Understanding Human Sexuality 13th edition Hyde Solutions Manual

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Chapter 2
Theoretical Perspectives on Sexuality

Lecture Outline

Are You Curious?

Questions are posed regarding male preference in female figures, arousing nature of scents, and the origins of patterns of sexual interactions.

Some of the major theories in the social sciences have had many—and different—things to say about sexuality, and it is these theories that are considered in this chapter. Theories provide people with answers to the question "why?"

Theories provide the framework for academic endeavors by answering the question of why people engage in the behaviors that they do.

I. Evolutionary Perspectives

- Sociobiology is defined as the application of evolutionary biology to understanding the social behavior of animals, including humans.
- In terms of evolution, what counts is producing lots of healthy, viable offspring who will carry on one's genes.
- Evolution occurs via natural selection, the process by which the animals that are best adapted to their environment are more likely to survive, reproduce, and pass on their genes to the next generation.
- How do humans choose mates? One major criterion is the physical attractiveness of the person. Sociobiologists argue that many of the characteristics we evaluate in judging attractiveness—for example, physique and complexion—are indicative of the health and vigor of the individual.
- Sexual selection is selection that creates differences between males and females. It consists of two processes:
    - Competition among members of one gender (usually males) for mating access to members of the other gender
    - Preferential choice by members of one gender (usually females) for certain members of the other gender
- Evolutionary psychology focuses on psychological mechanisms that have been shaped by

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natural selection.

- If behaviors evolved in response to selection pressures, it is plausible to argue that cognitive or emotional structures evolved in the same way.
- One line of research has concentrated on sexual strategies. According to this theory, females and males face different adaptive problems in short-term, or casual, mating and in long-term mating and reproduction.
- According to the theory, females engage in intrasexual competition for access to males.
- Like evolutionary psychology, sexual strategies theory is based on assumptions about what the ancestral environment was like. While we can't study it directly, we can study very traditional societies such as the Ache and Mayan.
- Critics question the data used to support much of the research. While these theories claim that the processes and behaviors are the result of human evolution, and therefore universal, most of the data testing them comes from WEIRD (Western, Educated, Industrialized, Rich, Democratic) societies.

II. Psychological Theories

- Four of the major theories in psychology are relevant to sexuality: psychoanalytic theory, learning theory, social exchange theory, and cognitive theory.
- Sigmund Freud's psychoanalytic theory has been one of the most influential of all psychological theories. Because Freud saw sex as one of the key forces in human life, his theory gives full treatment to human sexuality.
    - Freud termed the sex drive or sex energy libido, which he saw as one of the two major forces motivating human behavior (the other being thanatos, or the death instinct).
- Freud described the human personality as being divided into three major parts: the id, the ego, and the superego.
    - The id is the basic part of personality and is present at birth. It is the reservoir of psychic energy (including libido). Basically it operates on the pleasure principle.
    - The ego operates on the reality principle and tries to keep the id in line. The ego functions to make the person have realistic, rational interactions with others.
    - The superego is the conscience. It contains the values and ideals of society that we learn, and it operates on idealism.
- Freud saw the libido as being focused in various regions of the body known as erogenous zones. An erogenous zone is a part of the skin or mucous membrane that is extremely sensitive to stimulation; touching it in certain ways produces feelings of pleasure.
- Freud believed that the child passes through a series of stages of development. In each of these stages a different erogenous zone is the focus.

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- The first stage, lasting from birth to about 1 year of age, is the oral stage. The child's chief pleasure is derived from sucking and otherwise stimulating the lips and mouth.
- The second stage, which occurs during approximately the second year of life, is the anal stage. During this stage, the child's interest is focused on elimination.
- The third stage of development, lasting from age 3 to perhaps age 5 or 6, is the phallic stage. The boy's interest is focused on his phallus (penis), and he derives great pleasure from masturbating.
    - Perhaps the most important occurrence in this stage is the development of the Oedipus complex, which derives its name from the Greek story of Oedipus, who unknowingly killed his father and married his mother.
    - In the Electra complex, a girl's incestuous desires for her father result from a desire to be impregnated by him, to substitute for the unobtainable penis.
- Freud said that following the resolution of the Oedipus or Electra complex, children pass into a prolonged stage known as latency, which lasts until adolescence.
- With puberty, sexual urges reawaken, and the child moves into the genital stage. During this stage, sexual urges become more specifically genital, and the oral, anal, and genital urges all fuse together to promote the biological function of reproduction.
- From a scientific point of view, one of the major problems with psychoanalytic theory is that most of its concepts cannot be evaluated scientifically to see whether they are accurate.
- Research in the developing area of neuropsychoanalysis suggests that it is activity in the prefrontal area of the brain that constrains the sometimes bizarre imagery that is generated by the limbic and postcortical regions.
- A key concept in Freud's theory is repression, a defensive act preventing certain information from becoming known, or motivated forgetting.
- While psychoanalytic and sociobiological theories are based on the notion that much of human sexual behavior is biologically controlled, it is also quite apparent that much of it is learned.
- Classical conditioning is a concept usually associated with the work of the Russian scientist Ivan Pavlov (1849–1936).
    - The process of learning that occurs in classical conditioning takes place when a new stimulus, the conditioned stimulus (CS; for example, the sound of a bell) repeatedly occurs paired with the original unconditioned stimulus (food). After this happens many times, the conditioned stimulus (the ringing bell) can eventually be presented without the unconditioned stimulus (food) and will evoke the original response, now called the conditioned response (CR, salivation).
    - Classical conditioning is useful in explaining a number of phenomena in sexuality. One example is fetishes, the attachment of great erotic significance to some object other than a human being.
- Operant conditioning, a concept that is often associated with the psychologist B. F.

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Skinner, refers to the following process. A person performs a particular behavior (the operant). That behavior may be followed by either a reward (positive reinforcement) or a punishment. If a reward follows, the person will be likely to repeat the behavior again in the future; if a punishment follows, the person will be less likely to repeat the behavior.
    - In operant conditioning terms, sexual intercourse has repeatedly been associated with a punishment (pain), and so the behavior becomes less frequent.
    - Another principle of operant conditioning that is useful in understanding sexual behavior holds that consequences, whether reinforcement or punishment, are most effective in shaping behavior when they occur immediately after the behavior.
    - A third principle that has emerged in operant conditioning studies is that, compared with rewards, punishments are not very effective in shaping behavior.
- Psychoanalytic theorists believe that the determinants of human sexual behavior occur in early childhood, particularly during the Oedipal complex period. Learning theorists, in contrast, believe that sexual behavior can be learned and changed at any time in one's life span—in childhood, in adolescence, in young adulthood, or later.
- Behavior modification involves a set of techniques, based on principles of classical or operant conditioning, that are used to change (or modify) human behavior. These techniques have been used to modify everything from problem behaviors of children in the classroom to the behavior of schizophrenics.
- Social learning theory is a somewhat more complex form of learning theory. It is based on principles of operant conditioning, but it also recognizes two other processes at work: imitation and identification.
    - These two processes are useful in explaining the development of gender identity, or one's sense of maleness or femaleness.
- Successful experiences with an activity over time create a sense of competence, or self-efficacy, at performing the activity.
- Social exchange theory uses the concept of reinforcement to explain stability and change in relationships between people. It views social relationshops primarily as exchanges of goods and services among persons.
- Social exchange theory assumes that we have freedom of choice and often face choices among alternative actions. It assumes that we choose actions which maximize rewards and minimize costs.
- Cognitive psychology can readily explain some aspects of human sexuality. A basic assumption is that what we think influences what we feel.
- To a cognitive psychologist, how we perceive, label and and evaluare an event is a crucial influence on our emotions and behavior.
- Psychologist Sandra Bem (1981) has proposed a schema theory to explain gender-role development and the impact of gender on people's daily lives and thinking. A schema is a general knowledge frame-work that a person has about a particular topic.

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III. Critical Theories

The social constructionist viewpoint calls our attention to the fact that behaviors and types of people are social constructions, categories that are developed by groups and subcultures and then applied to objects in the world around them.

- Feminist theory was not proposed by a single theorist, but rather by many independent scholars.
    - Gender signals status in a culture, with men having greater status and power.
    - Sexuality in the theory includes many specific issues, including rape, abortion, birth control, sexual harassment on the job, and pornography. According to feminist analysis, women's sexuality has been repressed and depressed, but rarely expressed.
    - Feminist theory highlights the importance of gender roles and gender socialization. Our culture has well-defined roles for males and for females. From their earliest years, children are socialized to conform to these roles.
    - Intersectionality is an approach that says that one should simultaneously consider a person's multiple group memberships and identities, including gender, race, social class, and sexual orientation.
- Over the years, "queer" has been used as a derogatory term referring to homosexuals.
- Queer theory questions the social categorization of sexuality and gender. It challenges binaries (the idea that people fall into one of just two categories), especially the sexual orientation binary, that is, the assumption that people are either homosexual or heterosexual and there are no other possibilities or spaces in between.
- Queer theory also challenges heteronormativity, the belief that heterosexuality is the only pattern of sexuality that is normal and natural.

IV. Sociological Perspectives

- Sociologists are especially interested in the ways in which sovial interaction and the larger society shape human sexuality.
- An important sociological theory is symbolic interaction theory. Its basic premise is that human nature and the social order are products of symbolic communication among people.
- Successful interaction requires the negotiation of a definition of the situation.
- The outcome of social influences is that each of us learns a set of sexual scripts. Sexual behavior is a result of elaborate prior learning that teaches people an etiquette of sexual behavior.
    - Scripts are plans that people carry around in their heads for what they are doing and what they are going to do; they are also devices for helping people remember what they have done in the past.

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  - Scripts also tell us the meaning that we should attach to a particular sexual event.
- A sexual field is a site populated with people with erotic dispositions that they project on the space and each other, creating a system of sexual stratification; the resulting interaction reflects each actor's desires, mediated by the acceptable modes of interaction and each actor's status in that field.
- Sociologists approach the study of sexuality with three basic assumptions:
  - Every society regulates the sexuality of its members.
  - The appropriateness or inappropriateness of a particular sexual behavior depends upon the institutional context within which it occurs.
  - Basic institutions of society (religion, economy, family, medicine, and law) affect the rules governing sexuality in that society.
- In the American culture, the Judeo-Christian religious tradition has been a powerful shaper of sexual norms.
- The nature and structure of the economy is another macro-level influence on sexuality.
- The family is a third institution influencing sexuality. The family exerts a particularly important force on sexuality through its socialization of children.
- The institution of medicine has become a major influence on our sexuality over the last 100 years. Physicians tell us what is healthy and what is unhealthy.
  - The domination of contemporary theory and research by the biomedical model is referred to as the medicalization of sexuality.
- The legal system is another institution influencing sexuality at the macro level.
  - Laws determine norms
  - Laws are the basis for the mechanisms of social control
  - The law reflects the interests of the powerful, dominant groups within a society

Discussion Questions

DQ1: Gender schema theory – Define and describe psychologist Sandra Bem's gender schema theory. What is a schema? What does Bem's theory suggest about the difficulty of unlearning stereotypes?

DQ2: Sexual scripts – Sexual scripts tell us how sexual interaction occurs, but what else do they tell us? Imagine a typical sexual encounter. Would you do this with your Uncle Harold? Would you have done this at age five? Would you do this in a classroom while the professor was lecturing? Are you more likely to do this at 10 a.m. or 10 p.m.? How are sexual scripts useful for an individual and for society? How can they be oppressive or restrictive?

DQ3: Explaining racial/ethnic differences – In Chapter 1, several differences were identified in the sexual behavior of whites, African Americans, Latinos, and Asian Americans (refer to

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Table 2). Which of the theories discussed in this chapter can most easily explain these differences? Pick one specific difference, and construct an explanation for it using that theory. How well does the theory help you understand cultural differences in sexuality?

DQ4: Applying gender schema theory – How can Sandra Bem's gender schema theory help people understand why various daily experiences appear natural to them? As a class, apply this theory while considering the prevalence of, for example, women in commercials selling cleaning products, men in commercials selling fast food, women working as nurses, and men working in local and federal government. How does gender schema theory work to make all these phenomena seem normal and natural?

DQ5: Learning theory and sexual orientation – A Sexually Diverse World describes how learning theory explains a sexual behavior pattern in Papua New Guinea (p. 32). The text argues that learning theory makes sense out of what appears to us to be a puzzling sexual behavior pattern. What assumptions do we have about sexual orientation that makes the behavior pattern appear puzzling, and in need of explanation, in the first place? How would learning theory explain American sexual behavior patterns?

DQ6: Script theory and the Sambia – A Sexually Diverse World (p. 32) uses learning theory to explain the pattern of homosexual and heterosexual behavior of Sambian males. Could script theory also be used to explain this sexual behavior pattern? How?

DQ7: Social institutions and female sexuality – From a sociologist's point of view, how have the social institutions of family, health care/insurance, work, religion, and government controlled female sexuality? Give an example of each. How might each institution be reconstituted to be less restrictive of female sexuality?

DQ8: Freud on women – The text states: "Feminists argue that psychoanalytic theory is essentially a male-oriented theory that may cause harm to women. …" What is psychoanalytic theory? Why can it be called male-oriented? How exactly might it cause harm to women? What kinds of harm, in particular, can you imagine it causing?

Classroom Activities

CA1: Personal reflections. Have students anonymously answer the questions in *Personal Reflections on Sexual Learning* (Handout 2A). Ask them to disclose their answers and discuss them with the class. Alterrnatively, students can exchange answer sheets and each can read aloud the one they have; this preserves anonymity.

CA2: Quiz. Pass out the *Vocabulary Quiz* (Handout 2B) and ask students to answer the

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questions in order to test their knowledge on the basic vocabulary for Chapter 2.
Note to the instructor. Questions 1, 3, 6, 8, and 9 are true.

CA3: Guest speaker. One of the most powerful experiences in a classroom can be when the students have the opportunity to listen and talk with a person who embodies the facts and issues at hand. Contact a local (perhaps university-affiliated) evolutionary psychologist, sociobiologist, psychoanalyst, social learning theorist, psychologist, or sociologist to explain his or her perspective on sexuality.

CA4: The sexual script. On pieces of 8-by-10-inch paper, separately write possible actions that fit into a sexual script (e.g., they learn each other's name; they go out to dinner; they talk; they kiss; she receives oral sex; he receives oral sex; she touches his chest; he touches her chest; she touches his genitals; he touches her genitals; they tell their sexual histories; they have intercourse; they say "I love you") and a series of dates (e.g., date 1, date 2, date 3). Pass out one piece of paper to each student and ask them to line up in a typical order. How much agreement is there? Where is the order contentious? Why? What would happen if we moved "they tell their sexual histories" to before "they kiss"? What would happen if we moved "they touch genitals" to before "they touch chest"? How rigid is the sexual script? Does the sexual script apply to a dating situation or every time two people come together? Has the sexual script changed over history? How?

CA5: A problem for sociobiology? According to the text, sociobiologists argue that "… many of the characteristics we evaluate in judging attractiveness … are indicative of the health and vigor of the individual" and, therefore, good genes. In groups or as a class, brainstorm a list of characteristics that signal attractiveness to your students and/or bring in a contemporary magazine and examine it for characteristics that are thought to be attractive. Then, evaluate each characteristic as a signifier of health. Are some of the requirements for attractiveness less than healthy? Unhealthy? What are the most important requirements? Are these requirements signifiers of health? What else might such characteristics signify?
Note to the instructor. The thinness requirement for women is an excellent example of an unhealthy characteristic that is a signifier of attractiveness in our culture. What else might smallness, weakness, and fragility suggest about a woman? Are those things valued as feminine in our culture? The positive value placed on tanned or bronze skin is another example of an unhealthy characteristic.

CA6: Kinds of learning. Your text describes several kinds of learning. How is each kind of learning different from the next? Separate your students into four or eight groups and assign each of them one of the following theories of learning: classical conditioning, operant conditioning, behavior modification, or social learning theory. As a group, ask your students to figure out what differentiates their theory from the others. Then, paying special attention to how their theory

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differs from the others, ask them to use it to explain an adolescent boy who masturbates three times a week and an adolescent girl who never touches her privates. As a class, you might discuss which theory appears to best explain these masturbatory patterns.

CA7: Theoretical perspectives on sexual variations. This exercise helps students learn to apply theories as explanations for different sexual behaviors. Pass out *Theoretical Perspectives on Sexual Variations* (Handout 2C). For each of the selected paraphilias, ask your students to try to explain the paraphilias from each of the perspectives identified. Check your students' suggestions against the answers provided.

CA8: Changing institutions. The textbook discusses how social institutions influence our sexuality. Arrange your students into groups and assign each group two of the following institutions discussed: religion, economy, family, medicine, and law. Ask each group to debate the dominant sexual ideology of their assigned institutions. Then, ask them to think about how the dominant sexual ideology of their assigned institutions has changed throughout history. Finally, ask your students to discuss how the two institutions interact and affect each other in powerful and consequential ways.

CA9: Sexual ideologies of institutions. Arrange your students into groups and assign each group one of the major social institutions mentioned in the textbook (religion, economy, family, medicine, and law). Ask each group to discuss the following questions. What is this institution's sexual ideology or ideologies? How does the institution promote its ideology? Is its ideology in conjunction with or in contrast to popular ideologies of sexuality? What other institutions does it interact with, and how?

CA10: Critical Thinking. The critical thinking skill for this chapter is learning to evaluate theories/ideas by using the concept of validity, rather than truth/falsity. Validity is assessed by deriving a research question or testable hypothesis from the theory, collecting empirical evidence, and evaluating the consistency between the data and the hypotheis.
Script theory states that our culture teaches us an elaborate script for sexual activity, including a specific sequence in which each activity in a sexual interaction should occur. Have the class participate in the activity described in CA4. When everyone is in place in the line, list the sequence they are in on a board/screen. The theory predicts that most (all?) of the students will agree with that sequence. Ask the group how many of them believe the sequence describes a typical sexual interaction. Collect the data by a show of hands. Evaluate the data by discussing extent of agreement vs. points of disagreenment. How much consisteny do the students believe is necessary to validate the hypothesis?

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Outside Activities

OA1: Sexual autobiography – This exercise is designed to encourage students to think thoughtfully and critically about their own sexual development. Begin with students' earliest recollections of sexual experiences and progress to the present. Attempt to find connections between events or behaviors at one period of development with those at other periods of development. Advance one or more theories to explain the occurrence or the effects of phenomena. This can be assigned as a semester-long paper, or it can be completed in a brief format and used as material for group discussion.

OA2: Sexual ideologies of institutions – Research one of the major social institutions mentioned in the textbook (religion, economy, family, medicine, and law), and write a short essay. What is this institution's sexual ideology or ideologies? How does the institution promote its ideology? Is its ideology in conjunction with or in contrast to popular ideologies of sexuality? What other institutions does it interact with, and how?

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Handout 2A: Personal Reflections on Sexual Learning

Please write an answer to each question. Do not write your name on the survey.

1. What is your first memory of learning about sexuality? How might these first experiences have affected your behavior or thinking about sexuality now?

2. What sort of modeling have your parents provided? Has their relationship(s) affected how you view love, marriage, or monogamy?

3. Describe your first sexual interaction. After your first sexual interaction, how did you feel about yourself? Your sexuality? Did you seek out more? Why or why not?

4. What are your strongest beliefs about sexuality? What is the source of these beliefs? What evidence comes to mind to justify these beliefs? What is the source of this evidence?

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Handout 2B: Vocabulary Quiz

1.	Sociobiology is the study of how bodies are socially constructed.	True	False	Don't Know
2.	Evolutionary psychology is the study of psychological mechanisms that have emerged out of evolution.	True	False	Don't Know
3.	Psychoanalytic theory assumes that we are not conscious of all our motivations.	True	False	Don't Know
4.	According to Freud, the ego is the part of the personality that contains the libido.	True	False	Don't Know
5.	Classical conditioning involves a process of changing the frequency of a behavior by following it with reinforcement or punishment.	True	False	Don't Know
6.	Self-efficacy is a sense of competence at performing an activity.	True	False	Don't Know
7.	A schema is a script for an activity.	True	False	Don't Know
8.	The sociological approach emphasizes the impact of institutions.	True	False	Don't Know
9.	A cognitive theorist would argue that it is important to study people's thoughts.	True	False	Don't Know
10.	Operant conditioning emphasizes the importance of imitation and identification.	True	False	Don't Know

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Handout 2C: Theoretical Perspectives on Sexual Variations

For each of the following sexual variations, attempt to apply principles from the text to explain how it might develop.

Fetishism

1. Classical conditioning explanation:

2. Psychoanalytic explanation:

Transvestism

1. Operant conditioning explanation:

2. Psychoanalytic explanation:

Exhibitionism

1. Observational learning explanation:

2. Psychoanalytic explanation:

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Handout 2C: Theoretical Perspectives on Sexual Variations
(Continued)

Sadism

1. Observational learning explanation:

2. Classical conditioning explanation:

Masochism

1. Classical conditioning explanation:

2. Psychoanalytic explanation:

Voyeurism

1. Operant conditioning explanation:

2. Observational learning explanation:

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Handout 2C: Answers

Fetishism. (1) Early sexual experiences occur in conjunction with a particular object; with repeated pairings of the object and arousal, the individual comes to associate arousal with the object in question. (2) The fetish object is a defense against castration anxiety. During childhood, the male with the fetish was sexually attracted to his mother but afraid of being retaliated against, in the form of castration, by his father. In order to avoid this less-than-desirable consequence, he avoids typical sexual interactions and substitutes a safer activity (e.g., sex with a shoe).

Transvestism. (1) A young man may try on the clothes of his parents. On certain occasions of dressing in his mother's clothes, he may receive a great deal of attention, which is rewarding. Alternatively, he might actually receive praise for this behavior. (2) As a defense against castration anxiety (specifically, the belief that females are castrated males), a male may cross-dress to show that even as a woman he does have a penis and has not been castrated.

Exhibitionism. (1) It might be argued that a male's tendency to display his genitals is learned from viewing sexually explicit materials. If a male's early masturbatory episodes involved viewing erotic magazines or videos in which the males readily present their genitals to approving females, the modeled behavior may later be imitated. (2) Consistent with the explanations for fetishism and transvestism, the male is fixated at the phallic stage of development when concern about castration is paramount. In exhibitionism, the male presents his genitals to a female, whose startled response reassures him that he has not been castrated and his genitals are still there.

Sadism. (1) The modeling of such behaviors in violent pornography may lead to imitation of this behavior. (2) A boy, while inflicting pain on someone, experiences intense arousal accompanied by erection (a frequent concomitant of general physiological arousal). The association between inflicting pain and having an erection leads to the development of the sadistic paraphilia.

Masochism. (1) A boy may happen to experience sexual arousal while being spanked. The pairing of the arousal and the spanking leads to an association between the two. When he is punished in the same way on subsequent occasions, he will become aroused. (There's also an element of operant conditioning within this perspective. Having developed the association, he will likely seek out similar situations (i.e., in which punishment leads to arousal) as he gets older. Each experience with spanking or punishment would lead to the associated rewards; in this way, using spanking to get sexual pleasure becomes operantly conditioned. (2) One idea is that masochism is a manifestation of the death instinct. Another possibility is that masochism results because the person finds it too threatening to express aggression against someone else. So, as a sort of defense mechanism, the aggression is expressed against one's self.

Voyeurism. (1) A young male, by chance, happens upon a woman removing her clothes (perhaps

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a neighbor across the yard). Becoming sexually aroused, he masturbates. This is reinforcing, and he looks for similar situations. (2) A male learns in our society, because of the wide availability of pornography and the predominance of sexual imagery in the media, that watching sex and sexual activity is the norm and socially encouraged. Observing that other males do so, he imitates these models' behavior, generalizing his viewing to live women.

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2



Theoretical Perspectives on Sexuality

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Evolutionary Perspectives

- **Sociobiology**: Application of evolutionary biology to understand the social behavior of animals, including humans
- **Evolution**: A theory that all living things have acquired their present forms through gradual changes in their genetic endowment over successive generations

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Evolutionary Perspectives

- **Natural Selection**: A process by which animals that are best adapted to their environment are more likely to survive, reproduce, and pass genes to the next generation
  - *parental investment*
    - behavior and resources invested by parents to achieve the survival and reproductive success of their genetic offspring

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Evolutionary Perspectives

- **Sexual Selection**
  - competition between members of one gender (usually male)
  - preferential choice by members of one gender (usually female)

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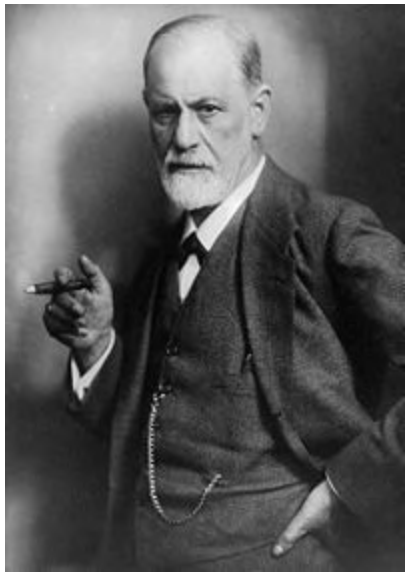
Evolutionary Perspectives

- Focuses on the psychological mechanisms shaped by natural selection
- Assumes that every characteristic we observe must have some adaptive significance
  - some human traits, however, may simply be design flaws

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Psychological Theories
Psychoanalytic Theory

- Freud's **psychoanalytic theory**
  - two major forces motivating human behavior
    - **Libido:** Sex drive or sex energy
    - **Thanatos:** The death instinct



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Freud's Parts of the Personality

- **Id** is the basic part of personality, which is present at birth; operates on the *pleasure principle*
- **Ego** operates on the *reality principle* and tries to keep the id in line
- **Superego** is the conscience and operates on *idealism*

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Freud's Early Stages of Psychosexual Development

- ***Oral stage*** *(birth to one year)* – child's chief pleasure is derived from sucking and otherwise stimulating the lips and mouth
- ***Anal stage*** *(second year)* – child's interest is focused on elimination

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Freud's Phallic Stage

(Ages 3 to 5 or 6)

- Boy's interest is focused on his phallus (penis)
  - **Oedipus complex** develops but is resolved by *castration anxiety*
- Girls feel cheated and suffer from *penis envy*
  - **Electra complex** develops but resolution is not as complete as for boys

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Freud's Later Stages of Psychosexual Development

- **Latency**, in which sexual impulses are repressed or are in a quiescent state, lasts until adolescence
- Sexual urges reawaken with puberty, when the child moves into the **genital stage**

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Fixations at Freudian Stages

- People do not always mature from one stage to the next.
- Most adults have at least traces of earlier stages remaining in their personalities

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Evaluation of Psychoanalytic Theory

- Most of its concepts cannot be evaluated scientifically
- Data were derived from patients of Freud
- Overemphasis on biological determinants of behavior and instincts
- A male-centered theory that may cause harm to women

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Psychological Theories
Learning Theory

- Much of human sexual behavior is biologically controlled, but some of it is also learned

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Psychological Theories

- **Principles of Learning Theory**
  - **Classical conditioning** takes place when a conditioned stimulus is paired with an original unconditioned stimulus
  - **Operant conditioning** means a person is more likely to repeat a behavior if it is rewarded (reinforcement)

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Psychological Theories

- **Principles of Learning Theory *continued***
  - **Behavior modification** involves a set of techniques used to change behavior
  - **Social learning** is based on operant conditioning: *imitation* and *identification*

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Psychological Theories
Social Exchange Theory

- A theory, based on the principle of reinforcement, that assumes that people will choose actions that maximize rewards and minimize costs.

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Psychological Theories
Social Exchange Theory

- Principles of Social Exchange Theory
  - Comparison level for alternatives
    - Comparing the profits one relationship provides over alternative relationships
  - Equity
    - Believing rewards are proportionate to costs in a relationship
  - Matching hypothesis
    - Men and women choosing mates who match them on physical and social characteristics

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Psychological Theories
Cognitive Theory

- The study of the way people perceive and think
- What we think influences what we feel
  - how we perceive a sexual event makes a difference

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Psychological Theories
Gender Schema Theory

- **Gender schemas:** Set of attributes that we associate with males and females
  - Schemas predispose us to process information on the basis of gender
  - Schemas filter out *stereotype-inconsistent* information, making them slow to change

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Gender Stereotype Consistent



Gender Stereotype Inconsistent



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Critical Theories

- **Feminist theory**
  - Gender is a dimension of inequality
  - Women's sexuality has been repressed and depressed, but rarely expressed
  - Gender roles restrict people
  - Intersectionality
    - an approach that says that we should simultaneously consider a person's multiple group memberships and identities, including gender, race, social class, and sexual orientation

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Critical Theories

- **Queer theory**
  - Once a derogatory term, now re-appropriated with a positive meaning
  - Heteronormativity
    - the belief that heterosexuality is the only pattern of sexuality that is normal and natural
  - Social norms privilege heterosexuality and marginalize other sexual orientations

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Sociological Perspectives
The Influence of Society

- **Three assumptions**
  - every society regulates the sexuality of its members
  - basic institutions affect the rules governing sexuality
  - appropriateness/inappropriateness of a particular sexual behavior depends on the culture in which it occurs

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Sociological Perspectives
Symbolic Interaction Theory

- Human nature and the social order are products of symbolic communication among people
- *Definition of the situation:* To fit actions together and to achieve agreement, people must reaffirm old meanings or negotiate new ones

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Sociological Perspectives
Script Theory

- Sexual behavior is a result of elaborate prior learning that teaches us an etiquette of sexual behavior.
- Scripts also tell us the meaning we should attach to a particular sexual event.

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Sociological Perspectives
Field Theory

- Sexual field: A site populated with people with erotic dispositions that they project on the space and each other
- The resulting interaction reflects each actor's desires, mediated by the acceptable modes of interaction and each actor's status in that field.

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Sociological Perspectives
Social Institutions

- At the macro level, our sexuality is influenced by powerful social institutions, including
  - religion
  - economy
  - family
  - medicine
  - law

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