

SOLUTIONS MANUAL

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HUMAN SEXUALITY

DIVERSITY IN CONTEMPORARY AMERICA

EIGHTH EDITION

CHAPTER 2
STUDYING HUMAN SEXUALITY
CHAPTER OUTLINE

A. Sex, Advice Columnists, and Pop Psychology

Sex information/advice genre transmits information and norms, rather than images, about sexuality to a mass audience to both inform and entertain in a simplified manner. This genre of mass media is ostensibly concerned with transmitting information that is factual and accurate, and is a major source of knowledge about sex for many students.

▪ Information and Advice as Entertainment

Newspaper columns, Internet sites, syndicated radio shows, magazine articles, and TV programs share several features.

- Their primary purpose is financial profit which is in marked contrast to that of scholarly research, whose primary purpose is to increase knowledge.
- The success of media personalities rests not so much on their expertise as on their ability to present information as entertainment. The genre seeks to entertain, so sex information and advice must be simplified.
- The genre focuses on how-to information or on morality. How-to material tells us how to improve our sex lives or advice columnists often give advice on issues of sexual morality.
- The genre uses the trappings of social science and psychiatry without their substance.

Most of the websites dealing with sex are purely for entertainment rather than education, and it can be difficult to determine a site's credibility.

▪ The Use and Abuse of Research Findings

To reinforce their authority, the media often incorporate statistics from a study's findings, which are key features of social science research.

The media frequently quote or describe social science research, but they may do so in an oversimplified or distorted manner.

B. Thinking Critically About Sexuality

Basic to any scientific study is a fundamental commitment to **objectivity**, or the observation of things as they exist in reality as opposed to our feelings or beliefs about them.

Objectivity in the study of sexuality is not always easy to achieve, for sexuality can be the focal point of powerful emotions and moral ambivalence.

Most of us think about sex, but thinking about it critically requires us to be logical and

objective.

- Value Judgments Versus Objectivity

When examining sexuality, we tend to make **value judgments**, evaluations based on moral or ethical standards rather than objective ones which are often blinders to understanding. Value judgments are incompatible with the pursuit of knowledge in studying human sexuality.

Differences between a value judgment and an objective statement:

- Value judgments imply how a person ought to behave, whereas objective statements describe how people actually behave.
- Value judgments cannot be empirically validated, whereas objective statements can be.

- Opinions, Biases, and Stereotypes

An **opinion** is an unsubstantiated belief or conclusion about what seems to be true according to our thoughts. It is not based on accurate knowledge or concrete evidence.

A **bias** is a personal leaning or inclination. It leads us to select information that supports our views or beliefs while ignoring information that does not.

A **stereotype** is a set of simplistic, rigidly held, overgeneralized beliefs about an individual, a group of people, an idea, and so on.

- Stereotypical beliefs are resistant to change. Furthermore, stereotypes—especially sexual ones—are often negative.
- A stereotype is a type of **schema**, a way in which we organize knowledge in our thought processes. It helps us channel or filter the mass of information we receive so that we can make sense of it.

- Common Fallacies: Egocentric and Ethnocentric Thinking

A **fallacy** is an error in reasoning that affects our understanding of a subject. It distorts our thinking, leading us to false or erroneous conclusions.

The **egocentric fallacy** is the mistaken belief that our own personal experience and values generally are held by others. It is the tendency to explain the **attitudes**, motivations, and **behaviors** of others on the basis of our belief in this false consensus.

The **ethnocentric fallacy**, also known as **ethnocentrism**, is the belief that our own ethnic group, nation, or culture is innately superior to others.

- It has been increasingly evident as a reaction to the increased awareness of **ethnicity**, or ethnic affiliation or identity.

- An **ethnic group** is a group of people distinct from other groups because of cultural characteristics, such as language, religion, and customs that are transmitted from one generation to the next.

C. Sex Research Methods

One of the key factors that distinguish the findings of social science is its commitment to the scientific method. The **scientific method** is the method by which a hypothesis is formed from impartially gathered data and tested empirically. The scientific method relies on **induction**—that is, drawing a general conclusion from specific facts. The scientific method seeks to describe the world rather than evaluate or judge it.

Although sex researchers, sometimes called **sexologists**, use the same methodology as other social scientists, they are constrained by ethical concerns and taboos that those in many other fields do not experience.

▪ Research Concerns

Two general concerns faced by researchers in conducting their work:

- ethical concerns centering on the use of human beings as subjects.
- methodological concerns regarding sampling techniques and their accuracy.

Informed consent is the full disclosure to an individual of the purpose, potential risks, and benefits of participating in a research project under which, people are free to decide whether to participate in a project without coercion or deceit.

Each research participant is entitled to **protection from harm**. Some sex research, such as the viewing of explicit films to measure physiological responses, may cause some people emotional distress. The identity of research subjects should be kept confidential and because of the highly charged nature of sexuality, participants also need to be guaranteed anonymity.

A sample should be a **random sample**—that is, a sample collected in an unbiased way, with the selection of each member of the sample based solely on chance. The sample should be a **representative sample** that is a small group representing the larger group in terms of age, sex, ethnicity, socioeconomic status, sexual orientation, and so on.

Samples that are not representative of the larger group are known as **biased samples**.

Most samples in sex research are limited for several reasons:

- They depend on volunteers or clients.
- Most sex research takes place in a university or college setting with student volunteers. Their sex-related attitudes, values, and behaviors may be very different from those of older adults.
- Some ethnic groups are generally underrepresented.
- There are also concerns about whether gay men, lesbian women, and bisexual individuals who have **come out**—publicly identified themselves as gay, lesbian, or

bisexual—are any different from those who have not.

- Clinical Research

Clinical research is the in-depth examination of an individual or group that comes to a psychiatrist, psychologist, or social worker for assistance with psychological or medical problems or disorders. Clinical research is descriptive; inferences of cause and effect cannot be drawn from it.

A major limitation of clinical research is its emphasis on **pathological behavior**, or unhealthy or diseased behavior. Such an emphasis makes clinical research dependent on cultural definitions of what is “unhealthy” or “pathological.”

- Survey Research

Survey research is a method that uses questionnaires or interviews to gather information. Questionnaires offer anonymity, can be completed fairly quickly, and are relatively inexpensive to administer; however, they usually do not allow an in-depth response. The limited-choices format provides a more objective assessment than the short-answer format and results in a total score.

The use of the Internet to administer questionnaires and conduct interviews is a new technique.

Using a **sexual diary**, or personal notes of one’s sexual activity, can increase the accuracy of self-report data.

- Observational Research

Observational research is a method by which a researcher unobtrusively observes and makes systematic notes about people’s behavior without trying to manipulate it.

Participant observation, in which the researcher participates in the behaviors she or he is studying, is an important method of observational research.

- Experimental Research

Experimental research is the systematic manipulation of individuals or the environment to learn the effects of such manipulation on behavior. Researchers are able to control their experiments by using **variables**, or aspects or factors that can be manipulated in experiments. There are two types of variables: **Independent variables** are factors that can be manipulated or changed by the experimenter; **dependent variables** are factors that are likely to be affected by changes in the independent variable.

Correlational studies measure two or more naturally occurring variables to determine their relationship to each other.

Much experimental research on sexuality depends on measuring physiological responses. **Plethysmographs** are devices attached to the genitals to measure physiological response. **Strain gauge** (a device resembling a rubber band), or a Rigiscan™ is also another measure of physiological responses.

D. The Sex Researchers

Three themes evident in the work of modernists:

- They believe that sexual expression is essential to an individual's well-being.
 - They seek to broaden the range of legitimate sexual activity, including homosexuality.
 - They believe that female sexuality is the equal of male sexuality.
- Richard von Krafft-Ebing

Richard von Krafft-Ebing (1840–1902), a Viennese professor of psychiatry, was probably the most influential of the early researchers. In 1886 he published his most famous work, *Psychopathia Sexualis*, a collection of case histories of fetishists, sadists, masochists, and homosexuals. He invented the words “sodomasochism” and “transvestite.”

Krafft-Ebing's *Psychopathia Sexualis* brought to public attention and discussion an immense range of sexual behaviors that had never before been documented in a dispassionate, if erroneous, manner.

- Sigmund Freud

Sigmund Freud (1856–1939), was a Viennese physician. Freud explored the unknown territory of the unconscious in his attempt to understand the **neuroses**, or psychological disorders characterized by anxiety or tension, plaguing his patients. If unconscious motives were brought to consciousness, Freud believed, a person could change his or her behavior. He suggested that **repression**, a psychological mechanism that kept people from becoming aware of hidden memories and motives because they aroused guilt, prevents such knowledge.

Analyzing dreams to discover their meaning was one of the various techniques that he used in particular to explore the unconscious. His journeys into the mind led to the development of **psychoanalysis**, a psychological system that ascribes behavior to unconscious desires.

Freud described five stages in psychosexual development:

- **Oral stage**, lasting from birth to age 1
- **Anal stage**, between ages 1 and 3

- **Phallic stage**, from age 3 through 5
- **Latency stage**, age 6
- **Genital stage**, at puberty

The phallic stage is the critical stage in both male and female development. The boy develops sexual desires for his mother, leading to an **Oedipal complex**. He simultaneously desires his mother and fears his father. This fear leads to **castration anxiety**, the boy's belief that the father will cut off his penis because of jealousy. A girl develops an **Electra complex**, desiring her father while fearing her mother. She develops **penis envy** upon discovering that she does not have a penis, making her feel deprived. By age 6, boys and girls resolve their Oedipal and Electra complexes by relinquishing their desires for the parent of the other sex and identifying with their same-sex parent.

Because of its limitations, Freud's work has become mostly of historical interest to mainstream sex researchers.

- Havelock Ellis

English physician and psychologist Havelock Ellis (1859–1939) was the earliest important modern sexual theorist and scholar. His *Studies in the Psychology of Sex* (the first six volumes of which were published between 1897 and 1910) consisted of case studies, autobiographies, and personal letters. Pointing out the relativity of sexual values was one of his most important contributions.

He challenged the view that masturbation was abnormal. In fact, he argued, masturbation had a positive function: It relieved tension.

He asserted that a wide range of behaviors was normal, including much behavior that the Victorians considered abnormal.

He also reevaluated homosexuality. He insisted that it was not a disease or a vice, but a congenital condition: A person was *born* homosexual; one did not *become* homosexual.

- Alfred Kinsey

Alfred C. Kinsey (1894–1956), a biologist at Indiana University and America's leading authority on gall wasps, destroyed forever the belief in American sexual innocence and virtue. He accomplished this through two books, *Sexual Behavior in the Human Male* (Kinsey, Pomeroy, & Martin) and *Sexual Behavior in the Human Female* (Kinsey, Pomeroy, Martin, & Gebhard), which statistically documented the actual sexual behavior of Americans.

- William Masters and Virginia Johnson

In the 1950s, William Masters (1915–2001), a St. Louis physician, became interested in treating sexual difficulties—such problems as early ejaculation and erection difficulties in men, and lack of orgasm in women. He was joined several years later by Virginia Johnson (1925–).

Human Sexual Response (1966), their first book, became an immediate success among both researchers and the public. They legitimized female masturbation by destroying the myth of the vaginal orgasm.

In 1970, they published *Human Sexual Inadequacy*, which revolutionized sex therapy by treating sexual problems simply as difficulties that could be treated using behavioral therapy.

E. Contemporary Research Studies

Five national surveys were conducted to illustrate research on the general population of men and women, adolescents, and college students.

- The National Health and Social Life Survey

This survey was conducted in 1994 and revealed that:

- Americans are largely exclusive.
- On an average, Americans have sex about once a week.
- Extramarital sex is the exception, not the rule.
- Most Americans have fairly traditional sexual behaviors.
- Homosexuality is not as prevalent as originally believed.
- Orgasms appear to be the rule for men and the exception for women.
- Forced sex and the misperception of it remain critical problems.
- Three percent of adult Americans claim never to have had sex.

- The National Survey of Family Growth

Periodically, the National Center for Health Statistics (NCHS) conducts the National Survey of Family Growth (NSFG) to collect data on marriage, divorce, contraception, infertility, and health of women and infants in the United States.

- The Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS), conducted biannually by the Centers for Disease Control and Prevention (CDC), measures the prevalence of six categories of health risk behaviors among youths through representative national, state, and local surveys using a self-report questionnaire. Sexual behaviors that contribute to unintended pregnancy and sexually transmitted infections, including HIV, are among those assessed.

- The National College Health Assessment

Since year 2000, every fall and spring term the American College Health Association has conducted research at colleges and universities throughout the United States to assess students' health behaviors and their perceptions of the prevalence of these behaviors among their peers. Areas covered are alcohol, tobacco, and other drug use; sexual health, weight, nutrition, and exercise; mental health, injury prevention, personal safety, and violence.

- The National Survey of Sexual Health and Behavior

The most expansive nationally representative study of sexual and sexual-health behaviors, the National Survey of Sexual Health and Behavior (NSSHB), was published in 2010, 16 years following the first nationally representative study, the 1994 National Health and Social Life Survey described earlier. The NSSHB, a study based on Internet reports from 5,865 American adolescents and adults aged 14–94, provides a needed and valuable updated overview of Americans' sexual behavior and reveals an increase in sexual diversity since the NHSLs.

F. Emerging Research Perspectives

- Feminist Scholarship

Feminists expanded the scope of research to include the subjective experience and meaning of sexuality for women; sexual pleasure; sex and power; erotic material; risky sexual behavior; and issues of female victimization, such as rape, the sexual abuse of children, and sexual harassment.

Feminism is “a movement that involves women and men working together for equality” (McCormick) and centers on understanding female experience in cultural and historical context—that is, the social construction of gender asymmetry (Pollis).

Social construction is the development of social categories, such as masculinity, femininity, heterosexuality, and homosexuality, by society.

Feminists believe in these basic principles:

- Gender is significant in all aspects of social life.
- The female experience of sex has been devalued.
- Power is a critical element in male-female relationships.
- Ethnic diversity must be addressed.

- Gay, Lesbian, Bisexual, and Transgender Research

“Scientific” definitions of healthy sex closely resembled religious definitions of moral sex. In studying sexual activities between men, medical researchers “invented” and popularized the distinction between heterosexuality and homosexuality (Gay; Weeks).

Early researchers and reformers attempted to understand same-sex sexuality, although most physician-moralists condemned same-sex relationships as not only immoral but also pathological.

Some of the early researchers and reformers that stand out in their attempt to understand same-sex sexuality are:

- Karl Heinrich Ulrichs (1825–1895) was a German poet and political activist who in the 1860s developed the first scientific theory about homosexuality (Kennedy).
- Karl Maria Kertbeny (1824–1882), a Hungarian physician, created the terms “heterosexuality” and “homosexuality” in his attempt to understand same-sex relationships (Feraf & Herzer).
- Magnus Hirschfeld (1868–1935) was the leading crusader in Germany, especially for homosexual rights who was a homosexual and possibly a transvestite (a person who wears clothing of the other sex). And in defense of homosexual rights, he argued that homosexuality was not a perversion but rather the result of the hormonal development of inborn traits, which led to the popularization of the word “homosexual.”
- Evelyn Hooker (1907–1996) demonstrated that homosexuality in itself was not a psychological disorder and also found that there was no significant difference between “typical” gay men and “typical” heterosexual men in personality characteristics from (Hooker). The reverberations of her work continue to this day.

Researchers failed to compare their results against a control group of similar heterosexual individuals. A **control group** is a group that is not being treated or experimented on; it controls for any variables that are introduced from outside the experiment, such as a major media report related to the topic of the experiment. French thinker Michel Foucault (1926–1984) was one of the most influential social theorists in the twentieth century. His most important work on sexuality was *The History of Sexuality, Volume I* (1978).

Foucault challenged the belief that our sexuality is rooted in nature. Instead, he argued, it is rooted in society.

In 1973, the American Psychiatric Association (APA) removed homosexuality from its list of psychological disorders in its *Diagnostic and Statistical Manual of Mental Disorders (DSM-II)*.

Research no longer focuses primarily on the causes and cures of homosexuality, and most of the contemporary research approaches homosexuality in a neutral manner.

- Directions for Future Research

Historically, sex research has focused on preventive health, which “prioritizes sexuality as a social problem and behavioral risk” (di Mauro), which fails to examine the full

spectrum of individuals' behaviors or the social and cultural factors that drive those behaviors.

Sex research, globally, faces several challenges. There is no international depository for sex data. Few standardized terms exist in sex research. Quantitative data are especially to obtain, and qualitative data are less suitable for international comparisons (MacKay).

G. Ethnicity and Sexuality

- African Americans

One of the most common stereotypes, strongly rooted in American history, culture, and religion, is the image of Blacks as hypersexual beings (Staples) which, even though, dates back to the fifteenth century still continues to hold considerable strength among non-Blacks. Evelyn Higginbotham, a leading authority on the African American experience, discussed the racialized constructions of African American women's sexuality as primitive, animal-like and promiscuous, and nonvirtuous. During the days of slavery, the representation of Black sexuality rationalized sexual exploitation of Black women by White masters (Nagel). Efforts to adhere to Victorian ideology and represent pure morality were deemed by Black women to be necessary for protection and upward mobility and to attain respect and justice. For the younger, "new" African American women, however, the opposite is happening: being more visible and less reserved about their sexuality. These younger women feel more self-assured about themselves and their sexuality.

Socioeconomic status which is a person's ranking in society based on a combination of occupational, educational, and income levels, is an important element in African American sexual values and behaviors (Staples, Staples & Johnson).

Researchers need to:

- explore the sexual attitudes and behaviors of the general African American population, not merely adolescents.
- examine Black sexuality from an African American cultural viewpoint.
- utilize a cultural equivalency perspective that rejects differences between Blacks and Whites as signs of inherent deviance.

The **cultural equivalency perspective** is the view that the attitudes, values, and behaviors of one ethnic group are similar to those of another ethnic group.

- Latinos

Latinos are the fastest-growing ethnic group in the United States; however, very little research exists about their sexuality.

Two common stereotypes depict Latinos as sexually permissive and Latino males as pathologically macho.

The stereotype of machismo distorts its cultural meaning among Latinos. Within its cultural context, however, **machismo** is a positive concept, celebrating the values of courage, strength, generosity, politeness, and respect for others. Relations between Latino men and women are significantly more egalitarian than the macho stereotype, which is especially true among Latinos who are more acculturated (Sanchez).

Acculturation is the process of adaptation of an ethnic group to the values, attitudes, and behaviors of the dominant culture.

Another trait of Latino life is **familismo**, a commitment to family and family members. Researcher Rafael Diaz notes that familismo can be a strong factor in helping heterosexual Latinos reduce rates of unprotected sex with casual partners outside of primary relationships.

Traditional Latinos tend to place a high value on female virginity while encouraging males, beginning in adolescence, to be sexually active (Guerrero Pavich).

Three important factors must be considered when Latino sexuality is studied:

- Diversity of ethnic groups
- Significance of socioeconomic status
- Acculturation

Latinos comprise numerous ethnic subgroups, such as Mexican American and Puerto Rican. Each group has its own unique background and set of cultural traditions that affect sexual attitudes and behaviors.

▪ Asian Americans and Pacific Islanders

They are one of the fastest-growing and most diverse populations in the United States. Significant differences in attitudes, values, and practices in this population make it difficult to generalize about these groups without stereotyping and oversimplifying. They are less individualistic and more relationship oriented than members of other cultures. Individuals are seen as the products of their relationships to nature and other people (Shon & Ja). Asian Americans are less verbal and expressive in their interactions and often rely on indirection and nonverbal communication, such as silence and avoidance of eye contact as signs of respect.

Confucian principles, which teach women to be obedient to their spouse's wishes and attentive to their needs and to be sexually loyal, play a part in maintaining exclusivity and holding down the divorce rate among traditional Chinese families (Ishii-Kuntz). In contrast, men are expected to be sexually experienced, and their engagement in nonmarital sex is frequently accepted.

For more than a century, Japanese Americans have maintained a significant presence in the United States. Japanese cultural values of loyalty and harmony are strongly

embedded in Confucianism and feudalism (loyalty to the ruler), yet Japanese lives are not strongly influenced by religion (Ishii-Kuntz). Like Chinese Americans born in the United States, Japanese Americans born in the United States base partner selection more on love and individual compatibility than on family concerns (Nakano).

As with other groups, the degree of acculturation may be the most important factor affecting sexual attitudes and behaviors of Asian Americans.

There are gaps concerning the sexuality of Asian Americans and other racial and ethnic groups, obviously, more empirical work is needed.

- Middle Eastern Americans

There is a scarcity of research on the sexuality of Middle Eastern Americans, especially as it concerns women who have migrated from this region (Rashidian). Other than in the context of heterosexual relationships, research is almost nonexistent in the areas of sexual expression and sexual orientation. Wide historical contexts—cultural and ideological—of gender and gender bias suggest that the patriarchal system in place helps to perpetuate some of the struggles that many Middle Eastern women face when they arrive here (Ebadi & Moaveni).

With increasing numbers of immigrants from other countries to the United States, it is important that American professionals be knowledgeable about the significance of culture and gender role in the immigrant community.

LEARNING OBJECTIVES

At the conclusion of Chapter 2, students should be able to:

1. Analyze the sex information/advice genre, its function as entertainment, and how to evaluate it in conjunction with statistical data.
2. List and describe critical thinking skills, including examples of value judgments and objectivity; opinions, biases, and stereotypes.
3. Define and distinguish between confusing attitudes and behaviors and egocentric and ethnocentric fallacies.
4. Discuss ethical and sampling issues in sex research.
5. Describe and give the advantages and disadvantages of clinical, survey, observational, and experimental methods of sex research.
6. Discuss and critique the contributions of the early sex researchers, including Richard von Krafft-Ebing, Sigmund Freud, and Havelock Ellis.
7. Discuss and critique the contributions of Alfred Kinsey in advancing sex research.
8. Discuss and critique the contributions of William Masters and Virginia Johnson to the field of sex research.
9. Analyze the findings of the five recent contemporary research studies.
10. Assess and critique the contributions of feminist and

- gay/lesbian/bisexual/transgendered scholars, including directions for future research.
11. Describe emerging research on African Americans, including socioeconomic status, stereotyping, subculture, and increasing numbers of unmarried adults.
 12. Describe emerging research on Latinos, including diversity of subgroups, stereotyping, and assimilation.
 13. Discuss emerging research on Asian and Pacific Islander Americans, with an emphasis on changing cultural traditions.
 14. Recognize and define the key terms listed below:

acculturation
anal stage
bias
biased samples
castration anxiety
clinical research
come out
control group
correlational studies
cultural equivalency perspective
dependent variables
egocentric fallacy
Electra complex
ethnic group
ethnicity
ethnocentric fallacy (ethnocentrism)
experimental research
fallacy
familismo
feminism
genital stage
independent variables
induction
informed consent
latency stage
machismo
neurosis
objectivity
observational research
Oedipal complex
opinion
oral stage
participant observation
pathological behavior
penis envy

phallic stage
plethysmographs
protection from harm
psychoanalysis
random sample
representative sample
repression
Rigiscan™
schema
scientific method
sex information/advice genre
sexual diary
social construction
socioeconomic status
stereotype
strain gauge
survey research
value judgment
variable

DISCUSSION QUESTIONS

Ethical Considerations in Sex Research. Discuss the ethical issues involved in sex research. Ethical guidelines were issued in 1993 by the Society for the Scientific Study of Sex (see “Society for the Scientific Study of Sex Statement of Ethical Guidelines,” *Journal of Sex Research*, 1993, 30[2], pp. 192–198).

Developing Critical Thinking Skills. Ask students to give examples of a value judgment and an objective statement concerning sexuality. Ask for examples of an opinion, a biased statement, and a stereotype regarding sexuality. Discuss how these can be identified in class or group discussions without discouraging individual participation.

Religion and the Study of Human Sexuality. Some students may have to deal with conflicts between their religious beliefs and what they learn about human sexuality. You may want to discuss the differences between religious beliefs and the objective study of human sexuality. The Reverend Sandra Dager, a campus minister, has written a sensitive essay that concerns such conflicts, to accompany this textbook. This essay, which is found in the resource materials for this chapter, can be copied and distributed to students. A particularly troubling issue for many religious individuals is the issue of homosexuality. You may wish to discuss the argument by some religious leaders that 9/11 was God’s punishment for America’s tolerance of homosexuality.

Sex Research Devalued. Why has sex research been devalued in both the academic and scientific community and in society as a whole?

Reading a Journal Article. Distribute the student handout “Reading a Journal Article,” and discuss the significance of journals in publishing scientific information.

Methodologies. Discuss the advantages/disadvantages of survey, clinical, observational, and experimental research. Note: It is useful to clarify at this point the following concepts: independent and dependent variables and how correlational studies differ from experimental research. The first is a relationship between variables and the second shows direct influence of one variable on another.

Changing Views on Masturbation. Discuss the changing views on masturbation as an element in treatment programs from Krafft-Ebing to Masters and Johnson to current views.

Changing Views of Female Sexuality. Discuss the changing views of female sexuality from Krafft-Ebing to Masters and Johnson. Contrast with feminist perspectives on sexuality.

Changing Views on Homosexuality. Discuss the changing views on homosexuality, including the work of Ulrichs, Kertbeny, Hirschfeld, Ellis, Kinsey, Hooker, and Foucault. Contrast with Krafft-Ebing and Freud.

Age/Ethnicity. As most social science research is done with white middle-class students, discuss the problems of generalizing such research to older men and women and to diverse ethnic groups.

Diversity among Ethnic Groups. Indicate the significance of socioeconomic status in studying diverse ethnic groups (as well as whites). Point out that Latinos consist of diverse subgroups (such as Mexican American, Puerto Rican, Cuban American, Guatemalan, and Salvadoran) that may have significantly different experiences and values from each other. Similarly, Asian Americans encompass numerous subgroups, including Japanese American, Chinese American, Korean American, Hmong, and Vietnamese. Among all groups, the degree of assimilation is important.

Limited Ethnic Research. Discuss why little research has been conducted with ethnic groups.

Feminist Scholarship. Discuss the validity of the main tenets of feminist research. These include: (1) gender is significant in all aspects of social life; (2) the female experience of sex has been devalued; (3) power is a critical element in male/female relationships; (4) traditional empirical research needs to be combined with qualitative research and interpretative studies; (5) ethnicity is important. The second and third propositions may generate considerable discussion.

Gay/Lesbian Research. Discuss why current gay/lesbian research has moved away from the “origins” of homosexuality. What are the methodological and political limits on conducting research on homosexuality?

ACTIVITIES

Developing a Survey Instrument. To give students a feel for developing survey instruments, have students develop a 10-item questionnaire on a specific sex research topic, such as attitudes toward masturbation or premarital sex. Each student should anonymously contribute three questions. Distribute the questions to small groups and have the members choose 10 questions for their group's instrument. In selecting questions, have members evaluate questions in terms of ambiguity, bias, and options in answering. In class, discuss problems in developing an accurate survey instrument.

Research Subjects. Following up on the survey instrument, ask students to discuss in class or groups how they would find research subjects, sampling problems, how the survey would be administered (telephone, face-to-face, mail), and advantages or disadvantages of different methods. Bring up the issue of ethnicity and sexual orientation in sampling.

Ethnic Stereotypes. Sexual stereotypes often interfere with knowledge about diverse ethnic groups. Because students are often unwilling to begin a discussion of ethnic stereotypes for fear of appearing prejudiced, pass out 3 x 5 cards and ask them to anonymously identify the various ethnic stereotypes regarding sexuality. Discuss the research available regarding the stereotypes and the function these stereotypes play in justifying discrimination.

Looking at Your Values. Complete "Looking at Your Values," a survey that students can complete in class and use as an activity to explore personal values and discuss gender differences. To do the latter, have students complete the survey anonymously (with only gender noted), collect it, and separate males' surveys from females' surveys. Redistribute them, giving males' surveys to males and females' surveys to females. Read the questions aloud and have students stand up when the response they are holding is read. Follow up with a discussion on gender differences. (Additional discussion can occur in an electronic discussion group, sponsored and run by the instructor.)

SEX AND POPULAR CULTURE

Daytime Talk Shows (worksheet). Ask students to watch a talk show on a sexual topic and to respond using the student worksheet.

Discussion: Ask students to describe recent talk shows that included a sex expert. What was the role of the expert on the show? What have students learned from talk shows?

Activity: Ask students to bring in clippings from "Dear Abby," "Annie's Mailbox," "Ask Beth," and other newspaper and magazine advice columnists. Distribute them to students in small groups. How prevalent are questions about sexuality and relationships? What biases, assumptions, and norms are being reinforced by the columnists' responses? How do the columnists utilize social science research?

Activity: Read several questions or letters sent to advice columnists to your class. Ask students to write their own "advice" column in response. Have students read some of their advice aloud

to the class. Ask for the basis of their advice.

Activity: Ask students to read a newspaper or magazine about a sexual topic. Then give them a list of relevant journals and ask them to find an article about the same topic. Ask students to compare the two articles in terms of goals, methodology, generalizations, references, and data.

HEALTH CONSIDERATIONS

Discussion: Havelock Ellis argued against 19th-century beliefs that masturbation had no ill health effects. Why has morally proscribed behavior—such as masturbation—often been seen to have dangerous health consequences? Today some continue to link morally proscribed behavior to negative health consequences, such as homosexuality and AIDS. From a public health point of view, what are the consequences of viewing health problems as moral problems?

Discussion: In designing research projects, what are special concerns for health care? For example, can conclusions based on data collected from males be applied to females? Similarly, can conclusions based on data collected from middle-class whites be applied to ethnic groups or to those from a different socioeconomic group?

Activity: In the activity “Developing a Survey Instrument,” have students select a health-related topic, such as safer sex practices or the relationship between alcohol use and sexual behavior.

GUEST SPEAKERS/PANELS

Researcher Speaker: If another faculty member or graduate student in anthropology, biology, health sciences, psychology, sociology, or women’s studies is involved in sex research or is knowledgeable about it, invite him or her to discuss differing approaches, questions, and research methods.

Researchers Role-Playing Panel: Ask students to role-play a panel discussion consisting of important sex researchers. The researchers they could portray might include Hirschfeld, Krafft-Ebing, Ellis, Freud, Kinsey, Hooker, Masters, and Johnson. Ask each to make a 3-minute statement of her/his most important research findings. The class can ask questions of the panel.

Religious Panel: Invite a panel of campus or community religious leaders to discuss the relationship between religious values and the scientific study of human sexuality. How does science affect religious thinking? What happens when religious beliefs and scientific conclusions clash? Subjects may include masturbation, premarital sex, gender roles, transsexuality, and homosexuality.

TAKING ACTION

Working with your professor and Student Health Center, conduct research to create a quick facts pamphlet about human sexuality that is supported by research. Be sure to also include a

myths section that has been “passed” as scientific. As a service to your peers at your campus pass these out in the student union or on the quad.

FILMS AND VIDEOS

“Changing Our Minds: The Story of Dr. Evelyn Hooker” (1991, 75 min., VHS, Frameline Distribution). A documentary about Dr. Evelyn Hooker, who spoke out against “treating” homosexuals in the 1950s. She conducted a scholarly study comparing the psychological profiles of gay and non-gay men, finding that there was no difference between them.

“G Marks the Spot” (2003, 57 min., VHS, Sexpositive Productions). “Goddess spot, Grafenberg spot, or plain G-Whiz—the G-spot is a marvelously sensitive area behind the pubic bone about two inches inside a woman’s vagina. In this top-notch video by Good Vibrations, Dr. Carol Queen delivers an in-depth tour of the G-spot and three sexy couples get it on to demonstrate a range of positions, techniques, and toys for G-spot stimulation and, for some women, ejaculation.”

“A Man’s Guide to Stronger Erections: Overcoming Erectile Difficulties” (1998, 60 min., Sinclair). From the Sinclair Institute’s “Better Sex Video Series,” this video describes and demonstrates diagnostic procedures and treatments for men with erectile difficulties.

“Sex and the Scientist” (1989, 86 min., VHS, Indiana University Audio Visual Center). Chronicles the life of Alfred Kinsey. Includes interviews with Clyde Martin, Wardell Pomeroy, and Paul Gebhard.

“Tongues Untied” (1991, 64 min., VHS, Frameline). “This is the acclaimed account of black gay life by Emmy Award-winning director Marlon Riggs. Using poetry, personal testimony, rap, and performance, Tongues Untied describes the homophobia and racism that confront black gay men. Riggs presents the rich flavor of the black gay male experience, from protest marches and smoky bars to the language of the ‘snap diva’ and Vogue dancer.”

STUDENT HANDOUT

SEXUALITY, SCIENCE, AND THE BIBLE: WHEN RELIGIOUS BELIEFS ARE CHALLENGED

Reverend Sandra Dager

Sandra Dager is an ordained minister in the Evangelical Lutheran Church and a campus minister at California Lutheran University. In this essay, Rev. Dager discusses some of the pressures and thought processes experienced by people whose religious beliefs about human sexuality are challenged by science and experience. Reprinted by permission of the author.

John came into my office, looked me straight in the eye, and said, “Do you think God made homosexuals?” I tried not to look surprised, but I *was* surprised. Not so much by the question but by the fact that it was John asking it. John believed the Bible was the literal word of God and the final authority in all matters. He believed that the Bible forbade long hair on men, drinking beer, smoking, swearing, women ministers, masturbation, premarital sex, and viewing R-rated movies. But over Christmas break, John questioned his understanding of the Bible. He had attended a conference on Christianity and sexuality. For the first time in his life, his beliefs

about sexuality had been challenged.

At the religion conference, he met men and women who were both gay *and* Christian. He found it very disturbing to learn that sex researchers and therapists thought that homosexuality was something that could not be “cured.” He was surprised further to discover that even he did not accept the Bible as literally as he had supposed. He did not consider himself ritually unclean, for example, if he touched his mother or sister during their menstrual periods, as the Bible states in the book of Leviticus (15:24–29). He didn’t follow the Bible’s teachings against lending money for interest nor believe that the earth was flat. John also shaved his sideburns and wore polyester/cotton shirts—things he would not have been doing if he had been following the Bible to the letter.

John left the conference confused. He felt overwhelmed by scientific information that was leading him to reconsider some of his religious beliefs, such as his beliefs about masturbation, homosexuality, sex-change operations, artificial insemination, and birth control. He feared that by questioning a single biblical sentence that he would question the entire Bible. And if he questioned the literal truth of the Bible, on what would he be able to base his faith?

It takes considerable thought and reflection for a person to come to a mature understanding of human sexuality. But if scientific knowledge conflicts with religious beliefs, the task can be even more difficult, as it was for John. How do people with deeply held religious beliefs come to terms with science and religion, especially in such a value-laden area as sexuality? What do *you* do when your attitudes and beliefs about sexuality, such as premarital sex or homosexuality, are challenged by scientific evidence? Or, vice versa, when scientific knowledge is challenged by religious belief?

There are many ways of dealing with conflicts between religious beliefs and science. One way of dealing with such differences is the “cafeteria approach.” In this approach we choose beliefs and facts much as we select food in a cafeteria: We pick only what suits our tastes and ignore the rest. Some of us believe, for example, that the Bible tells us everything there is to know about homosexuality, which we believe to be a “curable” sin. We are reluctant to study any scientific evidence that suggests otherwise. A key issue for us is the authority of the Bible. We do not believe that the word of God could contain any error or inconsistency.

A second method of resolving conflicts between science and religion might be called the “fortress approach.” Those of us using this approach never venture into the cafeteria. Instead, we build a fortress around our beliefs and guard them with care. We surround ourselves with people who believe as we do. We attend religious institutions that reinforce our homogeneity of belief. From within our secure walls, questions and ideas that conflict with our beliefs are treated as enemy invaders, which we fire upon as soon as they come into view. We rarely allow enemies or their ideas to get close enough for us to see the “whites of their eyes.” There is no chance of dialogue, no exchange of views, as long as our “enemies” can be kept at a safe distance.

Two problems may occur when we construct belief fortresses. The first is that we use a lot of energy constructing and maintaining our fortress—energy that usually has its origin in fear. The second is that we cut ourselves off from the life, thought, and inquiry that go on outside the fortress. In the end, we are often the ones who suffer the most. We end up being prisoners in our fortress, walled in by our fears.

But sometimes even fortresses are penetrated by an indisputable truth, as when Galileo, contrary to the church, argued that the earth revolved around the sun. (It was not until 1992,

however, that the church withdrew its condemnation against him.) Although it took centuries, we no longer believe, as did the early Christians, that sexuality itself was inherently sinful, even within marriage. It will be interesting to see what notions about human sexuality will become “indisputable facts” in the future. It will be even more interesting to see how those of us inside the fortress, who have disbelieved these facts, will respond.

Choosing beliefs cafeteria-style or building fortresses are not the only ways for us to deal with notions about human sexuality. A third way is to attempt to integrate religious beliefs and scientific knowledge. Of the three approaches, this is by far the most demanding. It requires that we examine our religious beliefs and the assumptions which preceded them with a high degree of openness and honesty even though the outcome of such an examination can never be predicted.

It takes considerable courage to reexamine religious beliefs. Scientific data may contradict or disprove certain beliefs, such as the belief that God created the earth in six 24-hour days rather than over a long period of time. What happens in view of such a contradiction? What implications does this have for a person’s faith in general? Such questions have the potential for leading us to a deeper understanding of our faith. It may help us separate core religious beliefs from peripheral ones; it can help us separate ignorance or prejudice from genuine religious beliefs.

When we undertake an integrated approach, we need to ask ourselves how well we understand the basic sources of our religious beliefs. If our primary authority is the Bible, we need to understand the social and historical context surrounding a given text. The Bible, for example, forbids women to braid their hair and instructs them to keep silent in church. What is the origin of these beliefs? Are they central or peripheral to our faith?

In today’s world, perhaps one of the most important issues facing religion is the Bible’s relationship to human sexuality. There are many different views of this relationship. What role should the Bible play in discussions about sexuality? For example, should prohibitions against contraception be reevaluated in the light of the world’s population today? And how should we interpret the Bible’s silence on such matters as sexual orientation (as opposed to sexual acts), artificial insemination, and pseudohermaphroditism? There are many views about the Bible’s relationship to human sexuality. Some are based on sound, faithful thinking whereas others are rooted in prejudice or ignorance. Each of us must seek answers to these complex questions with as much personal integrity and openness to the truth as we can muster.

CRITICAL THINKING (1) What role should the Bible play in discussions about sexuality? (2) What were the reasons for the Bible’s original prohibitions? Are they still relevant? (3) Is the Bible supplanted by science, or does it supplant science? (4) Can the two co-exist without either losing its authority? (5) What implications does science have for an individual’s faith? How do you respond when there is a conflict between science and faith?

FURTHER RESEARCH Ask students to develop a set of questions related to sexuality and morality. Then have students systematically interview or e-mail the questions to ministers from the same faith and denomination in their town. Encourage students to include a wide representation of ministers that come from large and small cities that represent diverse congregations. This will provide students with the opportunity to see how perspectives differ within the same faith system.

INTERNET LINKS AND ACTIVITIES

In addition to the following links, those listed in this chapter's "Suggested Websites" in the textbook may be useful.

Internet Links:

Centers for Disease Control and Prevention

<http://www.cdc.gov/>

An excellent site for information and research on several health-related topics, including sexual assault, sexually transmitted diseases, and the Youth Risk Behavior Survey.

"Go Ask Alice"

<http://www.goaskalice.com/>

This site is a well-researched and operated question-and-answer service dealing with sexual and health issues. It is directed by the Columbia University Health Education Program.

The Kinsey Institute for Research in Sex, Gender, and Reproduction

<http://www.kinseyinstitute.org/>

Founded in 1947, The Kinsey Institute for Research in Sex, Gender, and Reproduction is a private, not-for-profit corporation affiliated with Indiana University. The mission of The Kinsey Institute is to promote interdisciplinary research and scholarship in the fields of human sexuality, gender, and reproduction.

National Sexuality Resource Center

<http://cregs.sfsu.edu/>

Part of the Human Sexuality Studies Program at San Francisco State University: "Creating new dialogues between the public, researchers, and community advocates to strengthen informed responses to critical sexual and social issues."

NORC

<http://www.norc.org/>

NORC is a national organization for research at the University of Chicago. Although its national studies are its best known, NORC's projects—which include complex survey and other data collection strategies as well as sophisticated empirical analyses—range across local, regional, and international perspectives as well. NORC's project work is done in an interdisciplinary framework, with strong staff cooperation across substantive areas.

The Science of Sex: What Is it and Who's Doing It?

<http://classic.the-scientist.com/blog/print/56934/>

"If sexual activity is a prickly issue for discussion in society and our daily lives, it appears no less so as a research topic in some areas of the scientific and medical communities. The very definition of the word sex seems troublesomely elusive for many researchers when it comes to classifying their investigative efforts and obtaining the funding to support them." This article by

Neeraja Sankaran presents some ideas about doing research on sexuality.

The Society for the Scientific Study of Sexuality

<http://www.sexscience.org/>

This professional organization is dedicated to the advancement of knowledge about sexuality.

Internet Activities:

Discovering Human Sexuality in Cyberspace: Find a website (not one that has already been presented) that provides a good starting place for further investigation about studying human sexuality. You will want to focus your search on research issues that present themselves to people investigating human sexuality.

Then, answer the following questions:

1. What is the URL of the site?
2. What is the title of the site?
3. Who is the author?
4. If an organization sponsors the site, what organization is it?
5. What search engine did you use to find this site? Or what link did you follow to find this site?
6. What keywords did you use in your search engine?
7. What made you select this website to present?
8. Summarize the contents of this website.
9. What two things did you learn from this site that are different from or reinforce the lectures and/or the textbook?

Scientific Foundations: Select an area of research in human sexuality that interests you. Describe this area of interest. Search the World Wide Web for information on research being

done in this area. Summarize the existing research (try to find at least two studies), and then design your own research project. Include the research question or questions you would ask, whom you would want to study, how you would go about trying to answer your questions, any ethical considerations you might envision, and any possible roadblocks you might encounter.

Then, answer the following questions:

1. What is the URL of the site?
2. What is the title of the site?
3. Who is the author?
4. If an organization sponsors the site, what organization is it?
5. What search engine did you use to find this site? Or what link did you follow to find this site?
6. What keywords did you use in your search engine?
7. What made you select this website to present?
8. Summarize the contents of this website.
9. What two things did you learn from this site that are different from or reinforce the lectures and/or the textbook?

Perspectives: Research about human sexuality has a long and difficult history. Select one of the following sex researchers and find a website that presents information on their interests and the methods they used.

Richard von Krafft-Ebing
Sigmund Freud
Havelock Ellis
Alfred Kinsey
William Masters and Virginia Johnson
National Health and Social Life Survey

Describe the research in some detail. What methods were used? Who were the subjects? What research problems did this researcher have? If they attempted to overcome these problems, how did they do it? If you were to replicate their work, what would you do differently?

Then, answer the following questions:

1. What is the URL of the site?
2. What is the title of the site?
3. Who is the author?
4. If an organization sponsors the site, what organization is it?
5. What search engine did you use to find this site? Or what link did you follow to find this site?
6. What keywords did you use in your search engine?
7. What made you select this website to present?
8. Summarize the contents of this website.
9. What two things did you learn from this site that are different from or reinforce the lectures and/or the textbook?

Scavenger Hunt: New perspectives on human sexuality are being investigated from a number of perspectives and by a number of different people. Select one of the following perspectives or people and find a website that presents information on their interests and the methods they used.

Gender issues (feminist perspectives)	Karl Kertbeny
Ethnic diversity	Magnus Hirschfeld
Karl Ulrichs	Evelyn Hooker
Contemporary gay/lesbian/bisexual/transgender perspectives	Michel Foucault

Describe the research in some detail. What methods were used? Who were the subjects? What research problems did this researcher have? If they attempted to overcome these problems, how did they do it? If you were to replicate their work, what would you do differently?

Then, answer the following questions:

1. What is the URL of the site?
2. What is the title of the site?
3. Who is the author?
4. If an organization sponsors the site, what organization is it?
5. What search engine did you use to find this site? Or what link did you follow to find this site?
6. What keywords did you use in your search engine?
7. What made you select this website to present?
8. Summarize the contents of this website.
9. What two things did you learn from this site that are different from or reinforce the lectures and/or the textbook?

WORKSHEETS

OBSERVATION

Research Methods

To help you understand the kinds of research available, develop a chart of methods used to conduct sexual research and identify the advantages and disadvantages of each one.

1. Clinical research

2. Survey research
3. Observational research
4. Experimental research

What do you think would be the best type of research design for each of the following questions?

1. What is the average age of first intercourse for Americans?
2. How do most people become acquainted at bars?
3. What are the effects of alcohol on sexual response?
4. What are some of the factors that might cause someone to become an exhibitionist?

OBSERVATION

Exploring the Internet

Learning to access information on the Internet will help you to do research for this class and others. Choose a topic that you are interested in from the material covered in our textbook. Ask for help in your school computer lab if using the Internet is new to you. Use a search engine such as Google.com to help you find this information. Then answer the following questions:

1. How many “hits” or matches did you find for your subject? _____
If you receive too many, try to limit your topic to some aspect of it that interests you.
2. Look at three sites related to your topic and answer these questions:
 - A. Were the sites worthwhile to look at? _____
Why?
 - B. What did you find on most of the sites? (i.e., information, links to other sites, personal opinions, advertisements for related products, graphics, scholarly journals)
3. Choose one site from the three you looked at and answer these questions:
 - A. What is the URL of the site? (This usually starts with http:)

- B. What organization or person sponsors this site?
- C. Does this organization or person seem to have any biases on the subject?
- D. Does the site include information about when it was last updated? _____
If yes, when was this?
- E. Describe what is at this site (i.e., information, links to other sites, personal opinions, graphics, scholarly journals, advertisements for a related product)
- F. How would you rate the reliability of this resource?
- G. Would you use it as a resource if you were writing a paper on the subject?

OBSERVATION

The Sexy Side of Magazines

Go to a library or through your own or a friend's magazine rack and look at the lead or cover stories of popular magazines. Find one that deals with sex. Read the article and answer the following questions:

- What was the title of the article?
- Who wrote the article?
- Does the author have any credentials or background to write the article?
- What type of illustrations were used?
- If examples were used, how were they chosen, and did they represent a cross section of the population?
- Was a survey done in connection with the story? _____ If yes, does the article explain how the survey was done?
- Were experts quoted or interviewed for the article?
- Was other research cited? How reputable did it seem?
- Did the article make any sweeping claims?
- Was there a "tone" or attitude towards men or women? For example, did it seem to say that women should try to trick men to get what they want?

- Was the article advertised on the cover of the magazine? If yes, where was it located and how large was the lettering?
- If it was advertised on the cover, did it have the same title in the magazine?
- Did the article give the information the title suggested it would, and in the manner which it was presented on the magazine cover?
- Given the above, do you believe what was said? Why? Why not?
- Do you think the article was written to entertain or inform?
- How did this article contribute to the marketing of the magazine?

REFLECTION

Looking at Your Values

Take a few minutes to complete the following values survey. There are no right or wrong responses. Answer as honestly as you can; usually your first thought is most accurate. After you finish, read the note at the bottom of the page. A similar list exists at the end of the book. The purpose of the class is not to change your values and opinions, but to help you to reevaluate and fully embrace who you are and what you believe.

Today's date: _____ Male _____ Female _____

- SA CIRCLE IF YOU STRONGLY AGREE
 A CIRCLE IF YOU MODERATELY AGREE
 U CIRCLE IF YOU ARE UNDECIDED, OR HAVE NO OPINION
 D CIRCLE IF YOU MODERATELY DISAGREE
 SD CIRCLE IF YOU STRONGLY DISAGREE

STATEMENT	LEVEL OF AGREEMENT				
A. You should have sex only with someone you love.	SA	A	U	D	SD
B. Masturbation is a healthy, acceptable form of sexual behavior.	SA	A	U	D	SD
C. A woman should feel free to be as sexually assertive as a man.	SA	A	U	D	SD
D. Abortion should be available to any woman who desires to terminate a pregnancy.	SA	A	U	D	SD
E. Transvestites are psychologically dysfunctional.	SA	A	U	D	SD
F. Prostitution should be a crime.	SA	A	U	D	SD
G. Magazines like <i>Penthouse</i> and <i>Playboy</i> should be	SA	A	U	D	SD

available at liquor stores.					
H. If a 15-year-old female has consensual sex with a 20 year old male, he should be arrested.	SA	A	U	D	SD
I. Homosexuality is unnatural and immoral.	SA	A	U	D	SD
J. High school clinics should provide birth control.	SA	A	U	D	SD
K. Doctors should be tested for HIV, and patients notified of status.	SA	A	U	D	SD
L. Parents should be notified and give permission before their daughters can have an abortion.	SA	A	U	D	SD
M. All hospital patients should be tested for HIV, and doctors notified of status.	SA	A	U	D	SD
N. If a 15-year-old male has consensual sex with a 20-year-old female, she should be arrested.	SA	A	U	D	SD
O. Both homosexual men and lesbian women should be able to marry their partner.	SA	A	U	D	SD
P. Rape is often charged because women regret what they did.	SA	A	U	D	SD
Q. A boy who has not had sex by the time he is 17 is weird.	SA	A	U	D	SD

After you complete the survey, look over your answers and ask yourself these questions:

1. Were your answers for J and L the same? _____
2. Do you think the issue for these is the same? Why do you think that?
3. Look at H and N. Were your answers the same? _____ Why do you think that you feel that way?
4. Which items were you undecided on? _____ Why were these issues more challenging?

GENDER AND SEXUAL IDENTITY QUESTIONS

Honesty and Sexuality

Even though gender issues don't directly relate to research, being honest about ourselves may be difficult when we're asked about sexuality-related issues.

If a trusted person inquired about your sexuality would you:

- be perfectly honest?

- be willing to reveal all of your prior sexual experience?

- share your medical/sexual history?

- discuss your sexual fantasies?

- talk about your painful experiences?

The most difficult sexual topic for me to talk about honestly is ...

If I were asked to participate in research on sexuality, I would be willing to:
(Place an X after the ones you would be willing to do.)

- A. Fill out an anonymous questionnaire on my sexual attitudes and experiences.
- B. Have an interview with a researcher and be asked about my sexual attitudes and experiences.
- C. Watch a sexually explicit movie and complete a survey about my reactions .
- D. Be part of a laboratory experiment that used equipment to measure my biological sexual responses to a sexually explicit movie.