



Preface

WE WROTE THIS textbook to make the study and teaching of human sexuality a meaningful and rewarding experience for both students and instructors. We present the study of human sexuality in such a manner as to enlarge both the student's personal and intellectual understanding. A personal approach does not exclude scholarship; nor does scholarship exclude personal understanding. Instead, scholarship allows the student to see beyond his or her own experience; and personal exploration breathes life into academic research.

The primary goal of this textbook is to integrate the personal and intellectual foundations of human sexuality. This goal led us to ask two fundamental questions. First, if we were college students, what would we want and need to know and understand about human sexuality? Second, what do we, as instructors and researchers, believe is important for an educated person to know about human sexuality? With these questions in mind, we formulated the structure and direction of this textbook. There are six important aspects to this textbook, described below.

Popular Culture As we thought about the context in which students would read this textbook, we were struck by how powerful popular culture is in shaping attitudes, beliefs, and ideas about sexuality. In contemporary America, Abigail van Buren, Oprah, Dr. Drew, Jennifer Lopez, Ricky Martin, LL Cool J, Britney Spears, and Madonna are among the most significant sources of sexual information, ideas, stereotypes, and values. It is important that students think about the depictions of sexuality in popular culture and critically evaluate their impact on our lives. Just as any research finding on human sexuality is subject to critical thought, so too is every image given to us by our popular culture.

Ethnic Diversity As we looked at the demographic composition of our classes, colleges, and universities, we were struck by their increasing ethnic diversity. This diversity reflects the diversity of our nation, in which an increasing number of Americans are from African American, Latino, Asian American, Native American, or other ethnic descent. To reflect this diversity, we have integrated scholarship on ethnicity and sexuality as much as possible. This scholarship, however, is limited, and much of it is problem oriented. But we believe it is important in our ethnically diverse society to expand the study of human sexuality to include all distinct ethnic groups.

Integration of Gay/Lesbian/Bisexual/Transgender Research As we considered the subject of sexual orientation, we decided that it is important to

integrate gay/lesbian/bisexual/transgender research into the text rather than segregate these issues into a separate chapter. There are no compelling intellectual reasons to segregate research on gay, lesbian, bisexual, and transgendered men and women from general discussions per se of communication, love, cohabitation, sexual expression, and so on. Such segregation implies differences where none may exist. It distorts our common humanity and relegates gay men, lesbians, bisexuals, and those who are transgendered to a “special” category. Such segregation, we believe, unintentionally encourages continued stigmatization.

HIV/AIDS Crisis We are acutely aware of the HIV/AIDS epidemic. Because of its severity, we have devoted a chapter to examining its various aspects, including not only the biological and health aspects but also the personal, social, and psychological aspects. This chapter, along with the one on sexually transmitted diseases, has been expanded and thoroughly updated for this edition.

Research Based We are deeply committed to scholarship and to presenting cutting-edge research in the field of human sexuality. In writing this book we carefully evaluated the current literature, using bibliographic databases and communicating with scholars around the world. We include what we believe to be the most up-to-date, important, and interesting research findings available. Our own research continues to remind us of the necessity of discovering new information for the expansion of our understanding of human sexuality.

Teaching Support We want to provide as much support as we can to the instructor teaching human sexuality. We believe a textbook’s effectiveness as a teaching tool is dramatically increased when the text is systematically integrated with supplementary instructional material. We have developed a comprehensive, integrated teaching package that dovetails with the text and with classroom needs. Included in this package (described in detail below) are an instructor’s resource book, a printed test bank, corresponding computerized test bank, a student study guide, supplemental videos, and a student guide to Internet resources. Throughout all of the ancillary materials are references to Internet sites.

Changes to This Edition

Many of the changes and updated information for this new edition has been provided by William L. Yarber, H.S.D., professor of health education at Indiana University, Bloomington. His expertise in the field of HIV, AIDS, and STD prevention, his extensive research experience, and his long-time and varied record have brought an appreciated new voice to the text.

He, along with co-author Barbara Sayad, have gone line-by-line through the text to ensure that each concept and fact are current and representative of the most recent findings in the field. As a result, there are over 1,000 new and updated citations in this edition. Because of the effectiveness reported by students and instructors, we have chosen to continue using the same pedagogy, organization, and features as the third edition. Noted changes include:

- Student voices at the beginning of each chapter.
- Expansion of a global perspective.
- Updated media images throughout the text.
- Inclusion of the Internet as a source of information, expression, and caution.
- Increased focus and inclusion of gay, lesbian, bisexual, and transgendered individuals.
- A new Internet site for each chapter and questions that encourage students to think about their responses to each issue.
- Integration of information from the Resource Center into the body of the text.
- Complete revision and update of material related to STDs, HIV, and AIDS.
- More accurate and representative illustrations of male and female anatomy.
- Thorough examination of language and sexuality so that it is more inclusive and definitive.
- Increased number of pronunciations for technical terms.

We have addressed many new topics and issues in this edition and expanded coverage of numerous others. New and expanded topics include Loulan's Sexual Response Cycle, summaries of contemporary major sex-related research studies, latest information about Viagra, *DSM-IV* information, a Declaration of Sexual Rights, laws relating to children and the Internet, the business of cybersex, and a global perspective of the sex trade industry.

The Resource Center, located at the end of the book, has been edited to provide information to supplement the body of the text. It also contains an expanded directory of organizations, hotlines, and World Wide Web sites, grouped by topic, which students can explore on their own.

We hope that you find these changes and others helpful in expanding your students' understanding and interest in the field of human sexuality.



PEDAGOGICAL AIDS

Human Sexuality is written in an accessible style at a level appropriate for most undergraduates. New to this edition is the voice of students whose stories set the stage for each chapter of the book. These excerpts from students' papers are used to provide a framework for upcoming material and even more importantly, to remind students of the variety of perspectives and experiences that are shared among them. To support both teaching and learning, we have incorporated several learning aids in the text. Each chapter begins with a **chapter outline**, designed to give the student an overview of topics discussed in the chapter. Reinforcing the outline is an "**In this chapter**" paragraph, describing the chapter's contents.

Providing students with greater understanding of particular timely, high-interest topics are boxes called "**Think About It.**" Sample titles include "My

Genes Made Me Do It: Sociobiology, Evolutionary Psychology, and the Mysteries of Love," "Bisexuality: The Nature of Dual Attraction," "Body Play: Tattooing, Piercing and Branding," "How Common Are Condom Use Mistakes?," "'Oh to Be Bigger': Breast and Penis Augmentation," and "Gay and Lesbian Parents." Also featured are boxes called "**Practically Speaking.**" These boxes give students the opportunity to reflect on their personal attitudes, beliefs, and behaviors and to evaluate their own experiences in light of knowledge gained through reading the chapter. Sample titles include "Touch: Overcoming Differences in Individuals' Preferences," "Answering a Sex Research Questionnaire: The Sexual Opinion Study," "Health Protective Sexual Communication Scale," and "Guidelines for Choosing a Contraceptive Method."

Important **key terms** are printed in boldface type and defined in context as well as in the glossary. Appearing at the ends of chapters are chapter **summaries**, designed to assist students in understanding main ideas and in reviewing chapter material. An annotated listing of **suggested reading** is included at the end of every chapter as well, providing the student with sources of additional information and resources for research projects. To help students further probe each topic and themselves, a new feature of this edition is titled "Sex and the Internet." This addition links students to resources on the Internet and follows up with questions and reflections. Together, these pedagogical aids support and facilitate effective teaching and successful learning.



INTEGRATED TEACHING PACKAGE

As noted above, *Human Sexuality* includes a teaching package designed to increase the text's effectiveness as a teaching tool. At the heart of this package is the **Resource Book**. Developed by Barbara W. Sayad and Bryan Strong, this book begins with general concepts and strategies for teaching human sexuality. We offer suggestions on issues such as setting the ground rules for creating a supportive classroom environment, guidelines for integrating ethnicity, popular culture, gay men, lesbians, and bisexuals into the course, and using the computer in research. Also in this section are suggested background readings, bibliographies, films and videos, and lists of transparency masters and student worksheets. We then provide the following resources for each chapter: outline, learning objectives, discussion questions, activities, list of films and videos, bibliography, worksheets, handouts, and transparency masters.

A **computerized Test Bank** of more than 2,000 test items has been prepared by Roy O. Darby III, University of South Carolina, Beaufort. He brings substantial experience in teaching and in testing and measurement to this element of the package. Each chapter contains approximately 130 test items, including multiple choice questions, true-false questions, fill-in questions tied to key terms, short-answer questions, and essay questions. The test bank can be used with either IBM or Macintosh computers. The test bank is also printed and bound into one volume.

A student **study guide** has been prepared by Bobbi Mitzenmacher, California State University, Long Beach, and Barbara Sayad, California State

University, Monterey Bay and co-author of the textbook. The study guide contains detailed learning objectives, key terms, practice tests, activities, personal involvement assessments, and a step-by-step guide to preparing a personal and meaningful gender identity paper.

Videotapes are available that give instructors the opportunity to illustrate and extend coverage of the most current and compelling topics treated in the text. The **Mayfield Relationships and Intimacy Videotape**, which has been developed to accompany this text, comprises 13 10- to 15-minute video segments on subjects such as gender roles, the effect of AIDS on women, and date rape. Other videotapes on a wide range of topics are also available.

A new resource for students is the **Mayfield Quick View Guide to the Internet for Students of Intimate Relationships, Sexuality, and Marriage and the Family** by M. Paz Galupo, Towson University, Jennifer Campbell, and Michael Keene, both of the University of Tennessee, Knoxville. This short text introduces students to the Internet and provides them with extensive resources for using the Internet in the study of human sexuality. The guide can be shrinkwrapped with *Human Sexuality* at no additional cost to the student. We also will offer PowerPoint lecture outlines for this edition which can be customized to fit your course and can be printed as color transparencies.

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



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

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