Human Sexuality Today 10th edition Regan Test Bank

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Chapter 01: Why A Course In Human Sexuality?

Multiple Choice Questions

1. **A person's sexuality refers to their**
   A) sexual attitudes.
   B) sexual feelings.
   C) sexual behaviors.
   D) all of the above.

Difficulty: Easy
QuestionID: 01-1-01
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: D) all of the above.

2. **Most high school and college students reported that they received most of their sex education from**
   A) their friends and the media.
   B) their parents.
   C) a sex education course.
   D) a sex education course and their parents.

Difficulty: Easy
QuestionID: 01-1-02
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: A) their friends and the media.

3. **What percentage of Americans favors the teaching of comprehensive sexual education in high schools?**
   A) About a third
   B) About half
   C) About two-thirds
   D) Over 90%

Difficulty: Easy
QuestionID: 01-1-03
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: D) Over 90%

4. **Cross-cultural studies of such groups of people as the Inis Baeg, Pohnpeians, and Mangaians suggest that**
   A) American sexual behavior is normal compared to the strange behavior of others.
   B) the sexual behavior of these groups is perverted.
   C) the sexual behavior of Americans may appear as strange to others as their behavior seems strange to us.
   D) sexual intercourse is not universal.

Difficulty: Moderate
QuestionID: 01-1-04
Topic: Cross-Cultural Comparisons
Skill: Understand the Concepts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: C) the sexual behavior of Americans may appear as strange to others as their behavior seems strange to us.

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5. **The sight of the navel is considered highly arousing in**
   A) New Zealand.
   B) the Celebs Islands.
   C) New Guinea.
   D) Samoa.

Difficulty: Moderate
QuestionID: 01-1-05
Topic: Cross-Cultural Comparisons
Skill: Understand the Concepts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: D) Samoa.

6. **Most anthropologists believe that the most sexually permissive society in the world is the**
   A) Gusii.
   B) United States.
   C) Mangaians.
   D) Inis Baeg.

Difficulty: Easy
QuestionID: 01-1-06
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: C) Mangaians.

7. **Most anthropologists consider the _____ to be the most sexually repressed culture in the world.**
   A) Mangaians
   B) Inis Baeg
   C) Pohnpeians
   D) United States

Difficulty: Easy
QuestionID: 01-1-07
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: B) Inis Baeg

8. **In the United States, sexual attitudes and behaviors are**
   A) different within each ethnic group.
   B) different among ethnic groups.
   C) very similar for white Americans and African Americans.
   D) very similar for white Americans and Latinos.

Difficulty: Easy
QuestionID: 01-1-08
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: B) different among ethnic groups.

9. **Among people living in the United States, _____ are generally the least permissive in their sexual attitudes and behaviors.**
   A) African Americans
   B) Asian Americans

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C) Caucasians
D) Latinos

Difficulty: Easy
QuestionID: 01-1-09
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: B) Asian Americans

10. **Which of the following was true of the biblical Jews?**
A) Women were considered to be independent
B) The genitals were not considered to be obscene
C) The primary object of sex was recreation
D) Sexual relations between spouses were viewed negatively

Difficulty: Easy
QuestionID: 01-1-10
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: B) The genitals were not considered to be obscene

11. **The idea that having many children ensured the survival of their culture originally came from**
A) the biblical Jews.
B) early Christians.
C) early Protestants.
D) early Greeks.

Difficulty: Easy
QuestionID: 01-1-11
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: A) the biblical Jews.

12. **The idea of having spiritual love without sex comes to us from**
A) Plato.
B) the Romans.
C) the Hebrews.
D) Jesus.

Difficulty: Easy
QuestionID: 01-1-12
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: A) Plato.

13. **John and Stacy are married, but not to each other. They claim that they love each other, but do not want to express that love physically, only intellectually. Such feelings of love were originally described by**
A) Greek philosophers.
B) the Romans.

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C) the Hebrews.
D) Jesus.

Difficulty: Moderate
QuestionID: 01-1-13
Topic: Historical Perspectives
Skill: Apply What You Know
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: A) Greek philosophers.

14. **Which of these cultures condemned and punished sex outside of marriage most severely?**
A) Greeks
B) Christians
C) Hebrews
D) Romans

Difficulty: Easy
QuestionID: 01-1-14
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: C) Hebrews

15. **Which of these individuals thought that a celibate lifestyle was superior to marriage?**
A) Plato
B) Saint Paul
C) Jesus
D) Henry Havelock Ellis

Difficulty: Easy
QuestionID: 01-1-15
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: B) Saint Paul

16. **Which man did the most to solidify the Church's antisexual attitude by linking sex with the downfall of Adam and Eve?**
A) St. Paul
B) St. Augustine
C) Pope John Paul II
D) Jesus

Difficulty: Easy
QuestionID: 01-1-16
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: B) St. Augustine

17. **Who taught that marital sex for the purpose of procreation should be viewed as an unpleasant necessity?**
A) St. Paul
B) St. Augustine

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C) St. Jerome
D) Jesus

Difficulty: Easy
QuestionID: 01-1-17
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: B) St. Augustine

18. **Which of the following had the most positive attitude about the human body?**
A) Biblical Hebrews
B) Early Christians
C) Victorians
D) Greeks

Difficulty: Easy
QuestionID: 01-1-18
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: A) Biblical Hebrews

19. **In Western culture, the two groups that have had the greatest influence on negative sexual attitudes are**
A) the early Christians and biblical Hebrews.
B) the early Christians and the Puritans.
C) the early Christians and the Victorians.
D) the Puritans and the Victorians.

Difficulty: Easy
QuestionID: 01-1-19
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: C) the early Christians and the Victorians.

20. **Which of these beliefs were popular in the Victorian era?**
A) Pleasurable aspects of sex should be enjoyed
B) Women should be viewed as asexual
C) Wives engage in sex because they want to
D) Women should have multiple sexual partners

Difficulty: Easy
QuestionID: 01-1-20
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: B) Women should be viewed as asexual

21. **The belief that women were asexual can be traced most clearly to**
A) the Victorian era.
B) St. Augustine.

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C) the Puritan era.
D) the biblical Hebrews.

Difficulty: Moderate
QuestionID: 01-1-21
Topic: Historical Perspectives
Skill: Apply What You Know
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: A) the Victorian era.

22. **In the Victorian era, most physicians believed that masturbation would lead to**
A) an increase in fertility.
B) more satisfying relationships.
C) an improvement in blood circulation.
D) mental and physical problems.

Difficulty: Easy
QuestionID: 01-1-22
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: D) mental and physical problems.

23. **Generally speaking, the Victorian era's views about sexuality were even more negative than earlier Christian views because of**
A) the writings of Freud.
B) the beliefs of the Puritans.
C) the mistaken medical beliefs of that era.
D) the industrial revolution.

Difficulty: Difficult
QuestionID: 01-1-23
Topic: Historical Perspectives
Skill: Analyze It
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: C) the mistaken medical beliefs of that era.

24. **An early survey conducted by Dr. Clelia Mosher in 1892 reveals that many married Victorian women**
A) did not enjoy sex, but engaged in it to perform their "wifely duties."
B) engaged in sex only for procreation.
C) desired and enjoyed sex.
D) were sexually repressed and prudish.

Difficulty: Moderate
QuestionID: 01-1-24
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian Era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: C) desired and enjoyed sex.

25. **Socialization refers to**
A) a form of government.

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B) the way in which society shapes individual behaviors and expectations of behaviors.
C) the ability to interact with others.
D) challenging societal norms.

Difficulty: Easy
QuestionID: 01-1-25
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: B) the way in which society shapes individual behaviors and expectations of behaviors.

26. **The average U.S. teenager spends _____ a day looking at different media sources.**
A) less than 4 hours
B) over 15 hours
C) around 5 hours
D) over 7 hours

Difficulty: Easy
QuestionID: 01-1-26
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: D) over 7 hours

27. **Bob is a college freshman. With regard to sex, which of the following is NOT a socializing agent for Bob?**
A) Bob's own sexual behavior
B) Bob's peers
C) Bob's church and religion
D) the media

Difficulty: Easy
QuestionID: 01-1-27
Topic: What Influences Our Attitudes About Sex Today
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.
Answer: A) Bob's own sexual behavior

28. **Which of the following has the greatest impact on most children's and teenagers' sexual attitudes and behaviors?**
A) Parents
B) Peers
C) School-based sexuality education
D) The media

Difficulty: Easy
QuestionID: 01-1-28
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: D) The media

29. **For most teens, which of the following is the most influential socializing agent for sexual attitudes and behaviors?**
A) Magazines
B) Music
C) Movies
D) Television

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Difficulty: Easy
QuestionID: 01-1-29
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: D) Television

30. **J.D. Brown (2002) argued that which form of media is "the most powerful storyteller in American culture, one that continually repeats the myths and ideologies, the fact and patterns of relationships that define and legitimize the social order?"**
A) Movies
B) Music (including radio)
C) Parents
D) Television

Difficulty: Easy
QuestionID: 01-1-30
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: D) Television

31. **What percentage of prime time television programs have sexual content?**
A) Under 10%
B) Around 25%
C) Roughly 50%
D) Over 75%

Difficulty: Easy
QuestionID: 01-1-31
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: D) Over 75%

32. **Advertisers use attractive models in sexy or romantic poses to sell their products. This is called**
A) idealization.
B) socialization.
C) identification.
D) a socializing agent.

Difficulty: Easy
QuestionID: 01-1-32
Topic: What Influences Our Attitudes About Sex Today?
Skill: Apply What You Know
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: C) identification.

33. **Children and teenagers who watch television shows with a lot of sexual content**
A) are less likely to begin having sexual intercourse earlier than other children.
B) are no more likely to begin having sexual intercourse earlier than other children.
C) are more likely to begin having sexual intercourse earlier than other children.
D) eventually become less influenced by television than other children.

Difficulty: Easy

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QuestionID: 01-1-33
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: C) are more likely to begin having sexual intercourse earlier than other children.

34. **Frequent exposure to sexual content on television results in**
A) overestimation of the prevalence of sexual intercourse by peers.
B) a more conservative attitude about sex.
C) underestimating how frequently sex is depicted in the media.
D) a decrease in engaging in risky sexual behavior.

Difficulty: Moderate
QuestionID: 01-1-34
Topic: What Influences Our Attitudes About Sex Today?
Skill: Understand the Concepts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: A) overestimation of the prevalence of sexual intercourse by peers.

35. **_____ was a Victorian-era physician who emphasized the sexuality of all human beings.**
A) Benjamin Rush
B) Sigmund Freud
C) Henry Havelock Ellis
D) Alfred Kinsey

Difficulty: Easy
QuestionID: 01-1-35
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: B) Sigmund Freud

36. **The _____, according to Freud, was sexual energy channeled into particular areas of the body at different ages.**
A) superego
B) phallic
C) libido
D) neuroses

Difficulty: Easy
QuestionID: 01-1-36
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: C) libido

37. **Jack is a 13-year-old living in Victorian England. He is taken to a doctor after having his first wet dream. It is likely that the doctor will say that wet dreams are**
A) caused by a disease.
B) a normal part of development.
C) a sign of virility.
D) caused by being sexually repressed.

Difficulty: Moderate
QuestionID: 01-1-37

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Topic: Sex as a Science
Skill: Apply What You Know
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: A) caused by a disease.

38. **_____'s tolerant view of sexuality expressed in his seven-volume *Studies in the Psychology of Sex* was a major influence on researchers for several generations.**
A) Richard Von Krafft-Ebing
B) Sigmund Freud
C) Alfred Kinsey
D) Henry Havelock Ellis

Difficulty: Easy
QuestionID: 01-1-38
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: D) Henry Havelock Ellis

39. **Henry Havelock Ellis believed that**
A) women are asexual.
B) masturbation should not be considered normal.
C) homosexuality should be considered normal.
D) most people were too tolerant of sexual behavior.

Difficulty: Moderate
QuestionID: 01-1-39
Topic: Sex as a Science
Skill: Understand the Concepts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: C) homosexuality should be considered normal.

40. **The person who conducted two famous surveys about sexual behavior in the 1940s and early 1950s was**
A) Henry Havelock Ellis.
B) Alfred Kinsey.
C) Sigmund Freud.
D) William Masters.

Difficulty: Easy
QuestionID: 01-1-40
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: B) Alfred Kinsey.

41. **Alfred Kinsey's research found that**
A) few people masturbated.
B) most men could have multiple orgasms.
C) many men to have had a same-sex sexual experience.
D) very few people engaged in oral-genital sex.

Difficulty: Moderate

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QuestionID: 01-1-41
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: C) many men to have had a same-sex sexual experience.

42. **Whose research was the first to directly observe and record the physiological responses of humans engaged in sexual activity under laboratory conditions?**
A) Alfred C. Kinsey
B) Henry Havelock Ellis
C) Masters and Johnson
D) Sigmund Freud

Difficulty: Easy
QuestionID: 01-1-42
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: C) Masters and Johnson

43. **A comprehensive nationally representative survey of sexual behaviors was conducted in the 1990s by a research team headed by**
A) Edward Laumann.
B) George Gallup.
C) Masters and Johnson.
D) Alfred Kinsey.

Difficulty: Easy
QuestionID: 01-1-43
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: A) Edward Laumann.

44. **If a researcher wishes to conclude something about a population from a sample, it is best that the sample be**
A) large.
B) selected randomly.
C) homogenous.
D) selected conveniently.

Difficulty: Easy
QuestionID: 01-1-44
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: B) selected randomly.

45. **A random sample is one in which observations are drawn so that**
A) the sample is large.
B) the subjects volunteer to be in the study.
C) each possible sample of a particular size has an equal chance of being selected.
D) each member of the research team selects an equal number of participants.

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Difficulty: Moderate
QuestionID: 01-1-45
Topic: Scientific Methodology
Skill: Undertand the Concepts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: C) each possible sample of a particular size has an equal chance of being selected.

46. **The biggest problem with the Kinsey studies was that**
A) the groups he studied were not representative samples of the U.S. population.
B) the interviewers were not well trained.
C) the samples were very small.
D) the research relied on magazine surveys.

Difficulty: Easy
QuestionID: 01-1-46
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: A) the groups he studied were not representative samples of the U.S. population.

47. **Some people refuse to answer questions dealing with their sexual beliefs or behavior. For sex researchers, this creates a problem of**
A) volunteer bias.
B) random sampling.
C) exaggeration.
D) observer bias.

Difficulty: Moderate
QuestionID: 01-1-47
Topic: Scientific Methodology
Skill: Apply What You Know
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: A) volunteer bias.

48. **In the National Health and Social Life Survey (Laumann et al., 1994), "sex" or "had sex" was defined as**
A) sexual intercourse only.
B) sexual intercourse and oral-genital sex only.
C) sexual intercourse that ends in orgasm for at least one person involved.
D) any mutually voluntary activity with another person that involves genital contact.

Difficulty: Moderate
QuestionID: 01-1-48
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: D) any mutually voluntary activity with another person that involves genital contact.

49. **A _____ measures the degree of relationship between two variables.**
A) stratified random sample
B) correlation
C) case study
D) experimental research

Difficulty: Easy
QuestionID: 01-1-49
Topic: Scientific Methodology

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Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: B) correlation

50. **Researchers have found that there is a high positive correlation between the number of cigarettes smoked per day and lung disease. This means that**
A) cigarette smoking causes lung disease.
B) people who do not smoke will not get lung disease.
C) increases in numbers of cigarettes smoked is related to increases in incidence of lung disease.
D) decreases in number of cigarettes smoked is related to increases in incidence of lung disease.

Difficulty: Moderate
QuestionID: 01-1-50
Topic: Scientific Methodology
Skill: Apply What You Know
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: C) increases in numbers of cigarettes smoked is related to increases in incidence of lung disease.

51. **The method of study used by Masters and Johnson and most anthropologists is called**
A) surveys.
B) direct observation.
C) case study.
D) experimental research.

Difficulty: Easy
QuestionID: 01-1-51
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: B) direct observation.

52. **If, in a case study, a therapist's conclusions are influenced by his or her own values, this is called**
A) observer bias.
B) observer effect.
C) an unrepresentative sample.
D) noncorrelation.

Difficulty: Easy
QuestionID: 01-1-52
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: A) observer bias.

53. **The scientific method used to demonstrate cause-and-effect relationships is called**
A) correlation.
B) direct observation.
C) experimental research.
D) survey studies.

Difficulty: Easy
QuestionID: 01-1-53
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: C) experimental research.

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54. **In experimental research, the variable that is systematically manipulated by the researcher is called the**
   A) positive variable.
   B) extraneous variable.
   C) dependent variable.
   D) independent variable.

Difficulty: Easy
QuestionID: 01-1-54
Topic: Scientific Methodology
Skill: Understand the Concepts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: D) independent variable.

55. **The modern view of children as vulnerable and needing protection arose**
   A) in early Christianity.
   B) in medieval times.
   C) during the 1700s.
   D) during the 1900s.

Difficulty: Easy
QuestionID: 01-1-55
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education.
Answer: C) during the 1700s.

56. **As of January 2020, how many states require sex education in high school?**
   A) 10
   B) 24
   C) 30
   D) 42

Difficulty: Easy
QuestionID: 01-1-56
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education
Answer: C) 30

57. **As a result of introducing sexuality education to schoolchildren as early as elemenatary school, those nations now have**
   A) lower rates of premarital sex.
   B) higher rates of absence.
   C) lower rates of teenage pregnancy.
   D) higher rates of homosexuality.

Difficulty: Moderate
QuestionID: 01-1-57
Topic: Sexuality Education
Skill: Understand the Concepts
Objective: 1.6 Summarize the history of sexuality education
Answer: C) lower rates of teenage pregnancy.

True-False Questions

1. **Marge is a 17-year-old high school senior growing up in the modern era. Like most young women of her age, she probably**

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got most of her knowledge about human sexuality from her mother.
a True
b False

Difficulty: Easy
QuestionID: 01-2-58
Topic: Cross-Cultural Comparisons
Skill: Apply What You Know
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: b. False

2. **Most young people turn to their friends and the media for sexual information.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-59
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: a. True

3. **Heterosexual women in all cultures find hairy and bearded men to be more sexually attractive than less heavy or clean-shaven men.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-60
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: b. False

4. **Men's attraction to female breasts is an unlearned biological response.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-61
Topic: Cross-Cultural Comparisons
Skill: Understand the Concepts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: b. False

5. **Kissing is a highly erotic and romanticized part of sexual relations in Western cultures, but this is not the case in many other cultures.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-62
Topic: Cross-Cultural Comparisons
Skill: Understand the Concepts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: a. True

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6. **Anthropologists believe that the Mangaians represent the most sexually permissive society in the world.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-63
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: a. True

7. **In the United States, there is little difference in sexual behaviors among ethnic groups.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-64
Topic: Cross-Cultural Comparisons
Skill: Remember the Facts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer: b. False

8. **The biblical Hebrews had a positive attitude about the human body and sex within marriage.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-65
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

9. **In ancient Greece, sexual relations between adult men and adolescent boys was encouraged as part of the boys' intellectual and moral development.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-66
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

10. **The Greek's ascetic philosophy taught that wisdom and virtue could only be achieved by avoiding strong passions.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-67
Topic: Historical Perspectives
Skill: Understand the Concepts

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Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

11. **Early Christian attitudes about sex were influenced by the Greek concept of dualism.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-68
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

12. **The major influence on Christian ideas about sexuality came from Jesus.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-69
Topic: Historical Perspectives
Skill: Understand the Concepts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: b. False

13. **St. Paul preached that a celibate lifestyle was the way to heaven.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-70
Topic: Historical Perspectives
Skill: Understand The Concepts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

14. **St. Augustine considered marital sex for procreation to be an unpleasant necessity.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-71
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

15. **In the Victorian era, all pleasurable aspects of sex were denied.**
a True
b False

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Difficulty: Easy
QuestionID: 01-2-72
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

16. **In the Victorian era, women were viewed as asexual.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-73
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

17. **Victorian-era physicians believed that the best chance for a woman to conceive was during menstruation.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-74
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

18. **The industrial revolution was one of the major changes that led to the sexual revolution.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-75
Topic: Historical Perspectives
Skill: Remember the Facts
Objective: 1.2 Identify the historical influence of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer: a. True

19. **Starting in the early 1990s, there has been a decline in the percentage of American teenagers engaging in sexual intercourse.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-76
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: a. True

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20. **Over three-fourths of the programs shown on evening prime time television shows in the United States have sexual content.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-77
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: a. True

21. **Advertisers use models in sexy and romantic poses to sell their products in a process called socialization.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-78
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: b. False

22. **Children who watch television shows with a lot of sexual content are no more likely than others to begin having sexual intercourse.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-79
Topic: What Influences Our Attitudes About Sex Today?
Skill: Remember the Facts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: b. False

23. **Frequent sexual content on television allows viewers to more accurately estimate the prevalence of sexual activities in the general public.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-80
Topic: What Influences Our Attitudes About Sex Today?
Skill: Understand the Concept
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer: b. False

24. **Freud believed that the loss of semen was as detrimental to a man's health as loss of blood.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-81
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

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Answer: b. False

25. **Kinsey's work was immediately recognized as providing important information to the medical community and the general public.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-82
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: b. False

26. **The first large-scale sexual surveys conducted in the United States were done by Masters and Johnson.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-83
Topic: Sex as a Science
Skill: Remember the Facts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: b. False

27. **Dr. Smith wishes to survey people in an economically depressed area of his state. She blindly draws names from the phone book. Her sample can therefore be called a random sample.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-84
Topic: Sex as a Science
Skill: Apply What You Know
Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: b. False

28. **Because Kinsey's surveys were large, they are representative of the U.S. population.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-85
Topic: Sex as a Science
Skill: Understand the Concepts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
Answer: b. False

29. **Most people agree that the terms "sex" and "had sex" are synonumous.**
a True
b False

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Difficulty: Easy
QuestionID: 01-2-86
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: b. False

30. **A very high correlation between two variables is proof of a cause-and-effect relationship.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-87
Topic: Scientific Methodology
Skill: Understand the Concepts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: b. False

31. **The best tool that researchers can use to prove cause and effect is the in-depth case study.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-88
Topic: Scientific Methodology
Skill: Remember the Facts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: b. False

32. **In the experimental method, the variable measured is called the dependent variable.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-89
Topic: Scientific Methodology
Skill: Understand the Concepts
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer: a. True

33. **According to some historians, the idea of childhood did not exist in medieval society.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-90
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education
Answer: a. True

34. **The biological immaturity of children is an irrefutable fact.**
a True
b False

Difficulty: Moderate

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QuestionID: 01-2-91
Topic: Sexuality Education
Skill: Understand the Concepts
Objective: 1.6 Summarize the history of sexuality education
Answer: a. True

35. **Childhood is a concept, not a biological fact.**
a True
b False

Difficulty: Moderate
QuestionID: 01-2-92
Topic: Sexuality Education
Skill: Understand the Concepts
Objective: 1.6 Summarize the history of sexuality education
Answer: a. True

36. **In some cultures, individuals marry and begin having sexual intercourse before puberty.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-93
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education
Answer: a. True

37. **In the United States, sex education in schools originated with the start of the sexual revolution.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-94
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education
Answer: b. False

38. **The teenage pregnancy rates in Northern European countries that have extensive sex education programs are much lower than in the United States.**
a True
b False

Difficulty: Easy
QuestionID: 01-2-95
Topic: Sexuality Education
Skill: Remember the Facts
Objective: 1.6 Summarize the history of sexuality education
Answer: a. True

Essay Questions

1. **List the major sources of sexual information for teenagers today, and relate this to the arguments for and against sexuality education in junior and high schools.**

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Difficulty: Moderate
QuestionID: 01-3-96
Topic: Sexuality Education
Skill: Analyze It
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer:

2. **What is the evidence that what people find to be sexually appealing is, in large part, culturally learned?**

Difficulty: Moderate
QuestionID: 01-3-97
Topic: Cross-Cultural Comparisons
Skill: Understand the Concepts
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer:

3. **Describe some cultural diversity in sexual attitudes and behaviors around the world. Is there such a thing as "normal" sexual behavior? Why or why not?**

Difficulty: Difficult
QuestionID: 01-3-98
Topic: Cross-Cultural Comparisons
Skill: Analyze It
Objective: 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
Answer:

4. **Discuss the origins of the idea that the only legitimate purpose for having sex is procreation. How did this idea evolve over time and why?**

Difficulty: Difficult
QuestionID: 01-3-99
Topic: Historical Perspectives
Skill: Analyze It
Objective: 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
Answer:

5. **How would you design and administer a questionnaire to survey sexual attitudes and behaviors at your university? What steps would you take to ensure the survey is valid and scientifically sound?**

Difficulty: Difficult
QuestionID: 01-3-100
Topic: Scientific Methodology
Skill: Analyze It
Objective: 1.5 Describe the uses and limitations of scientific methodology.
Answer:

6. **How did the published works of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson both reflect and help to change the way people thought about sexuality in their respective time periods?**

Difficulty: Moderate
QuestionID: 01-3-101
Topic: Sex as a Science
Skill: Understand the Concepts
Objective: 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

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Answer:

7. **Explain how school-based sex education programs are both a reflection of society and a socializing agent.**

Difficulty: Moderate
QuestionID: 01-3-102
Topic: What Influences Our Attitudes About Sex Today?
Skill: Understand the Concepts
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer:

8. **A producer of a television show with heavy sexual content says (let us assume honestly) that he or she did not intend the show to be a socializing agent. What is your response?**

Difficulty: Difficult
QuestionID: 01-3-103
Topic: What Influences Our Attitudes About Sex Today?
Skill: Analyze It
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer:

9. **What are some major debates over the role of sex education in the United States? How does sex education in the United States differ from other countries?**

Difficulty: Difficult
QuestionID: 01-3-104
Topic: Sexuality Education
Skill: Analyze It
Objective: 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
Answer:

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Instructor's Resource Manual

For

Human Sexuality Today

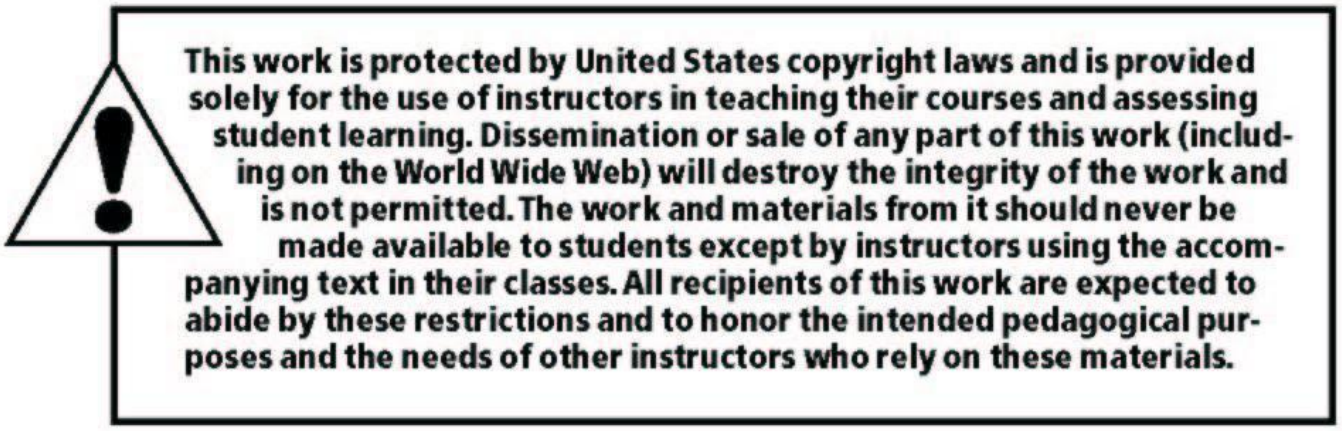
Tenth Edition

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CHAPTER 1

WHY A COURSE IN HUMAN SEXUALITY?

LEARNING OBJECTIVES

LO 1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
LO 1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
LO 1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
LO 1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
LO 1.5 Describe the uses and limitations of scientific methodology.
LO 1.6 Summarize the history of sexuality education.

POTENTIAL PROBLEMS

Early Christian beliefs regarding sex were very negative and still influence modern Christian thought. However, in reviewing this history, be careful that your lecture is not interpreted as a general condemnation of religion. If students become defensive about their own religious beliefs, it might possibly make them less open to examine other topics related to human sexuality. Point out that religious views regarding sexuality are constantly evolving and that the views at the clergy level are often less harsh than official dogma. While the official teachings on sexuality of various Christian institutions tend to be more conservative, a diversity of views on sexuality may be represented by scholars from these traditions. Examples from the Catholic tradition include Farley 2006; Curran & McCormick 1993; and Kosnik et al., 1977.

Some students may have reservations about whether sexuality is a subject suitable for scientific study. Be sure to point out that the purpose of scientific research is to generate factual information, and emphasize that it is morally neutral. Scientific results cannot say if a particular attitude or behavior is moral or not, or even if it is advisable. They can determine, however, whether a majority of people believe a particular behavior to be moral or advisable. It may be helpful to set some guidelines for class discussions (e.g., listen to each other's views; be respectful of differences; don't judge).

CHAPTER SUMMARY

1.1 Describe cultural perspectives that differ from your own regarding sexual behaviors and attitudes.
• What is normal is defined by the community in which you live. A person who is ethnocentric views their own culture's behaviors and customs as correct or as the way things ought to be.
• Cultures differ in what they find sexually and physically attractive and in their sexual behaviors and attitudes. Cultural preferences also change over time.

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• Within each subculture in the United States, several factors can influence sexual attitudes and behaviors, including religion, level of education, and socioeconomic status.
1.2 Identify the historical influences of Judaism, the ancient Greeks and Romans, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.
• In the strongly patriarchal Hebrew society, daughters and wives were regarded as property (of fathers or husbands), and there were many rules to guarantee that material property was passed on to legitimate offspring.
• The ancient Greeks and Romans placed a strong emphasis on marriage and the family, but Greek and Roman men were allowed considerable sexual freedom outside marriage.
• Christian theology separated physical love from spiritual love. The views of the early Christians regarding sex were partly the result of an attempt to keep order in the face of the sexual excesses and debauchery during the decline of the Roman Empire. Saint Augustine had a tremendous influence on the antisexual attitude of the Catholic Church.
• The 19th century Victorian era was an era of public prudery and purity. All pleasurable aspects of sex were denied.
• The Industrial Revolution, the emergence of the women's rights movement, and the introduction of the birth control pill and IUD caused American society to enter the sexual revolution. In the latter part of the 20th century, this caused a marked decrease in the average age at which Americans first engaged in sexual intercourse, a dramatic increase in the number of lifetime sexual partners, and pressure not to abstain from premarital sex but to engage in it.
1.3 Explain the process of socialization and how the media has become an omnipresent influence on sexual socialization.
• Socialization is the way a society shapes individual behaviors and norms. Socializing agents, the social influences that shape behaviors, include parents, peers, school, religion, and the media.
• The sexually related messages received by young people from different branches of the mass media—television, movies, radio, music, magazines, and tabloids—are omnipresent and pervasive and generally greater than the influences of all other socializing agents combined.
• Many advertisements use sexual appeals to sell their products.
• Teens who watch television shows, music videos, or movies with a lot of sexual content are more likely to begin having sexual intercourse earlier than other adolescents.
1.4 Identify the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.
• Perhaps more than anyone else, Sigmund Freud demonstrated the influence of sexuality on human life by discussing sexuality as a primary motivation for behavior.
• The work of physician and sexual researcher Henry Havelock Ellis was particularly important for its emphasis on the wide range of human sexual behaviors and for promoting the belief that behaviors such as masturbation and homosexuality should be considered normal.
• Research by Alfred Kinsey and colleagues opened the door to a whole new field of research. Through surveys and interviews, they found that most people masturbated, that many people engaged in oral-genital sex, that women could have multiple orgasms and that many men had same-sex sexual experiences.
• William Masters and Virginia Johnson were the first to directly observe and record the physiological responses in humans engaged in sexual activity under laboratory conditions.
1.5 Describe the uses and limitations of scientific methodology.

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• Scientific methodology such as surveys, correlational studies, direct observations, case studies, and experimental research can be used effectively to study human sexual behavior.
• Research begins by specifying the population, the complete set of subjects. If the population is large, a sample (subset) must be selected.
• Surveys can be conducted as in-person interviews or paper-and-pencil or online questionnaires, but responses may not always be truthful because of socially desirable biased responding.
• Correlational studies attempt to determine whether one variable changes in the same way (positive correlation) or the opposite way (negative correlation) as another. Correlation does not determine causation.
• Direct observations of people's behavior eliminate the problem of determining truthfulness, but is subject to the observer effect.
• Experimental research uses the experimental method to systematically manipulate an independent variable while keeping all other variables the same. This method allows for the determination of causation.
1.6 Summarize the history of sexuality education.
• What is believed to be factual about children's sexuality depends on the culture and the era, so young people are taught differently in different cultures and time frames.
• In the United States, sex education in schools originated in the early 20th century as part of a social hygiene movement to prevent rising levels of sexually transmitted infections and was directed primarily at boys.
• The debate over sex education curriculum is between abstinence only programs and comprehensive sexuality education.

MEDIA RESOURCES

Sex and the Scientist (1989; 86 minutes), distributed by Indiana University Audio Visual Center, examines the career of Alfred Kinsey.

Kinsey: American Experience (2005; 90 minutes), PBS home video. This film presents a biography of Kinsey that also features access to the extensive collection of sex research from the Kinsey Institute at Indiana University.
Queer Sex Ed (https://itgetsbetter.org/blog/queer-sex-ed-resources/?fbclid=IwAR2lSE8t6SKux6MXLLLtlZ84AnTk_9GNBAy1EehxlUIscl7XqS9PHmswdAs), Video series and accompanied resources exploring a variety of topics related to sex and the intersection of sex with race, gender, and disability. From the It Gets Better Project, which aims to uplift and empower LGBTQ+ youth.

GUEST LECTURES
Invite campus religious leaders (of different denominations) to class to give their religions' contemporary views on various sexual issues. You might ask students to interview representatives from their own religious traditions about views on various sexual issues and to bring this material back to present in class. You might also recruit students from different cultures to do the same thing.

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CLASSROOM ACTIVITIES/DISCUSSION

1. Ask the students how they scored on the Sexual Knowledge Quiz (pp. 3–4). We created the quiz, but there are several others you might want to use as well. June Reinisch of the Kinsey Institute published an 18-item "Sex Knowledge Test": Reinisch, J. M. (1990). *The Kinsey Institute New Report on Sex: What You Must Know to Be Sexually Literate.* New York: St Martin' s Press. Students can compare their grades with those of a national sample. Reinisch found that most Americans received a "D" or "F" on this test.

2. Have students discuss their feelings about sex for (1) reproductive purposes and (2) for pleasure only. Many students will indicate that they have a positive attitude about sex for pleasure, but test their true feelings by asking how they feel about their parents or grandparents having sex for pleasure, having sexual intercourse in different positions, having oral-genital sex, and so on. (This topic is covered in Chapter 10.)

3. Have students discuss the moral values and principles about sex taught to them by their parents and others as they were growing up. Do they still apply to their lives now as an independent adult? If so, are they comfortable living by them? If not, how have their values changed?

4. Have students list examples of sexual repression and sexual permissiveness in their own communities.

5. Have students discuss how the media have influenced their own sexual behaviors and attitudes. The biggest problem that might be encountered here is getting students to acknowledge the cumulative effect of years of exposure to sexually oriented material on television and radio, and in movies, magazines, and advertisements.

6. Have an open discussion of the students' views about the meaning of "sex" and "had sex."

7. Have the class construct their own questionnaire by each contributing a question or two. Read the questions to the class, and discuss the problems with obtaining valid results. Generalize the discussion to the problems that sex researchers face in their own studies.

8. Have the class to design a research study. Suppose you want to study the progression of sexual intimacy in dating couples. You are interested in knowing how long, on average, the two people have known each other or have been dating when they first engage in various intimate behaviors (kissing, erotic touching, nudity, genital touching, oral sex, intercourse). What kind of study would you propose? How would you obtain subjects? Exactly how would you go about gathering your data? What methodological problems do you think you might encounter?

9. Students could design a survey study by choosing a type of survey, wording survey questions, deciding on a sample population, and choosing where to conduct their survey. Students could talk about potential problems in their research including sampling procedures, memory recall, respondent bias, volunteerism bias, and low response rate.

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OUTSIDE ACTIVITIES

1. Have students monitor TV programs, music they listen to, social media, and the news for references to sexual topics. Do this for two or three days or longer. Have them to classify the references as positive, negative, or neutral.

2. Have students examine advertisements (e.g., from magazines or social media) to determine if the message is product information or identification.

3. Assign the students to read an article from a scientific journal (such as the *Journal of Sex Research*) and another article about sex from a popular magazine (such as *Cosmopolitan*). Have them to compare and contrast the magazines' styles. What methods are used to collect data? Does the article from the popular magazine give references or validate its claims?

4. Have students contact their local elementary and/or middle schools and ask to review materials used for sex education. Have them ask how decisions are made (in the district) regarding the choice and use of these materials. Have a class discussion on how students might evaluate these materials in terms of adequacy of information presented, helpfulness to young students, and so on. What alternatives might they propose?

SUGGESTED READINGS AND RESOURCES

American Academy of Pediatrics. (2010). Policy statement— Sexuality, contraception, and the media. *Pediatrics*, *126*, 576–582. Excellent article on why abstinence-only education cannot overcome the omnipresent media message of "non-abstinence."

Bullough, V. L. (1998). Alfred Kinsey and the Kinsey report: Historical overview and lasting contributions. *Journal of Sex Research*, *35*, 127–131. Puts Kinsey's contribution in proper perspective.

D'Emilio, J., & Freedman, E. (2012). *Intimate matters: A history of sexuality in America* (3rd ed.). Chicago: University of Chicago Press. A very scholarly history.

Kantor, L., Levitz, N., & Holstrom, A. (2020). Support for sex education and teenage pregnancy prevention programmes in the USA: Results from a national survey of likely voters. *Sex Education*, *20*(3), 239–251.

Maier, T. (2009). *Masters of sex. The life and times of William Masters and Virginia Johnson, the couple who taught America how to love.* New York: Basic Books. Available on Amazon in paperback, hardcover, or electronic formats.

Marshall, D. S. (1971, February). Too much in Mangaia. *Psychology Today* (vol. 4, pp. 43–44, 70, 74, 75). An interesting read if you can find it.

Messenger, J. L. (1971, February). Sex and repression in an Irish folk community: The lack of

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the Irish. *Psychology Today* (vol. 4, pp. 41–42, 68). Another interesting read, but difficult to find.
Miller, L. (2011, February 14). What the Bible really says about sex. *Newsweek*, pp. 46–49. This short article will get you started; there are references to two books.
Ward, L. M., Moorman, J. D., & Grower, P. (2019). Entertainment media's role in the sexual socialization of Western youth. In J. Gilbert and S. Lamb (Eds.), *Cambridge handbook of sexual development: Childhood and adolescence* (pp. 395–418). United Kingdom: Cambridge University Press.

Websites:

Centers for Disease Control and Prevention—information about "best practices" for sex ed in schools can be found at https://www.cdc.gov/healthyyouth/whatworks/ what-works-sexual-health-education.htm
The Kinsey Institute, Indiana University at www.Kinseyinstitute.org
Planned Parenthood for Teens—information for teens and young adults about sex and relationships at https://www.plannedparenthood.org/learn/teens
SIECUS (Sexuality Information and Education Council of the U.S.)—age-appropriate sex ed materials for use at home (and in home schooling) when talking with and teaching children and teens can be found at https://siecus.org/homeschool-style-sex-ed-resources/ Society for the Scientific Study of
Sexuality—information about one of the professional organizations devoted to the scientific study of human sexuality, at www.sexscience.org
Scarleteen—"inclusive, comprehensive, supportive sexuality and relationships info for teens and emerging adults" at https://www.scarleteen.com/

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