so has been the number of sexual references in programming. To understand the impact of this phenomenon, it is important to recognize its prevalence. In prime-time television alone, sexually objectifying portrayals of women have been noted to appear among 46% of young adult female characters (Smith, Choueiti, Prescott, & Pieper, 2012) and among 50% of female cast members in reality television programs (Flynn, Park, Morin, & Stana, 2015). Because reality programs (e.g., *The Bachelor* and *America's Next Top Model*) and social media feature “real” people (as opposed to actors), it is possible that exposure to their objectifying content can have even a more significant impact than other types of programming. Add to the list of media genres the images and verbal references in music videos, advertising, video games, and magazines, and it becomes apparent that sexualized women are often the dominant way that girls and women are represented in the media (Ward, 2016).

While it is apparent that exposure to television does not affect all people in the same way, it is clear that the sexual double standard that does exist taps into our national ambivalence about sex, equality, morality, and violence. In spite of this, television is making strides to educate teens and young adults about sexuality and parenting. Programs such as *Teen Mom*, *13 Reasons Why*, *Andi Mack*, *The Mindy Project*, and *The Fosters* have consulted with professional organizations to help educate viewers. This type of alliance is good for all of us.

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. 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.

Music and Game Videos MTV, MTV2, VH1, BET, and music Internet programs are very popular among adolescents and young adults. Unlike audio-recorded music, music videos play to the ear and the eye. At the same time, young female artists such as Beyoncé, Lady Gaga, and Selina Gomez have brought energy, sexuality, and individualism to the young music audience. Male artists such as Justin Timberlake, Drake, and The Weeknd provide young audiences with a steady dose of sexuality, power, and rhythm. On the other hand, music videos have also objectified and degraded women by stripping them of any sense of power and individualism and focusing strictly on their sexuality.

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

“The vast wasteland of TV is not interested in producing a better mousetrap but in producing a worse mouse.”

—Laurence Coughlin

Watching female icons such as Rihanna dance in a provocative manner has become mainstream in most music videos.

©The Image Gate/Getty Images





The Academy Award–winning film *Moonlight* presented its main character, a gay man, as a struggling yet fully realized human being.

©Atlaspix/Alamy Stock Photo

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.

Recently, however, the masculine culture of the gaming industry has been challenged by an outcry against sexism in both video games and in the workplace that produces them (Lynch, Tompkins, van Driel, & Fritz, 2016). The nature of female representations in games, most significantly the sexualization and stereotyping of female characters, has decreased since 2006. The decline has been attributed to an increasing female interest in gaming coupled with the heightened criticism directed at the gaming industry. This is not to say that the sexualization that does exist is nonproblematic, but rather the trend toward portraying female characters as competent, strong, and attractive without overt sexualization may eventually help to achieve gender parity, at least in the game culture.

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 similar to television in their portrayal of the consequences of unprotected sex, such as unplanned pregnancies or sexually transmitted infections (STIs), including HIV/AIDS.

The notion of “true love” in dramas and romantic comedies has come to represent the idealized belief of some that love conquers all. Stories about love, including those in books, magazines, music, television, and the Internet, are often so stereotypical and idealized that it is difficult for people to separate these unrealistic representations from what is normal or reasonable in their romantic relationships. As a result, it has been found that among young adults, increased movie-viewing frequency correlates with idealized expectations about love and romance, greater expectations for intimacy, and endorsement of the eros (i.e., romantic, erotic, passionate) love style (Galloway, Engstrom, & Emmers-Sommer, 2015). (For more information about styles of love, see Chapter 8). To help balance these notions, it is important to have authentic personal experiences, mentors in one’s life, honesty with oneself, and peers who will reveal that sex is often imperfect and that disagreements and communication difficulties are normal.

Lesbian, Gay, Bisexual, Transgender, and Queer People in Film and Television

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) individuals are slowly being integrated into mainstream films and television. However, when gay men and lesbian women do appear, they are frequently defined in terms of their sexual orientation, as if there were nothing more to their lives than sexuality. Though the situation is changing, gay men are generally stereotyped as effeminate or flighty or they may be closeted. Lesbian women are often stereotyped as either super-feminine or super-masculine. And queer individuals often appear as odd.

“Coming out” stories are now the standard for television programs that deal with gay and transgender characters. However, what has recently changed is that the age of these characters has become younger. Teen coming-out stories seem relevant in that they reflect the identity issues of being gay, transgender, queer, questioning, or unsure about their sexual identity and expose the vulnerability most young people in junior high and high school feel about being bullied. Different from stories in which gay people are marginalized and stereotyped, the messages in many of the shows for younger audiences are quite consistent: that you will be accepted for who you are. Still, television and mainstream media have a long way to go in terms of normalizing healthy sexual relationships between gay, trans, and queer



Writers in television and film are finally giving gay characters prominence beyond their sexuality. These include Andrew Rannells (*Girls*) (shown), Cameron Monaghan (*Shameless*), Naya Rivera (*Glee*), and Sarah Paulson (*American Horror Story: Asylum*).

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people. The biggest hurdle remains in showing adults, particularly two males, kissing on screen as their heterosexual counterparts would. While teen shows may have somewhat overcome this barrier, most “adult” programs have not.

More frequent in movies is what has been referred to as **queerbating**, a term used to describe media where the creators integrate homoeroticism between two characters to lure in LGBTQ and liberal audiences, yet never fully include actual representation for fear of alienating a wider audience (Lawler, 2017). For example, in Disney’s remake of *Beauty and the Beast* there’s a momentary shot that shows Le Fou dancing with another man, along with coded words about his feelings for Gaston. This bait-and-switch technique leaves many LGBTQ fans disappointed not to see themselves represented in meaningful ways that shed light on their lives and relationships.

Online Social Networks

Using the Internet is a major recreational activity that has altered the ways in which individuals communicate and carry on interpersonal relationships. Though social theorists have long been concerned with the alienating effects of technology, the Internet appears quite different from other communication technologies. Its efficacy, power, and influence, along with the anonymity and depersonalization that accompany its use, have made it possible for users to more easily obtain and distribute sexual materials and information, as well as to interact sexually in different ways.

It is apparent that social networking sites like Facebook, Instagram, and Twitter are well integrated into the daily lives of most people around the world. Their popularity cannot be underestimated: Facebook alone reports to have nearly 2 billion global users (Statista, 2017). Add this to the additional 8 billion users with other or supplemental platforms, and it’s obvious that the digital landscape has taken over the globe.

Social networking sites provide an opportunity for many to display their identities: religious, political, ideological, work-related, and sexual orientation, to name a few. While doing so, individuals can also gain feedback from peers and strengthen their bonds of friendship. At the

For anyone with a computer, social networks provide readily accessible friends and potential partners, help maintain friendships, and shape sexual culture.

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