

Preface

The sexual scene seems to be in a constant state of flux. Every year there are new advances in the prevention and treatment of AIDS. New methods of contraception are developed and made available. New discoveries are made about causes and treatment of sexual disorders. Many things have changed in the new edition of this textbook as well; at the same time, we have retained the features of this book that users have praised over more than two decades. First we will describe the successful features that we have kept in place. Then we will provide an overview of new features in this edition.

This text has a unique combination of three features that are of utmost importance in a textbook: a writing style that is accessible and appealing to the student; coverage that is comprehensive and interdisciplinary; and excellent scholarship. Our goal in this text is to provide the best in all three of these features—accessibility, comprehensiveness, and scholarship. This approach has been well-received in previous editions, and we have worked to strengthen these features in the eighth edition.

Plan of the Book

First and foremost, we have tried to keep in mind at all times that students *want* to learn about sexuality and that our job as writers is to help them learn. We have covered topics completely, in as clear a presentation as possible, and have made a special effort to use language that will enlighten

rather than intimidate; because students so often know only slang terminology regarding sex, we have included slang terms in parentheses following definitions of scientific sexual terms, to connect the two terminologies. In the selection and preparation of illustrations for the book, the goal has always been to convey as much information as possible, simply and clearly.

The book assumes no prior college courses in biology, psychology, or sociology. It is designed as an introduction following the three major objectives of our own courses in human sexuality:

1. To provide practical information needed for everyday living (information about sexual anatomy, contraception, and sexually transmitted diseases, for example) and to deal with problems in sexual functioning (such as erection problems or inability to have an orgasm).
2. To help students feel more comfortable with thinking and talking about sex, both to minimize their own personal anguish about a tension-causing topic and to help them become responsible decision-makers in an important aspect of their lives.
3. To familiarize students with methods used in research on sexuality, and particularly with problems inherent in some of these methods, so that they can read research reports critically and intelligently.

Our own courses are surveys, designed to provide students with a broad range of information

about sexuality. Reflecting that approach, this book is intended to be complete and balanced in its coverage, so that students will want to save it after the course for use as a reference in future years.

The background of the Hyde and DeLamater team is quite compatible with this interdisciplinary approach. Janet Hyde's original graduate training was in psychology, with specialties in behavior genetics and statistics; later her interests expanded to include psychology of women and gender roles. As a result, her expertise is in the biological and psychological viewpoints. John DeLamater's graduate training was in psychology and sociology, so his expertise includes sociological and cultural viewpoints. The team's goal has been to cover all aspects of sexuality with integrity.

Nonetheless, for instructors who feel they lack the time to deal with all the material or who are not prepared to cover certain topics, the chapters have been written to be fairly independent. For example, any of the following chapters could be omitted without loss of continuity: Chapter 13, "Attraction, Intimacy, and Love"; Chapter 17, "Sexual Coercion"; Chapter 21, "Ethics, Religion, and Sexuality"; Chapter 22, "Sex and the Law"; and Chapter 23, "Sexuality Education."

Certainly there are some aspects of sexuality today that are very serious. Nonetheless, it is our belief that, in modern American culture, we are in danger of taking some aspects of sexuality far too seriously. We may not be serious about it in the same way as were our Victorian ancestors, but we are serious nonetheless—serious about whether we are using the best and most up-to-date sexual techniques, serious about whether our partners are having as many orgasms as possible, and so on. To counteract this tendency, we have tried to use a light touch, with occasional bits of humor, in this book. We are not advocating that we treat sex in a flippant or frivolous manner, or that we ignore serious issues such as STDs and sexual coercion, but rather that we keep it all in perspective and remember that there are some very funny things about sex.

One thing we are serious about is the quality of research. The quality of sex research is highly variable, to put it mildly. Journalists think they are sex researchers if they have interviewed 10 people and written a book about it! We see other sexuality textbooks that cite an article from the local newspaper with equal authority to a refereed journal article

from *The New England Journal of Medicine* or *The Journal of Sex Research*—and readers have to do a lot of detective work to find out what the real source is for a statement. We believe that it is our responsibility as textbook authors to sift through available studies and *not* cite all of them, but rather present those that are of the best quality. We are pleased to observe that the quality of sex research improves every decade. In this edition we were able to prune out many studies of lesser quality and rely much more on recent studies that are of excellent quality, in terms of sampling, research design, and measurements.

The Eighth Edition

The eighth edition represents a major revision. What's new about the eighth edition? Two changes are the most substantial and pervasive: a focus on **sexuality and the media** and integration of the **World Wide Web**. Each of these changes is detailed in a section below.

Beyond these new themes, data and theories have been updated throughout. There is a new Focus box in Chapter 5 on the debate over the treatment of intersex individuals. Chapter 8, "Contraception and Abortion," and Chapter 20, "Sexually Transmitted Diseases," have been updated thoroughly with new statistics and new research findings. In the discussion of sexual disorders and therapy, a cognitive-physiological model is emphasized and cognitive-behavioral therapy is presented, in contrast to older methods of behavior therapy pioneered by Masters and Johnson. The discussion of communication (Chapter 10) now includes a section on gender differences in communication.

Sexuality and the Media

A new focus throughout the book is on sexuality in the media. We begin in Chapter 1 by including the media, alongside religion and science, as having a major impact on sexuality today. In Chapter 3, on methodology in sex research, we have added a major section on media content analysis, supplying students with the methods needed to study the media scientifically. Chapter 11 contains a Focus box on "The Impact of Mass Media on Adolescent Sexuality." As another example, a new Focus box has been added to Chapter 15, "Bisexual Charac-

ters in Film.” Today we need to be teaching media literacy, and no arena provides better material for the analysis of media coverage than sexuality.

The World Wide Web

A particular kind of media, the World Wide Web, has dramatically changed many Americans’ ways of thinking and conducting their work. The web is loaded with sex, some of it good and some of it not so good. The web has fantastic potential for doing good things—for example, providing accurate sex information for those with no other access to it. It also has the potential for harm—for example, conveying inaccurate information or increasing the market for kiddie porn. We have therefore integrated web material throughout the book. Informational websites are listed at the end of each chapter and on the text’s Online Learning Center for easy hot-linking: www.mhhe.com/hyde8. Chapter 18, “Sex for Sale,” has a section on sex on the Internet. As another example, Chapter 19, “Sexual Disorders and Sex Therapy,” includes a discussion of the pros and cons of sex therapy on-line. Exercises in the Instructor’s Manual help students learn how to distinguish high-quality websites from the rest.

A feature new to the eighth edition are the margin icons included within the text. These icons alert readers to articles, study questions, and research suggestions found on the Online Learning Center.

Multicultural/Multiethnic Perspectives

Multicultural perspectives have been a part of this book beginning with the very first edition, published in 1978. The multicultural/multiethnic perspective has come into full flower in this edition, in which we have been able to integrate into nearly every chapter studies on sexuality in various cultures around the world, as well as on various ethnic groups in the United States. Here are a few examples:

- Chapter 1 contains one Focus box on sex in China and another on sexuality in three preliterate cultures.
- Chapter 3, “Sex Research,” has a section on methodological issues in conducting research with persons who are members of ethnic minorities.

- Chapter 4, “Sexual Anatomy,” includes a discussion of female genital cutting.
- Chapter 6, “Menstruation and Menopause,” contains a Focus box on the menstrual experience among Indians in South Africa.
- Chapter 8, “Contraception and Abortion,” includes a Focus box on abortion in cross-cultural perspective.
- Chapter 14, “Gender Roles,” covers research on Native American two-spirits.
- Chapter 15, “Sexual Orientation,” contains a section on ethnicity and sexual orientation.
- Chapter 23, “Sexuality Education,” includes a new section devoted to multicultural sexuality education.

One of the most important improvements in multicultural coverage was made possible by the publication of the University of Chicago NHLS (Laumann et al., 1994). This well-sampled survey had large numbers of African Americans and Latinos, and smaller numbers of Asian Americans and Native Americans. As a result, most of our tables on sexual behavior in the United States now include data for these groups separately, allowing students to obtain a much better knowledge of sexuality and ethnicity in the United States.

Learning Resources

This book also emphasizes learning resources for the student. There is a running glossary of terms, with pronunciations. Chapter outlines appear at the opening of each chapter. Since research in cognitive psychology indicates that learning and memory are improved considerably if the learner knows the organization of the material in advance, the chapter outlines are designed to facilitate this learning. A comprehensive Summary concludes each chapter. There are Review Questions and Questions for Thought, Discussion, and Debate at the end of each chapter. These questions are designed to help students review for exams as well as stimulate them to think beyond the material presented in the text. Questions that ask students to apply what they have learned are in each set of Questions for Thought, Discussion, and Debate.

Special Features

An Appendix—“A Directory of Resources in Human Sexuality”—lists the names, addresses, and functions of many major organizations in the field of human sexuality, on topics ranging from birth control to toll-free hotlines on sexually transmitted diseases, to scholarly journals. We hope that this listing will serve as a useful reference for both instructors and students. We personally have used the one in the previous edition a great deal.

We hope you will visit our website at www.mhhe.com/hyde8. The site will feature author newsletters, a directory of on-line information resources, sample study guide exercises and test questions, and more.

Resources for Instructors and Students

Ancillary materials are available for learning and extending the concepts of the book. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

For the Instructor

Instructor's Manual

by Lisa Wade, University of Wisconsin

The Instructor's Manual provides more than 325 pages of classroom ideas, and contains a lecture outline for each chapter, discussion questions, classroom activities, Internet activities, out-of-class activities, and handouts.

Test Bank

The Test Bank furnishes more than 3100 questions based on *Understanding Human Sexuality*. A Computerized Test Bank is also available.

Instructor's Resource CD-ROM

For the convenience of instructors, the Instructor's Manual, Test Bank, and PowerPoint slides are all available on a single CD-ROM.

The McGraw-Hill Human Sexuality Psychology Image Database, Overhead Transparencies and CD-ROM

Over 160 images were developed using the best selection of human sexuality art and tables. Instructors can add their own lecture notes to the CD-ROM as well as organize the images to correspond to their particular classroom needs.

Videocases in Human Sexuality

Four 35-minute videotapes contain spontaneous, unrehearsed interviews. A video guide with case vignettes and classroom discussion questions is also included. Please see your McGraw-Hill sales representative for further information on policy, price, and availability.

The AIDS Booklet

The fourth edition by Frank D. Cox of Santa Barbara City College is a brief but comprehensive introduction to acquired immune deficiency syndrome, which is caused by HIV (human immunodeficiency virus) and related viruses.

Annual Editions—Human Sexuality

Published by Dushkin/McGraw-Hill, this collection of annually updated articles relates to the latest research and thinking in human sexuality. An instructor's guide containing testing materials is also available.

Sources: Notable Selections in Human Sexuality

This is a collection of articles, books excerpts, and research studies that have shaped the study of human sexuality and our understanding of it. The selections are organized topically around major areas of study within human sexuality.

Taking Sides: Clashing Views on Controversial Issues in Human Sexuality

This debate-style reader carefully examines issues with pro and con essays representing the arguments of leading scholars and commentators. An instructor's guide with testing materials is also available.

Online Learning Center www.mhhe.com/hyde8

Please visit the text-specific website for additional instructional material. Contact your representative for the instructor password.

For the Student

Student Study Guide CD-ROM by Jacque Voss, Colorado State University

Each new copy of the textbook is accompanied with a free copy of the Student Study Guide CD-ROM. An excellent resource tool for studying, the CD-ROM has approximately 50 questions per chapter. Multiple-choice, true/false, short answer, and essay questions will help students Make the Grade.

Online Learning Center and PowerWeb www.mhhe.com/hyde8

This easy-to-use Online Learning Center, a book-specific website, provides students a variety of learning tools to help them study, read, and research. PowerWeb, a password-protected portion of the site, is also available and is free with all new copies of the text. The password-protected portion provides students with additional articles and helps them with online research by directing them to more than 6,000 high-quality academic sources. Icons in the margins of the text alert readers to online articles, study questions, and research suggestions.

Note from the Publisher

As a full-service publisher of quality educational products, McGraw-Hill does much more than just

sell textbooks to students. We create and publish an extensive array of print, video, and digital supplements to support instructors on your campus. Orders of new (versus needed) textbooks help us defray the cost of developing such supplements, which is substantial. Please consult your local McGraw-Hill representative to learn more about the availability of the supplements that accompany *Understanding Human Sexuality*. If you are not sure who your representative is, you can find him or her by using the Rep Locator at www.mhhe.com.

Acknowledgments

Over the course of the first seven editions, numerous reviewers contributed to the development of *Understanding Human Sexuality*. We don't have the space to cite them all, but their contributions remain and we are grateful to them.

In addition, we are enormously grateful to the following reviewers who helped shape this revision:

M. Betsy Bergen, *Kansas State University*
Sosimo Fabian, *Hunter College*
Jane Fillmore, *Utah Valley State College*
Susan Lyman, *University of Louisiana—Lafayette*
Laura Madson, *New Mexico State University*
Jennifer Musick, *Long Beach City College*
Thomas Weinberg, *Buffalo State College*

We love teaching our human sexuality courses and we've loved writing and rewriting this text for it. We hope that you will enjoy reading it, learning from it, and teaching with it.

Janet Shibley Hyde
John D. DeLamater