

SOLUTIONS MANUAL

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Books

SEXUALITY NOW

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JANEL L. CARROLL

Chapter 2

Understanding Human Sexuality: Theory and Research

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CHAPTER OUTLINE

I. THEORIES ABOUT SEXUALITY

A. The study of sexuality is multidisciplinary and includes psychologists, sexologists, biologists, theologians, physicians, sociologists, anthropologists, and philosophers.

B. A theory is a set of assumptions, principles, or methods that help a researcher understand the nature of the phenomenon being studied.

C. Psychological Theories

1. Psychoanalytic Theory, Sigmund Freud (1856-1939)

a. Personality Formation

1. Human behavior is motivated by instincts and drives.
2. One of the two powerful drives is the libido, which is the life or sexual motivation.
3. Thanatos is the other most powerful drive, which is the death or aggressiveness motivation.
4. The second division of the personality contains the id, ego, and superego.
 - id—the collection of unconscious urges and desires that continually seeks expression.
 - ego—the part of the personality that mediates between environmental demands (reality), conscience (superego), and instinctual needs (id).
 - superego—the social and parental standards an individual has internalized; the conscience.
5. Psychoanalysis—allows the individual to bring unconscious thoughts into consciousness to help resolve a patient's disorder.

b. Psychosexual Development

1. Freud believed that our basic personality is formed by events that happen to us in the first six years of life.
2. Libido energy is directed to a different erogenous zone during each stage of development.
3. The first stage is the oral stage where the mouth, lips, and tongue are the erogenous zone. A fixation (tying up of psychic energies at one stage, resulting in adult behaviors characteristic of that stage) leads to dependency or aggression.
4. The second stage is the anal stage where the focus is on the anus. Anal fixation may include traits such as stubbornness, orderliness, or cleanliness.
5. The third and most important stage is the phallic stage where the genitals become the erogenous zone.
 - Oedipus complex—a male child's incestuous sexual attraction for his mother and the consequent conflicts.
 - Electra complex—the incestuous desire of the daughter for sexual relations with the father.
6. The final stage of psychosexual development, the genital stage, begins at puberty. The focus becomes the genitals and the ability to engage in adult sexual behaviors is developed.

c. Freud's theories were viewed as controversial in Victorian Vienna.

1. Children were sexual from birth.
2. Children lusted for the other-sex parent.
3. Modern psychologists claim his theories are unscientific and untestable.

4. Unflattering views of women
2. Behavioral Theory
 - a. Behaviorists believe that it is necessary to observe and measure behavior in order to understand it.
 - b. Radical behaviorists such as B.F. Skinner endorse operant conditioning, where we learn behaviors through reinforcement and punishment.
 - c. Behavior modification—therapy based on operant conditioning and classical conditioning principles, used to change behaviors.
 - d. Aversion therapy—technique that reduces the frequency of a maladaptive behavior by associating it with real or imagined aversive stimuli during a conditioning procedure.
3. Social Learning Theory
 - a. Albert Bandura argued that external events, such as rewards and punishments, influence behavior, but so do internal events, such as feelings, thoughts, and beliefs.
 - b. Imitation and identification are important in the development of sexuality, as illustrated by the example of learning gender identity.
4. Cognitive Theory
 - a. Thoughts and perceptions are responsible for behaviors.
 - b. The biggest sexual organ is between the ears.
5. Humanistic Theory (or person centered)
 - a. Humans all strive to develop to the best of their abilities and to become self-actualized.
 - b. Self actualization—the fulfillment of an individual’s personalities; the actualization of aptitudes, talents.
 - c. Becoming self-actualized is easier when children are raised with unconditional positive regard—accepting others unconditionally, without restrictions on their behaviors or thoughts.
 - d. Conditional love—accepting others conditionally, placing restrictions on their behaviors or thoughts.
- D. Biological Theory

The biological theory of human sexuality emphasizes that sexual behavior is primarily a biological process controlled physiologically through inborn, genetic patterns.
- E. Evolutionary Theory
 1. Evolutionary theory incorporates both evolution and sociology to understand sexual behavior.
 2. Sexuality exists for the purpose of reproducing the species and successfully passing on one’s genes.
 - a. physical attraction
 - b. discrepancies between women and men in sexual desires and behaviors
 - c. criticism: evolutionary theorists tend to ignore the influence of both prior learning and societal influences on sexuality.
- F. Sociological Theories
 1. Sociologists examine how society influences sexual behavior through social norms and regulations.
 2. Many institutions influence the rules a society holds about sexual expression.
 - a. family
 - b. religion
 - c. economy

- d. medicine
- e. law
- f. media
- G. Feminist Theory
 1. Many feminist researchers attempt to redefine sexology, which has been constructed from a white, middle class, heterosexist, medical, and biological viewpoint.
 2. Construction of sexuality is based on power leading to sexual gender inequality.
 3. Support for collaborative or group research is often from a qualitative research perspective.
- H. Queer Theory
 1. Developed in 1990s from lesbian and gay studies.
 2. Support for a restructuring of sexuality away from heterosexism and homophobia and toward a deconstruction of categories of sex, gender, and desire.

II. SEXUALITY RESEARCH: PHILOSOPHERS, PHYSICIANS, AND SEXOLOGISTS

Hippocrates, Aristotle, and Plato—forefathers of sex researchers. They were the first to elaborate theories regarding sexual responses and dysfunctions, sex legislation, reproduction, contraception, and sexual ethics.

- A. Early Sex Research
 1. 19th Century - Sex research began to focus on the different, dangerous, and unhealthy aspects of sexuality.
 2. Victorian attitudes lead to stigma around conducting sex research.
 3. Physicians were primary sexuality researchers.
 4. Jewish Europeans conducted most of the early sexuality research connecting anti-sex views with anti-Semitism.
 5. Sexuality research arrived in the United States.
 6. Research took off in the 1920s as a response to the hygiene movement. Sexuality was viewed as a threat to children and society.
 7. Funding was difficult for sexuality researchers to secure.
- B. Recent Studies On Sexuality
 1. 20th Century - “Problem-driven” research
 - a. has lead to a focus on social concerns such as adolescent sexuality and HIV/AIDS
 - b. less attention paid to healthy or “typical” sexuality such as love and relationships
 2. Much vocal opposition to sexuality research due to fears that research will cause individuals to act out sexually.
 3. Sexuality research is multidisciplinary, which can be problematic due to decreased communication.
 4. Sexologists are researchers, educators, and clinicians who specialize in sexuality and often work to prove themselves as legitimate scientists.
 5. Many university programs in sexuality exist with the possibility that they will come together in the future as a separate discipline of sexual science.
- C. Politics and Sex Research
 1. Fear of promoting immorality threatened Kinsey’s work.
 2. Changing roles of women, development of birth control pills, and Kinsey’s work led to less acceptance of the sexual double standard.

III. SEXUALITY RESEARCHERS

- A. Iwan Bloch (1872-1922)

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1. Berlin dermatologist who believed that historical and anthropological research could help broaden sexuality research.
 2. Helped to form a medical society for sexology research in Berlin
 3. Published the *Journal of Sexology*
- B. Albert Moll (1862-1939)
1. Conservative man who countered the research of Freud and Hirschfeld
 2. Formed the International Society for Sex Research
- C. Magnus Hirschfeld (1868-1935)
1. His work with patients convinced him that negative attitudes toward homosexuals were inhumane, which inspired his dedication to the field of sexual problems.
 2. Became an expert on homosexuality and other sexual variations
 3. Opened the first Institute for Sexology, which contained libraries, laboratories, and lecture halls
 4. His research was destroyed during WWII by the Nazis.
- D. Richard von Krafft-Ebing (1840-1902)
1. One of the most significant medical writers on sexology in the late 19th century
 2. Focused on “deviant” sexual behavior, writing a book, *Psychopathia Sexualis*, which focused on individuals who experienced what he considered sexual pathology.
- E. Havelock Ellis (1859-1939)
1. English citizen who grew up in Victorian society
 2. Published famous six-volume *Studies in the Psychology of Sex*
 3. Established himself as an objective and nonjudgmental researcher
- F. Clelia Mosher (1863-1940)
1. First researcher to ask Americans about their sexual behaviors
 2. Her interest in helping married women have more satisfying sex lives led her to interview upper-middle class women about whether they enjoyed sexual intercourse.
 3. Her results, suggesting these women viewed intercourse as both for sexual pleasure and procreation, were never published.
- G. Katharine Bement Davis (1861-1935)
1. Appointed superintendent of a prison and became interested in prostitution and sexually transmitted infections.
 2. She believed that lesbianism was not pathological.
 3. Her ideas that women might have sexual appetites equal to men’s led male researchers to try to strengthen the family unit.
- H. Alfred Kinsey (1894-1956)
1. Most influential sex researcher of the 20th century
 2. Persevered continually despite controversy and stigma
 3. Kinsey’s early work was atheoretical due to what he thought was the lack of previous knowledge on which to base theories.
 4. Large-scale study of sexual life histories of 18,000 people through in-depth interviews
 5. Concern about interviewer bias led Kinsey to assure that only four people conducted all the interviews.
 6. Rather than using probability sampling, he used what he called 100% sampling by interviewing everyone located in various groups and organizations.
 7. Institute for Sex Research
 - a. Established in 1947 by Kinsey and his associates at Indiana University.
 - b. Kinsey published two bestsellers that helped to break down the myths and confusion surrounding sexuality.

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- *The Sexual Behavior of the Human Male*, 1948.
- *The Sexual Behavior of the Human Female*, 1953.
- He continued to face controversy that led to the termination of several research grants.

I. Morton Hunt

1. In 1974 he published *Sexual Behavior in the 1970s*, commissioned by the Playboy Foundation.
2. Criticized due to low response rate of 20% and the random selection done by telephone
3. Not generalizable due to volunteer bias and telephone sample

J. William Masters and Virginia Johnson

1. The gynecologist and psychology researcher were the first modern scientists to observe and measure the act of sexual intercourse in the laboratory, beginning in 1954.
2. Dual sex-therapy team primarily interested in the anatomy and physiology of the sexual response.
3. First study: *Human Sexual Response*, 1966.
4. Began to recruit volunteers for financial reasons, personal reasons, and for the release of sexual tension.
5. They didn't recruit a random sample because they felt that they were studying behaviors that happened to most people.
6. Instruments measured heart and muscle changes, including penile strain gauges and photoplethysmographs which measured penile erection and vaginal lubrication.
7. 1970: *Human Sexual Inadequacy* discussed sexual dysfunction.
8. Overall research findings:
 - a. Multiple orgasms in women
 - b. Dual sexual dysfunction in couples
 - c. Refuted Freud's theory of separate female orgasms, instead finding that all women need direct or indirect clitoral stimulation in order to have an orgasm.

K. Research Studies on Homosexuality

1. Much research exists but few wide-scale studies.
2. Evelyn Hooker
 - a. Studied male homosexuality in the 1950s
 - b. Demonstrated that there was little fundamental psychological difference between gay and straight men.
 - c. Research challenged the view that homosexuality was a mental illness.
3. Alan Bell and Martin Weinberg
 - a. Published *Homosexualities*, 1978.
 - b. Compared 5000 homosexual adults with 5000 heterosexual adults.
 - c. Findings refuted stereotypes: Gay men and lesbians do not push unwanted sexual advances onto people, they do not seduce children, and their intimate relationships were similar to heterosexual individuals.

L. Other Sexuality Studies

1. The Janus Report on Sexual Behavior
 - a. Published in 1993 by Samuel and Cynthia Janus.
 - b. 3,000 questionnaires examined regional differences.
 - c. Criticisms included no random selection and the overestimation of sexual behaviors.
 - d. Findings:
 1. Americans in their sixties and seventies are experiencing greatly heightened levels of sexual activity.

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2. Married couples reported the highest level of sexual activity and satisfaction.
 3. Three out of five married people said their sex lives improved after marriage.
 4. Areas in which people live influence overall sexual attitudes and behaviors: people who are ultra-conservative are more likely to be involved in frequent or ongoing extramarital affairs than are those who are ultra-liberal.
 5. Men and women are both initiating sexual activity.
2. The National Health and Social Life Study, 1987
- a. Due to HIV/AIDS crisis, the U.S. Department of Health and Human Services called for large study of American adults.
 - b. After securing funding and plans to interview 20,000 people, funding was withdrawn in 1991 due to conservative politicians.
 - c. Private funding was secured, and the sample size reduced to 4,369 with a 79% response rate.
 - d. NHLS was the most comprehensive study of sexual attitudes and behaviors since the Kinsey Report with much better sampling procedures.
 - e. Results suggested that Americans were more sexually conservative than previously thought.
 1. The median number of sexual partners since the age of 18 was six for men and two for women.
 2. 75% of married men and 80% of married women do not engage in extramarital sexuality.
 3. 75% of men claimed to have consistent orgasms with their partners, while 29% of women did.
 4. More than one in five women said they had been forced by a man to do something sexual.
- M. Age-Specific Studies: Teens and Seniors
1. Teens
 - a. 1970s classic study by Melvin Zelnik and John Kanter examined the sexual and contraceptive behavior of 15-19 year-old females.
 - b. 1973: Robert Sorensen: Adolescent Sexuality in Contemporary America
 1. Examined frequency of masturbation, sexual activity, and homosexual behavior.
 2. Concerns with reliability due to many parents not permitting teenagers to participate.
 - c. 1994: National Longitudinal Study of Adolescent Health completed by the National Institute of Child Health and Human Development
 1. Adolescents (grades 7-12) surveyed through interviews and questionnaires.
 2. Four areas: emotional health, sexuality, violence, and substance use.
 - d. 1988-1995: longitudinal study on adolescent males, National Survey of Adolescent Males (NSAM)
 1. Face-to-face interviews with 6,500 adolescent males.
 2. Areas covered included sexual contraceptive histories, attitudes about sexuality, contraception, and fatherhood.
 3. Findings showed that a significant number of adolescent males engage in sexual activities beyond vaginal intercourse.

2. Seniors
 - a. 1981: Vernard Starr and Marcella Weiner explored the sexuality of 800 adults who were between the ages of 60 and 91 years
 1. Questionnaire and low response rate may have over-represented seniors interested in sex.
 2. 50 open-ended questions about sexual experience, changes in sexuality that have occurred with age, sexual satisfaction, sex and widowhood, sexual interest, masturbation, orgasm, sex likes and dislikes, and intimacy.
 3. Results showed that older adults continued to view sexuality as important as they aged.
 - b. 1983: Edward Brecher: *Love, Sex and Aging*
 1. Survey included questions on attitudes about sex, behaviors, and sexual concerns.
 2. Results suggested that older adults were indeed sexual although society considered them nonsexual.
 - c. Current research on older adults supports previous research in that older adults are interested in sexuality, with a survey of adults over the age of 60 expressing that over half of them were sexually active.

IV. SEX RESEARCH METHODS AND CONSIDERATIONS

A. Definitions

1. Validity: whether or not a test or question measures what it is designed to measure.
2. Reliability: the consistency of the measure with repeated testing of the same group.

B. Case Study: exploring individual cases to formulate general hypotheses

1. Freud was known for this methodology.
2. Lack of generalizability.

C. Questionnaires vs. Interviews

1. Questionnaire or survey research is generally used to identify the attitudes, knowledge, or behavior of large samples.
2. Alfred Kinsey was known for this research methodology.
3. Interviews allow the researcher to establish a rapport with each subject and emphasize the importance of honesty in their study.
4. Interviews can be more time-consuming and expensive than questionnaires.
5. Questionnaires can provide more honesty due to the anonymity of a questionnaire.

D. Direct Observation

1. Masters and Johnson used this type of methodology.
2. People were invited to engage in sexual activity in a laboratory while physiological changes were monitored.
3. Challenges include the difficulty of finding subjects, cost, and generalizability due to lack of a random sample.
4. The limitations include the lack of information on feelings, attitudes, or personal history.

E. Participant-Observation

1. This method involves researchers going into an environment and monitoring what is happening naturally.
2. Limitations include a lack of generalizability and access to private settings.

F. Experimental methods

1. This is the only method that allows researchers to isolate cause and effect.

2. Requires random assignment, where subjects are assigned to groups with each subject having an equal chance of being assigned to each group.
3. The independent variable is manipulated by the researcher and applied to the subject to determine the effect on the dependent variable.
4. Limitations:
 - a. Often expensive and time-consuming.
 - b. May not replicate real-world situations.
 - c. Especially in some sexuality situations, may be unethical or impossible to replicate in the laboratory.

G. Correlations

1. Often used when it's not possible to conduct an experiment.
2. Example: study a given population to see if there is any correlation between past sexual abuse and later difficulties with intimate relationships.
3. The major limitation is that it doesn't provide any information about cause.

V. PROBLEMS AND ISSUES IN SEX RESEARCH

A. Ethical Issues

1. Prior to a person's participation in a study of sexuality, it is necessary to obtain informed consent, which means that the person knows what to expect from the questions and procedures, how the information will be used, and how confidentiality will be assured.
2. The importance of keeping all information and materials gathered during a research study reflects the concept of confidentiality.

B. Volunteer Bias

1. College student volunteers for sexuality research were found to be more sexually liberal, more sexually experienced, more interested in sexual variety, more likely to have had sexual intercourse and performed oral sex, and report less traditional attitudes than non-volunteers.
2. Difficult to generalize.

C. Sampling Problems

1. Samples of convenience are typically college age samples that are convenient for researchers who work at universities.
2. Difficult to generalize.

D. Reliability

1. Difficult to determine reliability with such a sensitive subject as sexuality.
2. Studies designed specifically for determining reliability of sexuality research.
3. Reporting of behavior may be affected by time and location.

VI. SEXUALITY RESEARCH ACROSS CULTURES

- A. Societies' values and cultural influence on sexuality has been one of the topics sexuality researchers have studied the most.
- B. Human Sexual Behavior, 1971: Donald Marshall and Robert Suggs' classic anthropological study examined how sexuality was expressed in several different cultures.
- C. 1991 & 1992: Largest study done in France in 20 years examined the sexual practices of over 20,000 people between the ages of 18 and 69.
 1. Telephone interviews with a response rate of 76.5%.
 2. Many teenagers do not use condoms during sexual intercourse because they are too expensive.
 3. Rates of extramarital sexual behavior are decreasing.

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4. The average French heterosexual engages in sex approximately two times per week.
- D. 2001, results from ACSF and NHLS found
 1. The French formed monogamous sexual partnerships earlier and stayed in them longer than Americans.
 2. French also had fewer sexual partners over their lifetime with higher frequencies of sexual behavior.
- E. 2007 Durex conducted a web survey of 26,000.

VII. SEX RESEARCH IN THE FUTURE: BEYOND PROBLEM-DRIVEN RESEARCH

- A. Several nationwide sexuality studies have been cancelled in recent years due to pressure from conservative politicians.
- B. All studies must be peer-reviewed by the Institutional Review Board
- C. Goal toward understanding emotional and relational aspects of human sexuality rather than overly “problem-focused”.

OPPOSING VIEWPOINTS RESOURCE CENTER ACTIVITIES

The following activities are based on two readings from the Opposing Viewpoints Resource Center:

- a. “Sex Therapy and Research.” *Bioethics for Students: Issues in Medicine, Animal Rights, and the Environment*. Document number: X3012003017
- b. “No sex, please, we’re ignorant: a new Kinsey report gives Americans a low mark,” by Barbara Dolan. Document number: A9391241

Group Activity

Pre-Activity Homework Assignment:

Have students read the articles, answer the following questions, and bring their answers to class in preparation for the in-class activity.

1. From the article “Sex Therapy and Sex Research,” what are some of the ethical issues involved in sex research? List some research issues and new questions that are evolving in the field of sexology.
2. From the article “No sex, please,” list some of the evidence that Americans still remain ignorant about sex, despite our advances in sex research.

In-Class Activity:

Supplies needed: large unlined butcher paper and markers

Time: 45-60 minutes

Break students into groups of 4-6. Tell students they are a research team that has just been awarded a grant to study important questions in the field of human sexuality. What is their question? What method will they use to conduct their research (survey, face-to-face interviews?) Ask students to design a research study on a topic of their choice, being sure to take into account such factors as ethical issues, volunteer bias, and reliability.

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Have students write their research question and outline their study design on the butcher paper. After sufficient time (45 minutes or so) have students share their research projects in front of the class. The class can vote on the best-designed research project, if desired.

Individual Student Activity

Have students read the articles, answer the following questions in a 2-3 page critical thinking essay.

From the article “No sex, please,” list some of the evidence that Americans still remain ignorant about sex, despite our advances in sex research. Name a few of the myths that a majority of Americans still believe to be true. How can we, as a society, help to combat this ignorance?

From the article “Sex Therapy and Sex Research,” what are some of the ethical issues involved in sex research? List some research issues and new questions that are evolving in the field of sexology. In your opinion, are there any issues or topics in sex research that you believe *should not* be studied (because they are too controversial, or too problematic to study?) What issues (if any) do you believe should not be studied, and why?

FILM AND VIDEO SUGGESTIONS

CengageNOW Human Sexuality Video Clips Available on the Multimedia Manager Instructor's Resource CD-ROM and/or the Human Sexuality Video DVD:

- American Sex Lives: 2004 Survey
- Studying Sexual Response

Documentaries:

Albert Bandura (24 min.) “Albert Bandura compares his approach to the study of personality with other approaches.” 1988.

[Insight Media](#)

Alfred Kinsey: Social Science in America's Bedroom (16 min.) Kinsey's work had important ramifications. 2000.

[Films for the Humanities and Sciences](#)

Bandura's Social Cognitive Theory: An Introduction (30 min.) “Using archival materials, newly shot visuals, and Bandura's own narration, this video explores Bandura's innovative methods from his early Bobo doll experiments through his work with phobias and his more recent work on self-efficacy.” 2003.

[Insight Media](#)

The Bigger Picture: Distributions, Variation, and Experiments (12 min.) This video introduces students to distributions, variation, and experiments. 2000.

[Insight Media](#)

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Carl Rogers and the Person-Centered Approach (65 min.) “This video provides an overview of Carl Rogers’ life and work and traces the development of the client-centered or person-centered approach to counseling, psychotherapy, education, group work, and human relationships.” 1992.
[Insight Media](#)

Classical and Operant Conditioning (55 min.) “This program examines the nature of behaviorism and describes how the theory is applied in clinical and educational settings.” 1996.
[Films for the Humanities and Sciences](#)

Ethics and Scientific Research (30 min.) “This video addresses ethical issues of scientific research, focusing on scientific misconduct and its control.” 1992.
[Insight Media](#)

Experimental Design (2 volumes, 30 min. each) “This program distinguishes between observational studies and experiments, teaching basic principles of experimental design.” 1989.
[Insight Media](#)

American Experience: Kinsey (90 min.) What role did Kinsey play in shaping the 20th century?
[PBS Home Video](#)

How Numbers Lie: Media Truth or Fiction (23 min.) “This program teaches viewers how to think critically and analyze statistics disguised as facts.” 1997.
[Insight Media](#)

Motivation (30 min.) “This program offers an in-depth exploration of the biological and social theories of motivation. Albert Bandura discusses his research on self-efficacy.” 2001.
[Insight Media](#)

Older Voices: Interviewing Older Adults (46 min.) This video “considers how to introduce oneself and one’s study and how to enlist cooperation from respondents.” 1996.
[Insight Media](#)

Research Methods for the Social Sciences (33 min.) “This program examines types of experimental design, describing when they would be most appropriate.” 1995.
[Insight Media](#)

Qualitative Research: Methods in the Social Sciences (20 min.) This DVD introduces qualitative research and considers problems of validity in the process, protocols, and analysis of qualitative research. It examines forms of qualitative textual analysis and looks at the primary methods of qualitative research used throughout the social sciences. 2006.
[Insight Media](#)

Quantitative Research: Methods in the Social Sciences (20 min.) This DVD defines control and experimental groups; addresses dependent and independent variables; and discusses clinical, correlational, and field research methods. It details the steps of the scientific method, explains how to gather and interpret data, and discusses ethical issues. 2006.
[Insight Media](#)

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Secrets of the Sexes (51min.) This program shows that brain chemistry doesn't fit neatly into male and female categories. Five men and five women are put through scientific experiments, exploring major sex-related brain functions - including emotional recognition, empathy, competition, communication, and basic cognition. 2005

Films For the Humanities and Sciences

Sigmund Freud (60 min.) "This video examines the life and work of Sigmund Freud, from his boyhood to his medical training to the development of his theories." 1995.

Insight Media

The Social Construction of Morality (50 min.) "Developmental and clinical psychologist James Meredith Day discusses his research on language and morality." 2000.

Insight Media

Sociological Perspectives (30 min.) Explaining the central ideas behind three major sociological perspectives (conflict, functionalism, and interactionism), this DVD shows how each perspective helps sociologists interpret events. The program also considers the tools and methods of sociology. 2002.

Insight Media

Understanding Psychology: Perspectives on Psychology (30 min.) The biological, psychodynamic, and behavioral perspectives are presented. 2001.

Insight Media

Understanding Sociology: Making Sense of Sociological Theory (60 min.) This video "looks at societies as organic structures, economic structures, and as agents of social action." 1997.

Insight Media

Why Sociology? (30 min.) "Featuring interviews with a diverse group of sociologists, this video examines and describes the development of sociology as a discipline." 2002.

Insight Media

Film/DVD:

Kinsey: Let's Talk About Sex (118 min.). Fox Searchlight pictures presents a depiction of the life of Alfred Kinsey (played by Liam Neeson). This drama examines the perspective of a society in which sex was hidden, knowledge was dangerous, and talking about it was the ultimate taboo. Rated R. 2005.

TEACHING TIPS

Although students generally will not find the chapter on sexuality theory and research to be one of their favorites, it's very important as a foundation for the course. In order to comprehend the many studies presented in this text, a student first needs to understand how information about

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human sexuality is gathered. What types of research methodologies are used? What are the advantages and disadvantages of each? Is the study of sexuality scientific? Are there biases in this research, such as using volunteers? For many students, these are new questions that will enhance both their appreciation of the difficulties of sexuality research, and their critical eye when they encounter such studies throughout the course and in the future.

It seems “sexuality” studies are published everywhere from *Cosmopolitan* magazine to *Playboy*. How can students critically evaluate these studies, rather than automatically accepting the findings and conclusions? Distinguishing between fact and opinion is very important in the field of sexuality research.

Once the students spend some time on research design and inherent problems in sexuality research, they are able to critically evaluate and understand what the study of sexuality is all about. Understanding research is the beginning of understanding the field of sexuality. Having said this, however, it is still a challenge to motivate students to want to learn about research. Classroom activities may be very helpful in this endeavor.

POSSIBLE PITFALLS: You may want to adjust the amount of scientific detail you present, based on the research sophistication of your students. In the first class I taught, I assumed the students had an Introductory Psychology course. When I was halfway through this lecture they asked, “What is a random sample?” and “What is a hypothesis?” Knowing the research sophistication of your students prior to beginning this section helps you to tailor your lectures to your students’ needs.

Below are several items to help in the teaching of this material, including online discussion questions, annotated web links, chapter *REAL Research*, and *What Do You Want To Know?* questions to aid in discussion and lecture materials, and suggested activities.

ONLINE DISCUSSION TOPICS

1. Why are you interested in the men and/or women you choose as partners? Explain using each of the theories presented in this chapter, including psychoanalytic, behavioral, social learning, cognitive, humanistic, biological, sociological, and evolutionary.
2. If you could design one research study on human sexuality, what topic would you want to research? Who would your sample include? Where would you get your sample? What research methodology would you use? Explain.
3. What evidence do you see today of cultural or political support or resistance to sex research?

ANNOTATED WEB LINKS

Find links to these web sites at: www.cengage.com/psychology/carroll

American Association of Sex Educators, Counselors, and Therapists (AASECT)

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AASECT is devoted to the promotion of sexual health through the development and advancement of the fields of sex therapy, counseling and education.

Electronic Journal of Human Sexuality

This website disseminates knowledge to the international community and includes peer reviewed research articles and dissertations on sexuality.

Sexuality Information and Education Council of the United States (SIECUS)

SIECUS is a national, private, nonprofit advocacy organization that promotes comprehensive sexuality education and HIV/AIDS prevention education in the schools.

Society for the Scientific Study of Sexuality (SSSS)

SSSS is an interdisciplinary, international organization for sexuality researchers, clinicians, educators, and other professionals in related fields.

ADDITIONAL REAL Research MATERIAL

Below are all of the *REAL Research* that appear in this chapter and some suggestions for related activities.

[Page 32] REAL Research: Economic and legal changes in the United States (such as increased legal protections, work-related benefits, and social acceptance) have made it more acceptable for American adults, especially women, to select a sex partner of the same sex (Butler, 2005).

LECTURE: An interesting lecture would be on how the medical establishment has viewed sexuality and various sexual practices. For many years physicians taught that masturbation was a disease that could lead to physical and mental illnesses. These opinions influenced society's opinions about masturbation. Other behaviors, such as anal sex, extramarital sex, and homosexuality were also thought to lead to physical illness. When homosexuality was taken out of the Diagnostic and Statistical Manual (DSM) in 1973, for many, gays were no longer viewed as "sick" or "perverted."

[Page 35] REAL Research: Sexual minority youth, particularly boys, report greater levels of school-related problems than their heterosexual peers, which can lead to difficulties in future educational endeavors (Pearson et al., 2007). Although sexual minority girls and boys experience similar levels of emotional distress and problems with social integration, girls tend to internalize distress whereas boys are more likely to externalize it, leading to more school-related problems.

[Page 36] REAL Research: Queer theory has led to more cross-cultural scholarship in sexuality research with researchers examining heterosexism, homophobia, gender, queer, and transgender issues throughout the world (Arondekar, 2007). As a result, sexuality research has become more anthropological and global.

[Page 45] REAL Research: Studies in evolutionary psychology have found that heterosexual men prefer partners who are younger than themselves to ensure reproductive success. Gay men, on the other hand, have significantly wider age preferences which researchers attributed to the fact that gay men choose partners for reasons other than procreation (Gobrogge et al., 2007).

[Page 46] REAL Research: The National Health and Social Life Study found that 93% of those who were married in the last 10 years chose marriage partners of the same race or ethnicity (Mahay et al., 2001).

[Page 47] REAL Research: A study comparing college student attitudes about sexual morality from 1940 to 2005 found that students have become more accepting of sex before marriage but less accepting of extramarital affairs (Lance, 2007).

ACTIVITY: The use of personal response systems (clickers) are becoming more popular on college campus classrooms. The TV remote like control units work using infrared or radio frequency technology to transmit and record student responses to questions. If your location has this technology - using them to conduct live time surveys in the classroom would be perfect for this chapter.

[Page 48] REAL Research: Ed Brecher, an expert on elderly sexuality, and Sally Binford, his close personal friend, together made a sexually explicit movie about elderly sexuality entitled “A Ripple In Time.” In 1989, after a diagnosis of colon cancer Brecher took his own life. In 1993, Binford died in a similar fashion and wrote in her suicide note that she didn’t want to die old (Bright, 2005).

ACTIVITY: Have students interview grandparents, great grandparents or a senior relative or friend about how the culture views sexuality for senior citizens. Have them find out how sexuality may change as someone ages and how the culture treats sexuality now compared to earlier decades.

[Page 56] REAL Research: Sex surveys in magazines, such as *Cosmopolitan*, create new dangers for sex researchers in that they tell readers things that they want to hear. Selected voices that are used in these “analyses” promote of sexual joy and passion above all else (Eriksen, 1999).

ACTIVITY: Students are well aware of the sexuality “quizzes” that appears in popular magazines. Check *Cosmopolitan*, *New Woman*, *Playboy*, *Playgirl*, *Details*, *Women’s Day*, or other magazines and copy the questionnaires for your students. Discuss measurement issues and the value of conclusions that are reached using it. You might also present columns from sexuality advice columnists and how they present research findings.

ADDITIONAL WHAT DO YOU WANT TO KNOW? MATERIAL

Below are all the questions that appear in this chapter and some suggestions for related activities.

[Page 30] WHAT DO YOU WANT TO KNOW? *When scientists come up with new theories, how do they know they are true?*

They don’t. Theories begin as ideas to explain observed phenomena, but must undergo testing and evaluation. Many early theories of sexuality were developed out of work with patients, such as the work by Sigmund Freud, whereas others base their theories on behaviors they observe, or the results of experiments they conduct. However, researchers never really know whether their

theory is true. Some scientists become so biased by their own theory that they have trouble seeing explanations other than their own for certain behaviors. This is why scientific findings or ideas should always be tested and confirmed by other scientists.

ACTIVITY: Have students view the movie *Kinsey: Let's Talk About Sex* (2005). In the movie, Kinsey (played by Liam Neeson) instructs his research assistants in the art of putting subjects at ease. Have students discuss what methods they think would work when using questionnaires and interview techniques. How would they try to overcome reluctance when asking parents about their sex life; gays about sexual practices; transgendered people about relationships; elderly persons about sexually transmitted diseases; victims of date rape about their experiences; and so on.

[Page 33] WHAT DO YOU WANT TO KNOW? *How can the biological theory explain sexual behavior?*

A person who adopts a biological theory of sexuality would explain differences in sexuality as resulting from brain anatomy, hormones, neurochemicals or other physical explanations. For example, if a female college student had trouble reaching orgasm, the biological theorist would look to physical reasons for the problem, such as hormonal or neurological causes. If, on the other hand, a biological theorist were trying to explain sexual orientation, he or she might look at hormones, genetics, or brain anatomy for an explanation.

ACTIVITY: Using the internet, have students find one sexuality study based on biological theory. Have them bring it to class to briefly outline the study in small groups.

[Page 53] WHAT DO YOU WANT TO KNOW? *How do researchers know what people tell them is true?*

The fact is that they just don't know, and they hope that people are being honest. Sometimes researchers build into studies little tricks that can catch someone who is lying, such as asking the same questions in different wording again later in a survey. Researchers also anticipate that participants will understand the questions asked and be able to provide the answers. In actuality, researchers may take many things for granted.

ACTIVITY: Using the internet, find one sexuality study where you can make a case that perhaps the respondents are not being honest. Be critical of the study and suggest reasons why the respondents might not be telling the researchers the truth.

[Page 55] WHAT DO YOU WANT TO KNOW? *How could an entire culture's attitudes about sex differ from those of another culture? I can understand how there might be individual variations but could there really be significant cultural differences?*

Yes, there could. It makes more sense when you think about two very different types of cultures. A collectivist culture (e.g., India, Pakistan, Thailand, or the Philippines) emphasizes the cultural group as a whole and thinks less about the individuals within that society. In contrast, an individualistic culture (e.g., United States, Australia, or England) stresses the goals of individuals over the culture as a whole. This cultural difference can affect the way that sexuality is viewed. For example, a culture such as India may value marriage because it is good for the social standing

of members of the society, whereas a marriage in the United States is valued because the two people love each other and want to spend their lives together.

ACTIVITY: I often find there is a wealth of information in the diversity of the students in my classes. Many are from different parts of the world or have traveled and bring interesting facts and perspectives from various cultures. Ask students to share their experiences abroad and discuss cultural variations in sexuality. This may include a discussion of cross-cultural variations in gender roles, intimacy, advertising, and/or sex on television.

OTHER SUGGESTED ACTIVITIES

- Design a Research Study:** Break students into groups of three to four people, depending on the size of your class. Ask them to work together as a group to design a research study that they would be interested in implementing. What would they want to learn more about? What population would be appropriate to study? Could they get a random sample? What type of research methodology would they use? Why are they interested in this area? Have them generate: a study, research design and rationale for it, sample population, data analysis procedure (depending on their statistical knowledge), ways to assure ethical consideration, limitations, problems that they may encounter and how this research contributes to our understanding of human sexuality. Another approach is to give the students the research problems and have them design the study. We believe it is better to let students design it themselves, but for classes in which this might not work, below are some research ideas:
 - Why do college students engage in sexual intercourse?
 - Are there gender differences in why college students engage in sexual intercourse?
 - Is homosexuality correlated with right or left handedness?
 - Does smoking marijuana affect sexual desire?
 - Are grade point average and sexual satisfaction related?
 - Does alcohol affect erectile ability?
- Research Evaluation:**

Part A: Find a few interesting sexuality articles that have been published recently, and have small groups of students evaluate and critique them. Students should evaluate sample methods used, conclusions drawn, and determine if other research methods could have been used. Ask them to identify the type of research it is and to make recommendations to improve the studies. It might also be helpful to show students some of the journals that publish sexuality research, such as the *Archives of Sexual Behavior*, *Journal of Sex Research*, *Journal of Sex Education and Therapy*, *Journal of Sex and Marital Therapy*, *Medical Aspects of Sexuality*, *Sex Roles* or the *Journal of Homosexuality*.

Part B: Sexuality studies are everywhere. But, can you believe everything you read? How reliable are the sex surveys that appear in popular magazines? Are surveys that use

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non-representative samples (such as the popular magazine surveys) simply misleading or do they have any value? If so, what?

Have students find one article that reports results from a random-sample or other academically rigorous research study. Find a second one that reports findings from an unscientific magazine survey.

Compare their methods by answering the following questions: What are the researchers' credentials? What are their potential biases? Are they affiliated with or funded by any group (such as a pharmaceutical company or advertised product) that might be interested in a particular finding or result? Was the method appropriate to the question being posed? Was the sample sufficiently large and appropriately administered to avoid bias?

3. **Would I Volunteer?:** Ask students if they would volunteer for a sexuality study. Why or why not? What would they need to know about the study? What would be their fears? Would they volunteer for a Masters and Johnson study in which they would have to engage in sexual behavior? If they did volunteer, would they share this information with their present or future sexual partners? Why or why not?
4. **ASSESSMENT: Research Methods – Advantages/Disadvantages:** Hand out the assessment entitled “Research Methods.” Allow students to complete these individually. When completed, have students discuss in dyads which methods they feel are most beneficial to our understanding of human sexuality. What is their rationale for choosing these methods? Is there any way to improve them? How?

Assessment 2.1 Research Methods

Below indicate the advantages and disadvantages to the various research methods. As you do this, keep in mind which methods you think are the most and least valuable.

Method	Advantages	Disadvantages

Activity Worksheet

Below write the activities/lectures or other instructional tools that you used to help present the material in Chapter Two. This will help you remember what worked and didn't work for next semester.

TERM	ACTIVITY	COMMENTS

