

HUMAN SEXUALITY

Diversity in Contemporary America



William L. Yarber
Barbara W. Sayad



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HUMAN SEXUALITY: DIVERSITY IN CONTEMPORARY AMERICA, NINTH EDITION

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Dedication

This book is dedicated to Ryan White, an Indiana native-son who died from AIDS on April 8, 1990.

During his illness Ryan experienced public scorn, harassment, and rejection, yet faced these difficulties with courage, dignity, and grace. He became the poster boy for the AIDS crisis, speaking out against the misconceptions about the disease and calling for persons with AIDS to be treated with compassion.

Ryan died at age 18, the spring before he planned to attend Indiana University (IU), Bloomington. To honor the legacy of Ryan, the Rural Center for AIDS/STD Prevention at IU established the Ryan White Distinguished Leadership Award for recognition of significant national/international leadership in HIV/AIDS prevention and the Ryan White Legacy Scholarship for IU Masters of Public Health students.

Sir Elton John said, “I have met a lot of people who were brave and courageous. . . . Ryan White gave a new meaning to these words. . . . He was a miracle of humanity.”

—W. L. Y.


This book is dedicated to the students of human sexuality who quest for knowledge and understanding, to the instructors who diligently and compassionately support and inspire them, and to a system of governing that advocates for the sexual rights of all people.

I want my family to know that I cannot do this work without their love and support.

—B. W. S.

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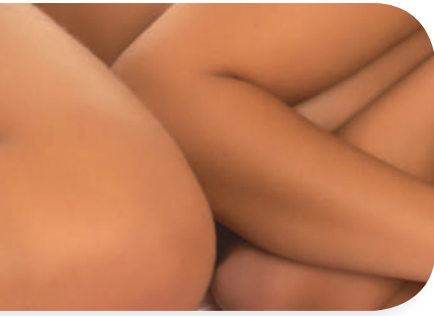
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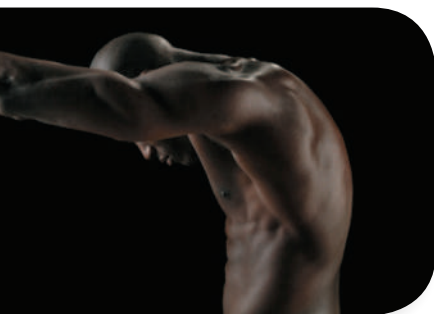
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Preface

Celebrating Sexual Diversity in Contemporary America

Since the first edition, *Human Sexuality: Diversity in Contemporary America* has presented students with a nonjudgmental view of human sexuality while encouraging them to become proactive about their own sexual well-being and identity. This sex-positive approach, combined with an integrated exploration of cultural diversity and contemporary research, continues today and includes an emphasis on the importance of affirming and supporting intimacy, pleasuring, and mutual satisfaction in sexual expression. Yarber and Sayad encourage students to critically assess their own values and modes of sexual expression while connecting them to research.

The new edition integrates SmartBook, a personalized learning program, offering students the insight they need to study smarter and improve classroom results.

Better Data, Smarter Revision, Improved Results

Students helped inform the revision strategy:

STEP 1. Over the course of three years, data points showing concepts that caused students the most difficulty were anonymously collected from McGraw-Hill Education Connect for Human Sexuality's LearnSmart® adaptive learning system.

STEP 2. The authors were provided with data from LearnSmart that graphically illustrated “hot spots” in the text impacting student learning (see following image).

STEP 3. The authors used the heat map data to refine 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: With empirically based feedback at the paragraph and even sentence level, the authors developed the new edition using precise student data to pinpoint concepts that caused students to struggle.

Studying Gender and Gender Roles

Let's start by defining some key terms, to establish a common terminology. Keeping these definitions in mind will make the discussion clearer.

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

The word **sex** refers to whether one is biologically female or male, based on genetic and anatomical sex. **Genetic sex** refers to one's chromosomal and hormonal sex characteristics, such as whether one's chromosomes are XY or XX or something else and whether estrogen or testosterone dominates the hormonal system. **Anatomical sex** refers to physical sex: gonads, uterus, vulva, vagina, penis, and so on.

Although "sex" and "gender" are often used interchangeably, gender is not the same as biological sex. As noted in Chapters 1 and 3, gender relates to femininity or masculinity, the social and cultural characteristics associated with biological sex. Whereas sex is rooted in biology, gender is rooted in culture.

Assigned gender is the gender given by others, usually at birth. When a baby is born, someone looks at the genitals and exclaims, "It's a boy!" or "It's a girl!" With that single utterance, the baby is transformed from an "it" into a "male" or a "female." **Gender identity** is a person's internal sense of being male or female.

Gender roles are the attitudes, behaviors, rights, and responsibilities that particular cultural groups associate with each sex. Age, race, and a variety of other factors further define and influence these. The term "gender role" is gradually replacing the traditional term "sex role" because "sex role" continues to suggest a connection between biological sex and behavior. Biological males are expected to act out masculine gender roles; biological females are expected to act out feminine gender roles. A **gender-role stereotype** is a rigidly held, oversimplified, and overgeneralized belief about how each gender should behave.

Whatever women do they must do
twice as well as men to be thought half
as good. Luckily, this is not difficult.
—Charlotte Whitton
(1896–1975)

LEARNSMART®

LearnSmart is an adaptive learning program designed to help students learn faster, study smarter, and retain more knowledge for greater success. Distinguishing what students know from what they don't, and focusing on concepts they are most likely to forget, LearnSmart continuously adapts to each student's needs by building an individual learning path. Millions of students have answered over a billion questions in LearnSmart since 2009, making it the most widely used and intelligent adaptive study tool that's proven to strengthen memory recall, keep students in class, and boost grades.

Me Graw Hill Education | SMARTBOOK®

Fueled by LearnSmart, SmartBook is the first and only adaptive reading experience currently available.

Make It Effective. SmartBook creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. This ensures that every minute spent with SmartBook is returned to the student as the most value-added minute possible.

Make It Informed. Real-time reports quickly identify the concepts that require more attention from individual students—or the entire class.

Personalized Grading, on the Go, Made Easier

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.

Designed for mobile devices, Connect Insight empowers students and helps instructors improve class performance.

- **Make it intuitive.** Instructors receive instant, at-a-glance views of student performance matched with student activity. Students receive at-a-glance views of their own performance and how they are doing compared to the rest of the class.
- **Make it dynamic.** Connect Insight puts real-time analytics in instructors' and students' hands, so they can take action early and keep struggling students from falling behind.
- **Make it mobile.** Connect Insight is available on-demand wherever, and whenever, it's needed.



Experience the Course You Want to Teach

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

Easily rearrange chapters, combine material, and quickly upload content you have written, such as your course syllabus or teaching notes, using **McGraw-Hill Education 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 e-mail in about an hour. Experience how McGraw-Hill Education empowers you to teach your students your way: <http://create.mheducation.com>

Capture lessons and lectures in a searchable format for use in traditional, hybrid, “flipped classes” and online courses by using **Tegrity** (<http://www.tegriety.com>). Its personalized learning features make study time efficient, and its affordability 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.

McGraw-Hill Education Campus (www.mhcampus.com) provides faculty with true single sign-on access to all of McGraw-Hill Education’s course content, digital tools, and other high-quality learning resources from any LMS. This innovative offering allows for secure and deep integration, enabling seamless access for faculty and students to any of McGraw-Hill Education’s course solutions, such as McGraw-Hill Education Connect® (all-digital teaching and learning platform), McGraw-Hill Education Create (state-of-the-art custom-publishing platform), McGraw-Hill Education LearnSmart (online adaptive study tool), and Tegrity (fully searchable lecture-capture service).

McGraw-Hill Education Campus includes access to McGraw-Hill Education’s entire content library, including ebooks, assessment tools, presentation slides, multimedia content, and other resources. McGraw-Hill Education Campus provides instructors with open, unlimited access to prepare for class, create tests/quizzes, develop lecture material, integrate interactive content, and more.

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 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. This new edition is based on the trends, data, and laws from 2012–2015, including the U.S. Supreme Court’s ruling that legalized same-sex marriage in all 50 states, the role of media in singlehood, dating, and partnerships, expanding definitions and meanings of gender and gender identity; increased focus on sexual desire, pleasure, and satisfaction; and how the *DSM-5* has reframed paraphilic behavior and sexual function difficulties. *Human Sexuality: Diversity in Contemporary America* addresses these and many other important changes in the field.

Chapter 1: Perspectives on Human Sexuality

- Updated and expanded material on media use and its impact on teens
- New data on social networking
- New *Think About It* box: “Before Pressing ‘Send’: Trends and Concerns About Texting, Sexting, and Dating”
- New data on online dating sites
- Updated language used to describe gender and gender identity
- Updated Declaration of Sexual Rights

Chapter 2: Studying Human Sexuality

- New *Think About It* box: “Does Sex Have an Inherent Meaning?”
- Expanded discussion of computer-based technology and the Internet for the collection of sexuality-related research data
- Expanded presentation of the Kinsey Heterosexual-Homosexual Rating Scale
- Findings of the latest Centers for Disease Control Youth Risk Behavior Survey
- Findings of the latest American College Health Association research on college student sexual behavior
- Expanded discussion of African American sexuality

Chapter 3: Female Sexual Anatomy, Physiology, and Response

- Continued discussion and research on the G-spot
- New research on sexual fluidity

- Expanded discussion about the role of female desire
- New *Think About It* box: “‘Did You Come?’ What College Students Think About Women’s Orgasms During Heterosexual Sex”

Chapter 4: Male Sexual Anatomy, Physiology, and Response

- Increased discussion about men’s hormone cycles
- Updated and new to Chapter 4 *Think About It* box: “‘Oh to Be Bigger’: Breast and Penis Enhancement” with added discussion on the significance of a man’s penis size
- Discussion of the biological differences between men’s and women’s orgasms
- Update on the sexual health of men

Chapter 5: Gender and Gender Roles

- Changing terminology and laws related to gender
- New steps that college campuses can take to address sexual violence
- Added emphasis about the ways in which contemporary sexual scripts can influence attitudes and behaviors
- New “Tips for Allies of Transgender People”
- New *DSM-5* diagnosis and explanation of gender dysphoria
- New material on disorders of sex development
- Updated and re-titled *Think About It* box: “A Cautious Approach to Addressing Disorders of Sexual Development (DSD) in Children”
- Expanded discussion of transgender
- Updated and re-titled *Think About It* box: “Psychological and Medical Treatment of Gender Dysphoria”

Chapter 6: Sexuality in Childhood and Adolescence

- Review of literature on early adolescence and precocious puberty and its impact on boys and girls
- Expanded discussion on the harassment of GLBT adolescents and its impact on behavior
- Updated data on teen sexuality and research about what predisposes teens to sexual behavior
- New discussion about first intercourse and the varied cultural and personal meanings young people give to it
- Introduction to the President’s Teen Pregnancy Prevention Initiative, which replaces abstinence-only programs
- New *Think About It* box: “Healthy Teen Sexuality”

Chapter 7: Sexuality in Adulthood

- New discussion of Centers for Disease Control’s data related to sexual orientation and its impact on government funding and research decisions
- Expanded discussion about bisexuality
- Updated discussion on the motivations for college students to have sex

- New material on men having sex with men and racial and ethnic identity
- New data on rates of cohabitation, same-sex marriage, and parenthood

Chapter 8: Love and Communication in Intimate Relationships

- New *Think About It* box: “Let’s (Not) Talk About Sex: Avoiding the Discussion About Past Lovers”
- Expanded discussion on the health of children raised by gay and lesbian parents
- Updates in the *Think About It* box: “The Science of Love”
- New data on extradyadic relationships and the motivations for nonexclusiveness
- Added discussion about and motivations for “rebound sex”
- Expanded scale in the *Practically Speaking* box: “Communication Patterns and Partner Satisfaction”
- New discussion on argumentation and the resolution of conflicts

Chapter 9: Sexual Expression

- Expanded discussion on factors that influence sexual attractiveness
- New material on the similarities and differences in sexual desire and desired traits of a potential sexual partner of same-sex and mixed-sex individuals
- New summary of the results of studies related to the Sexual Strategies Theory
- Expanded discussion and new research on the prevalence, sexual behaviors, and outcomes of hooking up among college students
- Updated and re-titled *Think About It* box: “Hooking Up Among College Students: As Simple As One Might Think?”
- New research on sexual scripts among college students
- Expanded discussion of the sexual repertoires of same-sex and opposite-sex couples
- New research on the meaning of the first kiss with a possible new romantic partner and the role of kissing in exclusive relationships
- New data on college women’s attitudes toward and experiences with cunnilingus

Chapter 10: Variations in Sexual Behavior

- Updated discussion of sexual paraphilias based on the American Psychiatric Association (APA) *Diagnostic and Statistical Manual of Mental Disorders—5th Edition (DSM-5)*
- New discussion of the distinction between APA paraphilias (relatively harmless variant sexual behavior) and APA paraphilic disorders (relatively harmful variant sexual behavior)

- Discussion of the changes in the *DSM-5* description of paraphilias compared to *DSM-IV-TR* description
- New *Think About It* box: “Classifying Variant Sexual Behaviors as Paraphilia: The Changing Medical Views of Psychology”
- Expanded and updated discussion of sex addiction in the *Think About It* box: “‘Sexual Addiction’: Repressive Morality in a New Guise?”

Chapter 11: Contraception and Abortion

- Updated material about navigating reproductive health, including a brief history of contraception, Title X, and Affordable Health Care
- Added discussion on long-acting reversible contraceptive methods (LARCs)
- Complete review and update of contraceptive methods
- New information about breastfeeding and hormonal methods of birth control
- New data on the rates of abortion

Chapter 12: Conception, Pregnancy, and Childbirth

- Updated data on pregnancies, by race and ethnicity, and marital status
- Increased focus on preconception and prenatal care
- Expanded discussion on maternal obesity
- Updates on male and female infertility and assisted reproductive technologies
- Revised *Think About It* box: “The Question of Male Circumcision”
- Updated and expanded discussion on breastfeeding

Chapter 13: The Sexual Body in Health and Illness

- New *Think About It* box: “Body Image and Sexuality: Are They One and the Same?”
- New focus on myths about disability and sexuality
- Thorough revision of statistics, research, and new and controversial guidelines for the detection of breast cancer
- Discussion of sexual adjustment following breast cancer treatment
- New screening recommendations for cervical cancer and prostate cancer
- New material on sexual orientation and health, especially as they relate to disparities and discrimination

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

- Updated *Think About It* box: “Is Intercourse Enough? The Big ‘O’ and Sexual Behaviors”
- Updated discussion of sexual function difficulties based on the American Psychiatric Association (APA) *Diagnostic and Statistical Manual of Mental Disorders—5th Edition (DSM-5)*
- Discussion of the changes in the *DSM-5* description of sexual dysfunctions compared to the *DSM-IV-TR* description

- New data on sexual function difficulties among men and women with same-sex or opposite-sex partners and lesbian and heterosexual women
- Discussion of a new *DSM-5* category: substance/medication-induced sexual dysfunction
- New discussion of the hierarchy of sexual behaviors
- New *Think About It* box: “My Partner Could Be a Better Lover If . . . : What Men and Women Want From Their Sexual Partners”
- New material on strategies to cope with sexual difficulties
- Updated *Think About It* box: “The Medicalization of Sexual Function Problems”

Chapter 15: Sexually Transmitted Infections

- Updated information on the prevalence and incidence of major STIs
- Updated medical information on the major STIs
- Expanded discussion on the role of male and female condoms in STI prevention
- New stances of the Centers for Disease Control and Prevention American Academy of Pediatrics on the impact of male circumcision in stopping the spread of HIV infection and other STIs
- Information on a new HPV vaccination
- Expanded discussion of the impact of HPV vaccination on sexual behavior
- Added discussion of the role of STI testing in preventing STIs

Chapter 16: HIV and AIDS

- Updated information on the prevalence and incidence of HIV/AIDS in the United States and worldwide
- New discussion on the worldwide progress in reducing new HIV infections, the recent decrease in annual HIV diagnoses, and stability of new HIV infections in the United States
- Updated biological information on HIV/AIDS
- Expanded discussion on the impact of HIV stigma
- Expanded discussion of myths and modes of HIV transmission and estimated lifetime risk for HIV diagnosis
- Updated and expanded discussion of HIV/AIDS among minority races/ethnicities and sexual minorities
- New and expanded discussion of pre-exposure prophylaxis and new material on post-exposure prophylaxis
- Updated information on HIV testing and treatment

Chapter 17: Sexual Coercion

- New and expanded information on stalking and sexual harassment in the military and public places
- Updated information on sexual harassment, discrimination, legal equality, and rejection of GLBT persons

- New material on the lifetime prevalence of men and women who have experienced sexual violence
- Updated and expanded information on preventing sexual assault
- New material on campus sexual violence, including sexual coercion strategies of both men and women
- New *Think About It* box: “Can Men and Women Accurately Judge a Partner’s Willingness to Have Casual Sex?”
- New *Think About It* box: “How College Students Indicate and Interpret Consent to Have Sex”
- New material on strategies men and women employ to obtain sexual contact with unwilling partners
- New information on the mental health and sexual functioning of persons who experience sexual violence

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

- New material on the 2015 U.S. Supreme Court’s ruling that legalized same-sex marriage in all 50 states
- New material on the consumption of sexually explicit materials, including men’s and women’s preferences for various types of visual sexual stimuli
- New research on the content of sexually explicit videos and the characteristics of “porn stars”
- New *Think About It* box: “Sexually Explicit Material Use in Romantic Couples: Beneficial or Harmful?”
- Expanded discussion on viewing sexually explicit videos and college students, including its relationship with hooking up
- New material on whether the label “porn addiction” is accepted among mental health professionals
- Expanded and updated discussion on research to determine any influence of pornography consumption on sexual aggression
- Expanded and updated information on female and male prostitution, why individuals become prostitutes, and the characteristics of clients who pay for sex with male escorts
- Updated and re-titled *Think About It* box: “Sex Trafficking: A Modern-Day Slavery”

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Letter From the Authors

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

**—Joseph Fletcher
(1905–1991)**

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 develop the ability to make intelligent sexual choices based on reputable information and their own needs, desires, and values rather than on stereotypical, haphazard, unreliable, incomplete, or unrealistic information; oppressive cultural dictums; or 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. Those studying this subject often report that they feel more appreciative and less apologetic, defensive, or shameful about their sexual feelings, attractions, and desires.

Particularly in a country as diverse as the United States, the study of 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

WILLIAM L. YARBER is professor of applied health science and affiliated faculty member in gender studies at Indiana University, Bloomington. He is also a senior research fellow at The Kinsey Institute for Research in Sex, Gender, and Reproduction and the senior director of the Rural Center for AIDS/STD Prevention at Indiana University.

Dr. Yarber, who received his doctorate from Indiana University, has authored or co-authored numerous scientific reports on sexual risk behavior and AIDS/STI prevention in professional journals and has received federal and state grants to support his research and prevention activities. He is a member of The Kinsey Institute Condom Use Research Team (CURT), comprised of researchers from Indiana University, University of Kentucky, University of Guelph (Canada), and University of Southampton (United Kingdom). For over 15 years, with federal and institutional research support, CURT has investigated male condom use errors and problems and has developed behavioral interventions designed to improve correct and consistent condom use.

At the request of the U.S. federal government, Dr. Yarber authored the country's first secondary school AIDS prevention education curriculum, *AIDS: What Young People Should Know* (1987). He also co-edited the *Handbook of Sexuality-Related Measures*, third edition (2011). Dr. Yarber and Dr. Sayad's textbook *Human Sexuality: Diversity in Contemporary America* (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.

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 at Indiana University, for perpetuity, the world's first professorship in sexual health, the William L. Yarber Professorship in Sexual Health.



Barbara Werner Sayad

BARBARA WERNER SAYAD is a consummate teacher, trainer, writer, and consultant. As a recently retired faculty member from California State University, Monterey Bay, Dr. Sayad has taught a wide variety of courses, including human sexuality, women's health, community health education, multi-cultural health education and promotion, and senior capstone. Her work in the classroom has earned her several nominations for outstanding faculty member and she has and continues to serve as a McNair Scholars mentor. Additionally, she has chaired a number of university committees, spoken at dozens of university-related events, and trained and collaborated with other faculty members in areas related to public health and personal well-being.

Dr. Sayad has presented her work at a variety of institutions, most significant of which is focused on comprehensive sexuality education programming. One that she is most proud of is her alliance with Aibai, the largest GLBT organization in China, where she traveled with her co-author, Dr. Yarber, to present to the Asian Conference on Sexual Education. There she also provided training for American delegates and Chinese scholars at the U.S. Embassy, U.S. State Department, and UNESCO and was invited to speak at Xixi, the equivalent of a TED Talk, in Shanghai.

The vast majority of Dr. Sayad's 34-year career has been connected to issues of social justice: women's reproductive rights, GLBT education and advocacy, and health access. As a result of this focus coupled with her global travels, she has contributed to a variety of health-related texts, curricular guides, and publications and has facilitated a wide array of training programs, presented at professional conferences, and worked as a trainer and curriculum specialist.

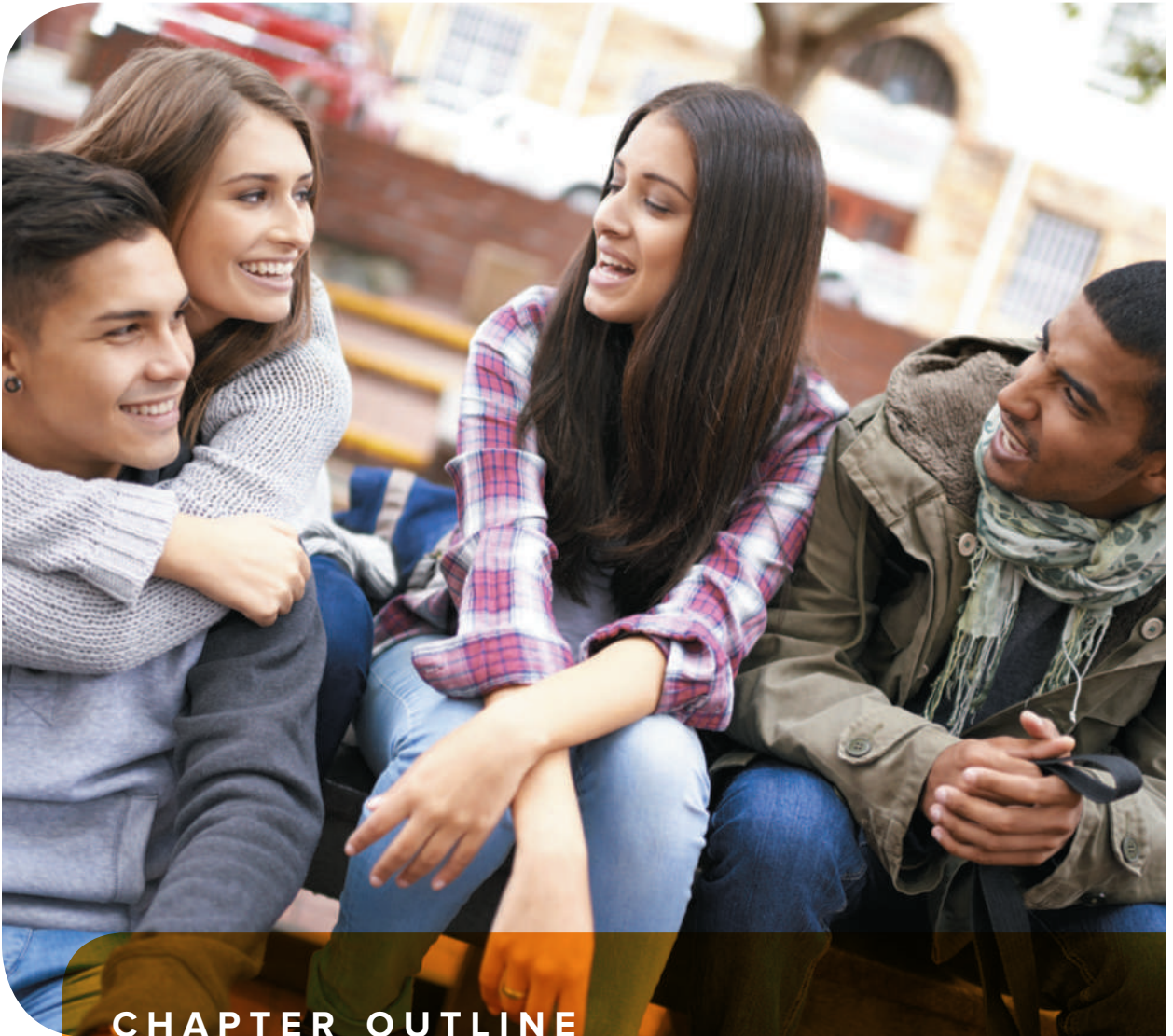
Dr. Sayad holds a Bachelor of Science degree in Foods and Nutrition, a Masters degree in Public Health, and a PhD in health services.

Dr. Sayad is most proud of her three children, new grandchild, and extended family and is eternally grateful to be married for 33 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

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 ‘wobble-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

11 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 study of accounting, plant biology, and medieval history, for example, because human sexuality is surrounded by a vast array of taboos, fears, prejudices, and hypocrisy. For many, sexuality

creates ambivalent feelings. It is linked not only with intimacy and pleasure but also with shame, guilt, and discomfort. As a result, you may find yourself confronted with society's mixed feelings about sexuality as you study it. You may find, for example, that others perceive you as somehow "unique" or "different" for taking this course. Some may feel threatened in a vague, undefined way. Parents, partners, or spouses (or your own children, if you are a parent) may wonder why you want to take a "sex class"; they may want to know why you don't take something more "serious"—as if sexuality were not one of the most important issues we face as individuals and as a society. Sometimes this uneasiness manifests itself in humor, one of the ways in which we deal with ambivalent feelings: "You mean you have to take a *class* on sex?" "Are there labs?" "Why don't you let me show you?"

Ironically, despite societal ambivalence, you may quickly find that your human sexuality 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 discussing computer science, astronomy, or literature. You may even find yourself, as many students do, discussing with your friends what you learned in class while on a bus or in a restaurant, as other passengers or diners gasp in surprise or lean toward you to hear better!

Studying sexuality requires respect for your fellow students. You'll discover that the experiences and values of your classmates vary greatly. Some have little sexual experience, while others have a lot of experience; some students hold progressive sexual values, while others hold conservative ones. Some students are gay, lesbian, queer, bisexual, or asexual individuals, while the majority are heterosexual people. Most students are young, others middle-aged, some

11 *Educating the mind without educating the heart is no education at all.*

—Aristotle
(384 B.C.–322 B.C.)



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

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 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

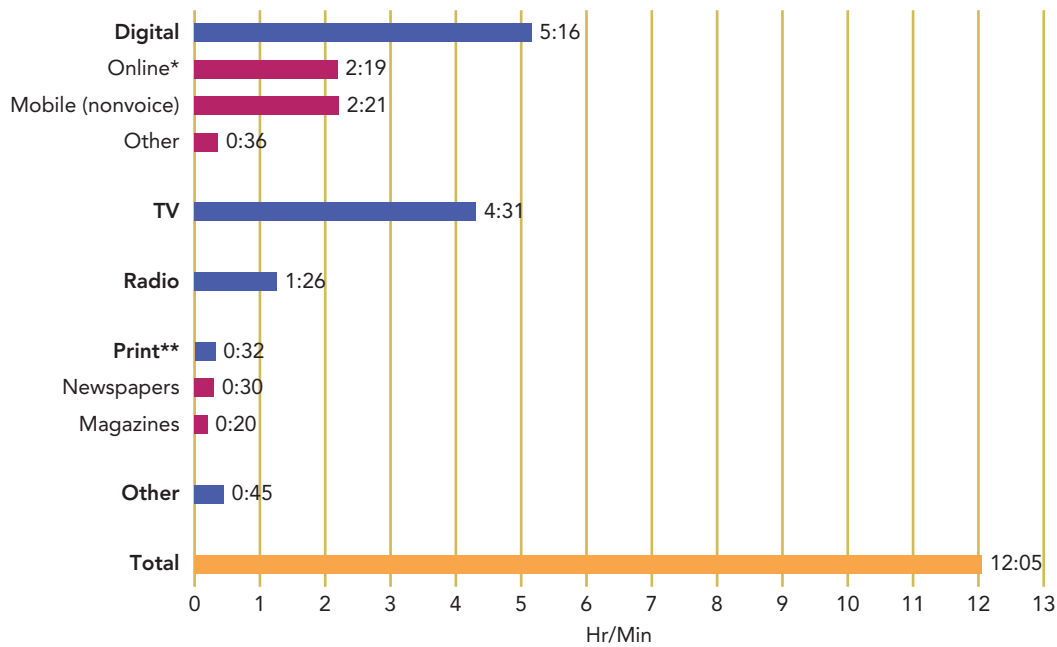
11 *One picture is worth more than a thousand words.*

—Chinese proverb

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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Note: Ages 18+; time spent with each medium includes all time spent with that medium, regardless of multitasking; for example, 1 hour of multitasking online while watching TV is counted as 1 hour for TV and 1 hour for online; *includes all Internet activities on desktop and laptop computers; **offline reading only.

• **FIGURE 1**

Average Time Spent per Day in the United States with Media, Aged 18+ and Over, 2013.

Includes all time spent with medium, regardless of multitasking.

(Source: www.eMarketer.com [July 2013].)

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

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

The music industry is awash with sexual images too. Contemporary pop music, from rock 'n' roll to rap, is filled with lyrics about sexuality mixed with messages about love, rejection, violence, and loneliness. With the average young

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

—Spanky

person consuming approximately 2.5 hours of music each day (Roberts, Foehr, & Rideout, 2010), some 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 can easily be streamed through the Internet, which we now recognize is available to nearly everyone.

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 *Glamour* have their own sexual content. These magazines feature romantic photographs of lovers to illustrate stories with such titles as "Sizzling Sex Secrets of the World's Sexiest Women," "Making Love Last: If Your Partner Is a Premature Ejaculator," and "Turn on Your Man with Your Breasts (Even If They Are Small)." Preadolescents and young teens are not exempt from sexual images and articles in magazines such as *Seventeen* and *YM*. In fact, of the top four teen magazines aimed at girls, 44% of the articles focused on dating and 37% on appearance (American Academy of Pediatrics, 2014.1a). Given this 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). Some of the men's health magazines have followed the lead of women's magazines, featuring sexuality-related issues as a way to sell more copies.

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

Media images of sexuality permeate a variety of areas in people's lives. They can produce sexual arousal and emotional reactions, 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 (Federal Bureau of Investigation, 2014). Given the fact that 91% of 12- to 13-year-old girls have Internet access and 72% have mobile access via smartphones, tablets, and other devices, it's clear that media consumption and exposure explode between the early and later tween years (Jones, 2014).

Studies examining the impact of exposure to sexual content in media have found a modest but significant association between adolescents' sexual beliefs and early sexual initiation. When studies collectively examine adolescents' online exposure to pornography, they suggest that youth may develop unrealistic sexual values and beliefs (Owens, Behun, Manning, & Reid, 2012).



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

© Consumer Trends/Alamy

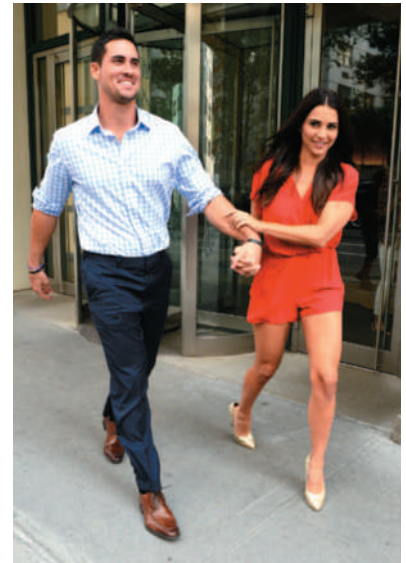
Gender differences in self-concept have also been noted in adolescents' use of pornography, with girls reporting feelings of physical inferiority, while boys fear they may not be as virile or able to perform compared to those in these media (Lofgren-Martenson & Mansson, 2010). As such, it isn't surprising that self-objectification, choosing to evaluate ourselves based on appearance, has received some scrutiny from the American Psychological Association (2007), which warns that young people "may internalize an observer's perspective on their physical selves and learn to treat themselves as objects to be looked at and evaluated for their appearance" (p. 18).

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. Between ages 12 and 17, the average youth spends over 100 hours a month watching TV and online videos (see Figure 2). By the time an American teenager finishes high school, he or she will have spent more time in front of a television or mobile device screen than in the classroom or sleeping. At the same time, most of the consumption of media leaves the majority of young people outside the purview of adult comment and with few messages or images that demonstrate the risks and responsibilities that accompany sexuality.

While the frequency of TV and digital viewing has been increasing, so has been the number of sexual references in programs. Television and digital video viewing are major sources of information about sex for teenagers, contributing to many aspects of young people's sexual knowledge, beliefs, and behavior. Reporting on the health effects of media on children and adolescents, Strasburger and colleagues (2010) state that "virtually every Western country makes birth control available to adolescents, including allowing birth control advertisements in the media, but the major U.S. television networks balk at airing ads for contraception" (p. 760).

In the accumulated volume of media research, media content does not reflect the realities of the social world; rather, the media images of women and men reflect and reproduce a set of stereotypical and unequal but changing gender roles. For example, women wearing skimpy clothing and expressing their sexuality to attract attention underscores the objectification of women seen in

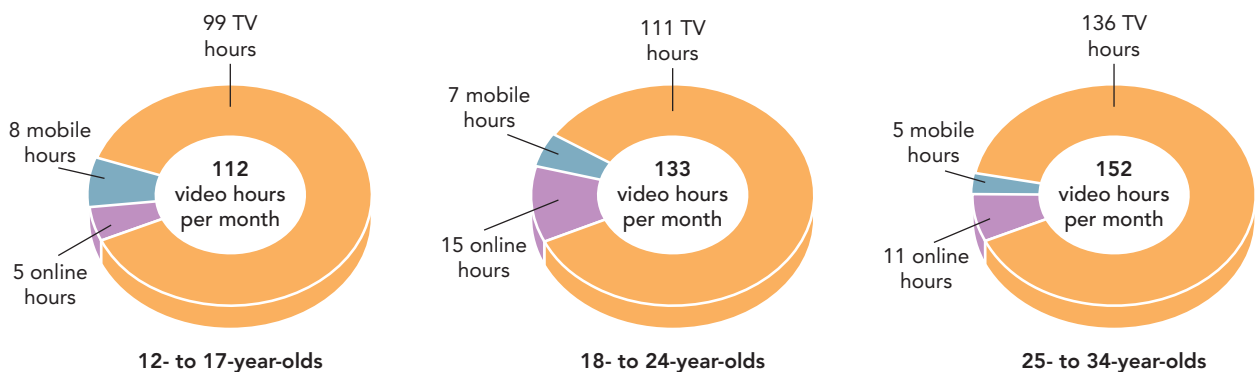


Reality shows, such as *The Bachelorette*, frequently highlight idealized and sexual themes. What are some of the most popular reality shows? Do they differ according to ethnicity?

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• **FIGURE 2**
Adolescents' and Young Adults' Monthly Video Viewing Time by Type of Device, 2012.

Source: *The teen transition: Adolescents of today, adults of tomorrow* (2013). New York: The Nielsen Company.



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

—Laurence Coughlin

many genres of media. And men's messages are equally unilateral, which is that they should accumulate sexual experience with women by any means possible. Sexist advertising and stereotypical roles in comedy series and dramas may take subtle (or not so subtle) forms that, over time, may have an effect on the way some women and men view themselves. For example, studies examining the effects of television have shown a positive connection between television viewing and poor self-image and self-esteem, particularly among girls and young women (Tiggemann, 2005). Girls who regularly watch reality television, for example, are significantly more likely to believe that a girl's looks are the most important thing about her and are more likely to say they would rather people recognize them for their outer beauty than what's inside (Girl Scout Research Institute, 2011). 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 2 and 3*, *Parenthood*, *East Los High*, *The Mindy Project*, and *The Fosters* have consulted with organizations such as The National Campaign to Prevent Teen and Unplanned Pregnancy 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.



Watching female icons such as Miley Cyrus *twerk*, or dance in a provocative manner, has become mainstream in most music videos.

© Andrew H. Walker/WireImage/Getty Images

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 Alicia Keys and Rihanna have brought energy, sexuality, and individualism to the young music audience. Music videos have also objectified and degraded women by stripping them of any sense of power and individualism and focusing strictly on their sexuality. Male artists such as Justin Timberlake, Robin Thicke, and Jay-Z provide young audiences with a steady dose of sexuality, power, and rhythm.

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



Mainstream movies, such as *Dallas Buyers Club*, have presented their gay, lesbian, and transgender characters as fully realized human beings.

© Photos 12/Alamy

Feature-Length Films

From their very inception, motion pictures have dealt with sexuality. In 1896, a film titled *The Kiss* outraged moral guardians when it showed a couple stealing a quick kiss. “Absolutely disgusting,” complained one critic. “The performance comes near being indecent in its emphasized indecency. Such things call for police action” (quoted in Webb, 1983). Today, in contrast, film critics use “sexy,” a word independent of artistic value, to praise a film. “Sexy” films are movies in which the requisite “sex scenes” are sufficiently titillating to overcome their lack of aesthetic merit. What is clear is that movies are not that dissimilar from television in their portrayal of the consequences of unprotected sex, such as unplanned pregnancies or sexually transmitted infections (STIs), including HIV/AIDS.

While one might argue that it is unwise to confuse entertainment with education, media use is not without its consequences on health. Studies find that high levels of media use are associated with academic problems, sleep deprivation, unhealthy eating, and more (Office of Adolescent Health, 2013). The American Academy of Pediatrics (AAP) (2010) recommends that adolescents have less than 2 hours of screen time per day in part because of its increasing association with childhood obesity. While health professionals can use media to promote people’s health, it’s going to take a lot more commitment and resources to achieve this goal.

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

Gay men, lesbian women, and bisexual and transgender 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, flighty, or “arty,” or they may be closeted. Lesbian women are often stereotyped as either super-feminine or supermasculine.