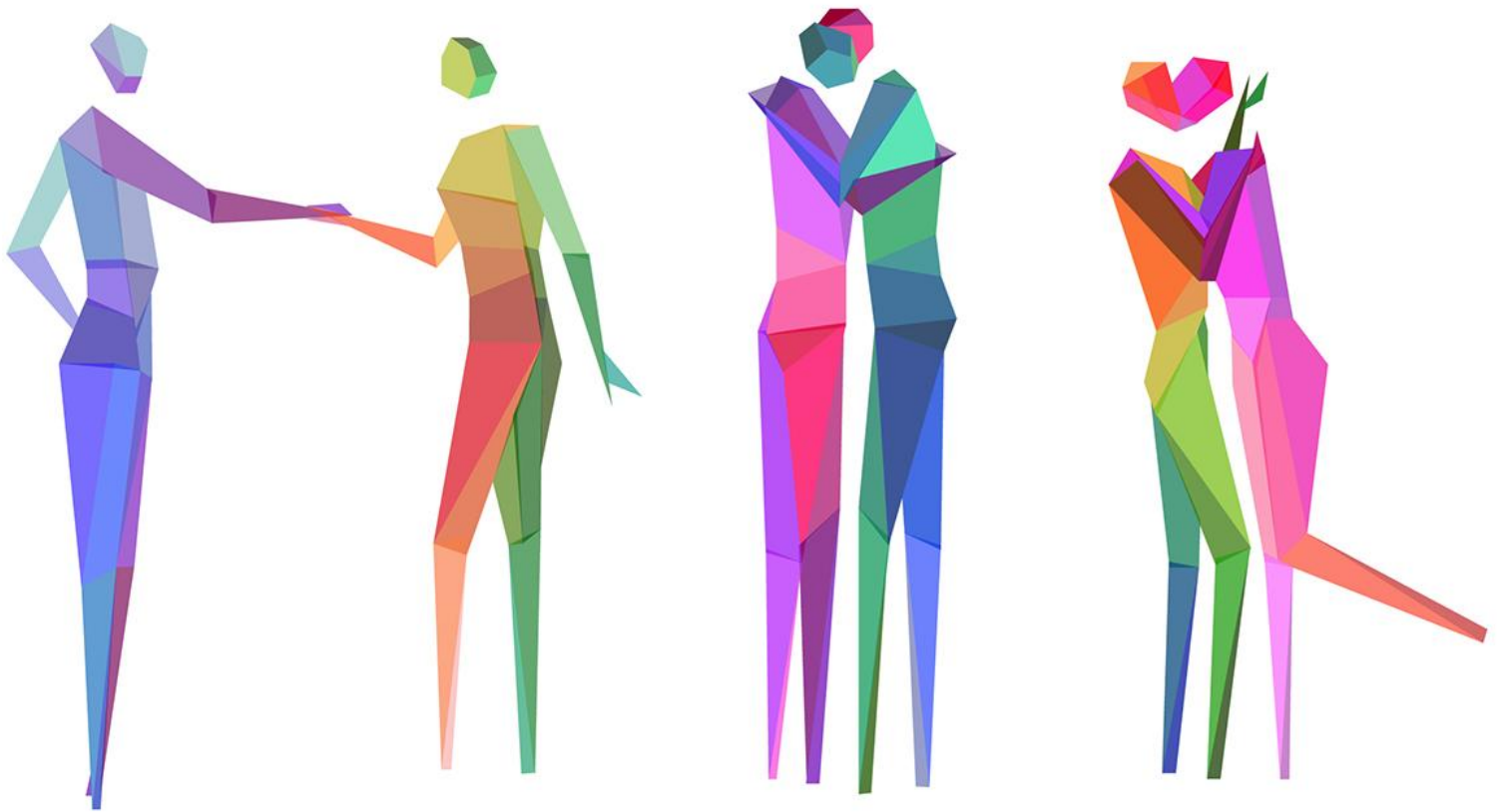


Understanding Human Sexuality



HYDE DELAMATER BYERS O'SULLIVAN

EIGHTH CANADIAN EDITION

Understanding Human Sexuality

Janet Shibley Hyde

University of Wisconsin—Madison

John D. DeLamater

University of Wisconsin—Madison

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University of New Brunswick

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To our family

Dorothy, Peter, Elizabeth, Margaret Laura, Luke

—J.S.H. & J.D.D.

To my family with so, so, so much love,

Larry, Krista, Lionel, Alyssa, Julia, Josh, and Sacha

—E.S.B.

To my crew at home—Rice, Jack, & Maddy—

with thanks for your patience and love

—L.F.O.

Author Biographies

Janet Shibley Hyde, the Helen Thompson Woolley Professor of Psychology and Gender & Women's Studies at the University of Wisconsin–Madison, received her education at Oberlin College and the University of California, Berkeley. She has taught a course in human sexuality since 1974, first at Bowling Green State University, then at Denison University, and now at the University of Wisconsin. Her research interests are in gender differences and gender development in adolescence. Author of the textbook *The Psychology of Women and Gender: Half the Human Experience*, she is a past president of the Society for the Scientific Study of Sexuality and is a Fellow of the American Psychological Association and the American Association for the Advancement of Science. She has received many other honours, including an award for excellence in teaching at Bowling Green State University, the Chancellor's Award for teaching at the University of Wisconsin, and the Kinsey Award from the Society for the Scientific Study of Sexuality for her contributions to sex research. In 2000–01 she served as one of the three scientific editors for U.S. Surgeon General David Satcher's report *Promoting Sexual Health and Responsible Sexual Behavior*. In 2019, Dr. Hyde was the inaugural recipient of the Alfred C. Kinsey Award from the Kinsey Institute at Indiana University.

John D. DeLamater passed away in December 2017. He was the Conway-Bascom Professor of Sociology at the University of Wisconsin–Madison, having received his education at the University of California, Santa Barbara, and the University of Michigan. He created the human sexuality course at the University of Wisconsin in 1975 and taught it regularly. He published papers on the influence of marital duration, attitudes about sex for elders, and illness and medications on sexual expression. He co-edited the *Handbook of the Sociology of Sexualities*. He was the co-author of the textbook *Social Psychology*. He was a Fellow of the

Society for the Scientific Study of Sexuality and the 2002 recipient of the Kinsey Award from the Society for the Scientific Study of Sexuality. He received awards for excellence in teaching from the Department of Sociology and the University of Wisconsin and was a fellow and past chair of the Teaching Academy at the University of Wisconsin. He regularly taught a seminar for graduate students on teaching undergraduate courses.

E. Sandra Byers is a professor and chair of the Department of Psychology at the University of New Brunswick (UNB). Dr. Byers grew up in Montreal and received her university education at the University of Rochester and West Virginia University. She created the human sexuality course at the University of New Brunswick in 1979 and has taught it annually since then. She is the author or co-author of more than 200 journal articles and book chapters, and has supervised 52 honours, masters, and doctoral theses. Much (but not all) of her research has been in the areas of sexual satisfaction, sexual communication, sexual violence, and attitudes toward sexual health education. She also has a private practice in clinical psychology specializing in the treatment of sexual problems and concerns, and she regularly teaches a graduate seminar on sex therapy. She has won numerous awards, including the Masters and Johnson Award from the Society for Sex Therapy and Research in 2020, Outstanding Contributions Award from the Canadian Sex Research Forum in 2018, Kinsey Award from the Society for the Scientific Study of Sexuality in 2013, Distinguished Scientific Contributions Award from the Society for the Scientific Study of Sexuality in 2009, the Distinguished Contributions to Psychology as a Profession Award from the Canadian Psychological Association in 2010, and University Scholar from the University of New Brunswick in 2008. She is a past-president of the International Academy of Sex Research and the Canadian Sex Research Forum, a Fellow of the Canadian Psychological Association and the Society for the Scientific Study of Sexuality, a member of the Advisory Board of the Sex Information and Education Council of Canada, an editorial board member of four sexuality journals, and the founding director of the Muriel McQueen Fergusson Centre for Family Violence Research. Dr. Byers has given many invited addresses and workshops, and has been interviewed about sexual issues by numerous radio and television stations, magazines, and newspapers. As a sexuality educator, researcher, and therapist in Canada, Dr. Byers is uniquely placed to provide a Canadian perspective on human sexuality. She has been with her husband Dr. Larry Heinlein, also a clinical psychologist, for 47 years, has two daughters, Krista and Alyssa, and two grandchildren, Julia and Sacha. To learn more about Dr. Byers and her research, you can visit her website at <http://www2.unb.ca/~byers>.

Lucia F. O'Sullivan is a professor of psychology at the University of New Brunswick (UNB) where she is a University Research Scholar. She grew up in England and Canada, but completed her PhD at Bowling Green State University in Ohio, then was a research scientist at the New York State Psychiatric Institute and an assistant professor at the HIV Center at Columbia University in New York for 11 years. She then returned to Canada, and from 2006–2016 she held a Canada Research Chair in Adolescents' Sexual Health Behaviour. She is a social psychologist with an extensive history of scientific work exploring two main lines of research: (1) the sexual behaviour and intimate relationships of young adults and (2) factors influencing sexual health and well-being, including access to sexual health services and comprehensive sexuality education. She also has a long-standing interest in the integration of new digital technologies into our social lives. She has published 124 peer-reviewed articles in scientific journals and 25 chapters. Much of her research has included longitudinal studies and international mixed-methods projects, including projects in South Africa, India, and Guatemala. Dr. O'Sullivan serves on the editorial boards of nine journals and is the associate editor for one of them. She is a fellow of the Canadian Psychological Association, a fellow of the Society for the Scientific Study of Sexuality, and a research fellow of the Muriel McQueen Fergusson Centre for Family Violence Research. She has won many awards for her teaching from Teachers College, Columbia University, as well as UNB. She is now president-elect for the Canadian Sex Research Forum, a large research society of Canadian-based sexologists. She has a *Psychology Today* blog called "At First Blush," a website summarizing her lab's research (<http://www.sexmeetsrelationships.com>), and she works closely with many graduate and undergraduate students interested in intimate relationships. She lives in Canada with her husband and two children, both of whom are going through puberty at the time of this writing! They keep busy with tennis, biking, piano, and spending time watching for all manner of sea life, peregrine falcons, moose, and coyotes at their property along the Fundy Coast.

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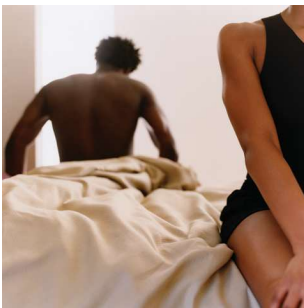
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Preface

Continuing a Research-Based Tradition in Sexuality

Since its conception, *Understanding Human Sexuality* has achieved distinction and success by following the science of human sexuality. The first of the modern sexuality textbooks, *Understanding Human Sexuality* introduced this topic to students through the science that has uncovered what we know about the field. Groundbreaking when it first appeared, this research-based tradition continues to result in a contemporary, balanced introduction to human sexuality in an integrated learning system that engages students to learn about the content of the course, others, and themselves.

Our goal in creating the eighth Canadian edition of *Understanding Human Sexuality* was to maintain the best features of the highly regarded American textbook while continuing to provide a truly Canadian focus. Over the past two decades, *Understanding Human Sexuality* has been widely recognized for its comprehensive and multidisciplinary coverage of a broad range of topics, its commitment to excellent scholarship, and its appeal and accessibility to students. The eighth Canadian edition retains these strengths while incorporating the latest information about a range of sexual topics, including Internet issues related to sexuality, updated statistics, adolescent sexual behaviour, transgender individuals, the causes and treatment of sexual disorders, and legal decisions related to sex work. This inclusivity makes this eighth Canadian edition a comfortable and informative resource for many audiences.

Following the Science to Understand Human Sexuality

Understanding Human Sexuality is grounded in science and the research that informs this science. This foundation, drawn from several perspectives, is reflected by us, as the authors. We bring these differing perspectives to our introduction to human sexuality. Janet's background is in psychology and biology. John's is in sociology. Sandra's is in clinical psychology. Lucia's is in social psychology. The importance we place on science comes from

the desire to provide students with a holistic understanding of human sexuality based on the best available research and also on what we see and do as researchers ourselves. We each have active research careers and focus on differing aspects of human sexuality.

The quality of sex research is highly variable. One of our responsibilities as authors is to sift through available studies and present only those of the best quality and the greatest relevance and currency to this course. We are thrilled to observe that the quality of sex research improves every decade. In this edition, as much as possible, we continued to feature up-to-date studies of excellent quality in terms of their sampling, research design, and measurements. It is a thrill to observe that the quality of sex research improves every decade.

A Book for Students

First and foremost, we have kept in mind that students want to learn about sexuality and that our job as writers is to help them do so effectively. We have covered topics completely, with as clear a presentation as possible, and have made a special effort to use language that is inclusive and will ultimately enlighten instead of intimidate. In the selection and preparation of illustrations for the book, our goal has always been to convey as much information as possible, simply and clearly, and to ensure that students with a range of gender and sexual identities can see themselves in the material they read.

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

1. To provide students with an understanding of the methods and results of research that have contributed to our scientific knowledge about human sexuality, as well as the tools to read research reports and evaluate claims both critically and intelligently.
2. To provide practical information needed for everyday living, such as information on sexual anatomy, contraception, sexually transmitted infections, and ways in which to deal with problems in sexual functioning.
3. To help students appreciate the fabulous diversity of human sexuality along many dimensions, including but not limited to age, gender identity, sexual orientation and identity, and ethnicity within Canada and in cultures around the world.
4. To help students feel more comfortable with thinking and talking about sex, both to broaden their knowledge base and to help them become responsible decision makers in their personal lives and in their roles as citizens and voters.

All of the above information is supported by research so that students feel confident that what they are learning is fact-based and can be easily applied to their lives or those around them.

What Makes the Eighth Canadian Edition of *Understanding Human Sexuality* Unique?

A Commitment to Canadian Content

First and foremost is the Canadian content. There are many ways in which sexuality in Canada is different from sexuality in other parts of the world—whether it’s rates of breast-feeding, teenage pregnancy, and STIs; attitudes toward same-sex relationships; or laws regulating sexuality. These differences are reflected throughout the text in every chapter. Students are provided with information that is relevant to their own lives, their own experiences, and the communities they live in. By featuring research conducted in Canada, this textbook sheds light on the important work Canadian researchers continue to do on our behalf. Professors who reviewed past editions of this text have been extremely positive about the inclusion of Canadian content, enthusiastically praising both the extent and the relevance of Canadian information compared with other texts available. We have maintained these features in the eighth Canadian edition.

A Focus on Diversity and an Inclusive Approach

Second, in the eighth Canadian edition we have continued to pay special attention to making the text as inclusive as possible. Canada is a diverse nation with diverse sexual and gender identities, so it is paramount that we use language that respects this diversity and does not make normative assumptions. We use “partner” rather than “spouse,” “partnerships” rather than “couples,” and language that applies equally to gay, lesbian, bisexual, and heterosexual students as well as to both cisgender, transgender, and non-binary individuals. We have also highlighted sexuality in Canadian ethnocultural communities as well as regional differences between Canadians living in Quebec and those living in other provinces.

Canadian Legal Information Is Interwoven Throughout

Third, because there is one *Criminal Code* that applies across Canada in every province and territory, students will find discussion of Canadian laws and Canadian legal issues in each chapter where relevant. This includes the current laws related to same-sex relationships, sexual assault, child sexual abuse, contraception and abortion, pornography, and prostitution, among others. We have provided a complete list of the sexually related statutes

in the *Criminal Code of Canada*, as well as a history of the evolution of some of these statutes.

Relevant, Engaging Pedagogy

Fourth, to understand human sexuality fully, one must recognize one's own sexuality, as well as the diversity of others. We highlight research and issues that are of particular interest to Canadian students in each chapter and provide support for student understanding of personal sexuality in several ways:

- The frank presentation of information helps students feel more at ease with thinking and talking about sex, increasing their comfort with a tension-causing topic and helping them make responsible decisions.
- **First Person** boxes share how sexuality may be experienced on the personal level. One such box features Fran Odette, a sexual health educator, whose mission is to educate people about sexuality and disabilities and the assumptions and misconceptions that are often made about this specific group.

First Person

Sex Toys and Physical Impairment

All sorts of people use sex toys—people of all ages, abilities, genders, and sexual orientations. There is really no limit to who can benefit from the different sensations and types of stimulation that sex toys may provide. Sex toys can be especially enjoyable and helpful to people with disabilities.

People with disabilities may experience multiple barriers to sexual pleasure. Some of these barriers are intangible. For instance, *ableism*, which is the oppression and stigmatization of people with disabilities, has worked to misconstrue people with disabilities as nonsexual. The historical medical model of disability posited people with disabilities as weak and infantile and in need of being cured or cared for. This ableist, socially constructed identity did not allow people with disabilities dignity, autonomy, or access to their sexual rights. As political awareness around the rights of people with disabilities grew in the 1970s, the social model of disability began to replace the medical model. The social model of disability views disability holistically and differentiates between an *impairment* and a *disability*. An impairment is a bodily difference, such as having a limp; a disability is the way that an impairment is viewed by society as something that makes that person less valuable. This social model of disability has been beneficial in that it recognizes that people with disabilities are whole people who deserve full access to human rights (WHO, 1980). However, despite this positive change, historically rooted ideas of people with disabilities as being nonsexual still exist. It is important for all of us to re-imagine such limited ideas of who is sexual and who has the right to sexual pleasure.

There are also other, more tangible barriers to individuals with physical disabilities experiencing sexual pleasure, and these can be easier to counter. These barriers are physical ones, such as different degrees of sensation and mobility, muscle spasticity, erectile difficulties, and an absence of vaginal lubrication. Sex toys can play a revolutionary role in helping to overcome these physical differences. They can allow people to experience all new bodily sensations and stimulations. What are some ways in which the sex toys described later in this chapter can be used to help overcome the physical barriers experienced by people who are disabled?

- A **Sexually Diverse World** boxes present an appreciation of the fabulous diversity of human sexuality along many dimensions, including but not limited to age, sexual orientation, gender identity, and ethnicity within Canada and around the world.

A Sexually Diverse World

Can Gender Be Assigned? The Story of David Reimer

In Winnipeg in 1965, Janet Reimer gave birth to twin boys, Bruce and Brian. Six months later, the boys developed problems urinating, and their doctor suggested that they be circumcised. However, the doctor did not use the standard procedure for circumcision and botched the surgery, burning off Bruce's entire penis. The Reimers were told that Bruce would have to live without a penis. Some months later, Janet Reimer saw a television program describing the pioneering work of Dr. John Money of Johns Hopkins University in Baltimore, Maryland. Money believed that gender is determined by how a child is raised, not by their biology, providing that assignment is done in infancy and the necessary surgeries and hormone treatments occur.

The Reimers consulted with Money and made the decision to raise Bruce as female even though they had been raising him as a boy up to that time. At the age of 21 months, Bruce's testicles were removed. The Reimers renamed their son Brenda, and following the counsel of Dr. Money, resolved not to tell their child the truth. However, despite taking hormones and receiving numerous surgeries, Brenda never really fit in as a girl. She preferred stereotypically male play (e.g., climbing trees) over playing with dolls, and she was frequently made fun of by other children for her masculine mannerisms. Brenda even complained of feeling like a boy. When she reached puberty and was scheduled to have a final surgery to construct a vagina, Brenda refused, despite Money's urging, indicating she would prefer to die. A psychiatrist suggested to Mr. and Mrs. Reimer that they tell Brenda the truth, who later commented about this revelation, "Suddenly it all made sense why I felt the way I did."

- **Milestones in Sex Research** boxes provide students with an extended look at classic and new studies that influence our understanding of human sexuality, and the people that pioneered these developments.

Milestones in Sex Research

What Happens in the Brain during Sex?

Exciting advances in the technology of neuroimaging are giving us inside views of the human brain during various phases of sexual response. Methods such as PET (positron emission tomography) and fMRI (functional magnetic resonance imaging) show which regions of the brain “light up” (have neurons most actively firing) while the individual is solving a math problem or thinking about something sad.

Sex researchers have adopted these techniques, with the goal of learning which regions of the brain are most involved in various aspects of sexuality. One of the challenges they have faced is that the participant cannot move while in an MRI scanner, making it difficult to achieve sexual arousal using most of the normal methods. Researchers have dealt with the problem by showing erotic videos to the person inside the scanner.

In one experiment, heterosexual men viewed erotic video clips, relaxing clips, and sports clips in random order (Arnow et al., 2002). Meanwhile, their brains were being scanned in an MRI machine and the erection of the penis was measured (see  Figure 9.9). One has to admire these men for being able to become aroused while in an MRI scanner! When the men were exposed to erotic clips and were sexually aroused, as indicated by erection, intense brain activity was found in the right insula and claustrum, striatum (left caudate nucleus and putamen), cingulate gyrus, and—you guessed it—the hypothalamus. The insula is known to be involved in sensory processing, particularly of touch sensations. The cingulate cortex has been demonstrated in other studies to be involved in attentional processes and in guiding responsiveness to new environmental stimuli. Doubtless it was activated because of the men's attention to the erotic film.

- **Canadian Researcher Feature** boxes give you the personal stories from top researchers in the field about how they came to be a sex researcher in Canada or what inspires them in their study of sexuality.

Canadian Researcher Feature

Sophie Bergeron



Courtesy of Sophie Bergeron

What surprised me most about my research on genito-pelvic pain is how little work had been done considering the high prevalence of this problem in adolescents and adults. I got involved in research after my Ph.D. advisor proposed this topic to me for my dissertation. I was touched by these women's difficult experiences and have wanted to continue to help them ever since!

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- **Learning Objectives** at the beginning of each chapter provide a preview of topics to help students prepare for reading and studying.

LEARNING OBJECTIVES

After studying this chapter, you will be able to

- LO1** Describe the concepts associated with the evolutionary perspective.
- LO2** State the strengths and weaknesses of the various Freudian psychoanalytic concepts.
- LO3** Discuss the concepts of learning theory as they relate to the learning of sexual behaviours.
- LO4** Show how social exchange theory explains sexual relationships and their satisfaction, stability, and change.
- LO5** Demonstrate the relationship between cognition and sexuality and gender.
- LO6** Describe the critical theory perspective, including feminist theories and queer theory.
- LO7** Describe what is meant by sexual scripts and how sexual scripts influence sexual behaviour.
- LO8** Describe the sociological perspective, including the social importance of sexuality and its relationship to the social institutions.
- LO9** Show the ways in which laws in the *Criminal Code of Canada* regulate sexual conduct.

- **Critical Thinking Skills** are included at the end of each chapter.

Critical THINKing Skill

Using Critical Thinking

As students, you have already learned about critical thinking in other contexts. One area of psychology that it is especially important to use critical thinking is in learning about sex. Why? Because there are so many assumptions, myths, and stereotypes surrounding what we know or think we know about sex.

In this and all other chapters in this textbook, you will find boxes labelled “Critical Thinking Skill.” Each of these boxes is designed to improve your critical thinking skills as applied to sexuality, but the skills you learn will be useful in many other areas of life. According to Diane Halpern, an expert in critical thinking,

Critical thinking is the use of cognitive skills or strategies that are purposeful, reasoned, and goal directed. It is used in solving problems, formulating inferences, calculating likelihoods, and making decisions ([Halpern, 2002](#)).

- Critical thinking is logical, rational, and free of self-deception.
- It requires you to evaluate the thinking process—and to look carefully at the reasoning that went into the conclusions that were drawn.
- It leads you to question whether there is sufficient evidence to support the conclusion and whether that evidence is of sufficient quality.
- It requires you to examine what evidence exists but also to question what is missing or was not included.
- Critical thinking does not mean being disparaging and negative; it means being perceptive, objective, and analytical.

It is increasingly important in the world of work, as our industrial, manufacturing economy has been replaced by a knowledge-based economy.

Here’s to better critical thinking by all of us!

Key terms are defined and appear as Pop-Tips within the eBook. In addition, all key terms are included in the Glossary.

Accuracy of Measurement

Earlier we described various methods for measuring sexuality. How accurate are those measures? We focus mainly on self-reports because they are used so frequently in sex research.

Purposeful Distortion

If you were an interviewer in a sex research project and a 90-year-old man said that he and his wife made love twice a day, would you believe him, or would you suspect that he might be exaggerating slightly? If a 35-year-old woman told you that she had never masturbated, would you believe her, or would you suspect that she had masturbated but was unwilling to admit it?

Respondents in sex research may, for one reason or another, engage in **purposeful distortion**, intentionally giving self-reports that are distortions of reality. These distortions may be in either of two directions. People may exaggerate their sexual activity (a tendency toward *enlargement*), or they may minimize their sexual activity or hide the fact that they have done certain things (*concealment*). Participants will often distort responses in the direction that they believe will be seen as more acceptable by the researcher, called **social desirability**. For example, an individual in a long-term relationship who believes that they engage in sexual activity with their partner much less often and masturbates much more often than other people do may exaggerate their sexual frequency but minimize their masturbation frequency. Participants are often not aware that social desirability is affecting their answers.

- **End-of-chapter review tools** in each chapter include a chapter summary that reviews the main points discussed.

SUMMARY

Theories provide explanations for sexual phenomena. Sociobiologists view human sexual behaviours as the product of natural selection in evolution, and thus view these behavioural patterns as being genetically controlled. Gender-neutral evolutionary theory argues against fixed behaviours and gender differences and instead argues that natural selection favoured flexible behaviours that could adapt to changing environmental conditions.

Among the psychological theories, Freud's psychoanalytic theory views the sex energy, or libido, as a major influence on personality and behaviour. Freud introduced the concepts of erogenous zones and psychosexual stages of development. Learning theory emphasizes how sexual behaviour is learned and modified through reinforcements and punishments according to principles of operant conditioning. Behaviour therapy techniques—therapies based on learning theory—are used in treating sexual variations and sexual disorders. Social learning theory adds the concepts of imitation and self-efficacy to learning theory. Social exchange theory highlights the role of rewards and costs in relationships. Cognitive psychologists focus on people's thoughts and perceptions—whether positive or negative—and how these influence sexuality.

Our own courses are surveys, designed to provide students with a broad range of information about sexuality. Reflecting that approach, this book is intended to be complete

and balanced in its coverage. For instructors who lack the time or resources to cover the entire book, or for those who prefer to rearrange the order of topics, we have written all the chapters to be fairly independent of one another.

What's New in the Eighth Canadian Edition?

Building on the first seven editions, this text provides Canadian data wherever possible. It features Canadian research and researchers, describes sexuality in the major Canadian ethnocultural communities, highlights issues important to Canadian students, and ensures that inclusive language and visuals appear throughout. Some of the major content changes and additions to the eighth Canadian edition include the following:

Chapter 1 Sexuality in Perspective

- Updated statistics throughout chapter
 - Updated images
 - Updated sections on technology and the media
 - New resources provided
 - Added an update about changes in the Anglican Church
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- Revised discussion of sex and gender
 - New material on Indigenous Peoples and sexuality, and communities within Canada
 - Added information about kissing as a sexual activity
 - New section on sex in China
 - Updated material about masturbation, standards of attractiveness, sex with same-sex partners, and cross-species information

Chapter 2 Theoretical Perspectives on Sexuality

- Gender-neutral evolutionary theory (Gowaty) added to section on evolutionary theories
- Symbolic interaction theory and sexual fields theory deleted to streamline chapter
- Performativity (e.g., performing gender) added to section on critical theories
- Table summarizing sexual offences in the *Criminal Code of Canada* has been updated

Chapter 3 Sex Research

- Updated images
- Condensed material on *meta-analysis*
- Updated information on volunteer bias
- Provided large new section about conducting research using online surveys
- Updated sections about the major sex surveys around the world, including the British (Natsal) and Australian (ASHR) surveys
- Revised the section on the validity and reliability of self-report data

Chapter 4 Sexual Anatomy

- Updated information on genital self-image, including new data on pubic hair removal and its consequences
- Updated to include slang terms for male and female genitals
- Updated material on female genital cutting and labiaplasty
- Updates on cancer statistics and treatments
- Updates on the male circumcision controversy and the data
- Update on psychological interventions for prostate cancer

Chapter 5 Sex Hormones, Sexual Differentiation, and Menstruation

- Added new findings that estradiol levels and progesterone levels do not differ between men and women; only testosterone levels do
- Evidence on endocrine disrupters updated
- New data on fluctuations in performance—or lack thereof—across the menstrual cycle
- New information on the Nepalese Hindu custom of *chhaupadi*, in which a menstruating woman may not live in her home and sometimes resorts to living in an animal shed
- Updated discussion of cultural influences on PMS

Chapter 6 Conception, Pregnancy, and Childbirth

- Chapter streamlined and shortened substantially
- New evaluation of the accuracy of websites and cellphone apps in predicting the fertile window
- Updated information on sexuality post-partum
- New box on sexuality and the transition to parenthood
- Updated information on the safety of home births
- Section on assisted reproductive technology (ART) updated
- Information on updates to the *Assisted Human Reproduction Act*

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Chapter 7 Contraception and Abortion

- Table 7.1 on contraceptive practices around the world completely updated
- Added information on drugs that may interact with emergency contraception drugs
- Updated information on medical abortion
- Table with abortion rates around the world updated
- Information on psychological aspects of abortion updated
- Nestorone-testosterone contraceptive gel for men added in New Advances
- Sperm-binding beads added in New Advances
- Table 7.3 updated

Chapter 8 Sexually Transmitted Infections

- Statistics updated throughout
- Table 8.1 updated

Chapter 9 Sexual Arousal

- Chapter streamlined and shortened
- Intimacy model updated

- New data on reasons why people pretend orgasm
- New material in the section on mapping the sexual brain: research on brain regions that are activated when deciding on risky sexual behaviour
- New box on multi-person sex

Chapter 10 Sexuality and the Life Cycle: Childhood and Adolescence

- Updated information about how children are interviewed
- Updated all sections regarding childhood interactions
- Revamped section on learning about sex
- Added new section on competing views of adolescent sexual development
- Heavily edited the Milestones in Sex Research on media impact
- Included new material about adolescents' sexual trajectories
- Added new material about first sexual experiences
- Included new content about “too early” sex and how chronological age versus perceptions of timing are important to consider
- Added new table updating global rates of female intercourse during the 15–19 years
- Edited the entire section on sexting to make it less alarmist, more normative
- Updated section on contraceptive and condom use

Chapter 11 Sexuality and the Life Cycle: Adulthood

- Figure 11.2 on sexual frequency as a function of relationship status, gender, and age, converted to an easier-to-read table.
- Updated discussion of the cohabitation effect and serial cohabitation
- Updated box on sex on the internet
-
- New Canadian research on consensual nonmonogamy
- Statistics on extramarital sex updated and streamlined
- Updated material on long-distance relationships

Chapter 12 Attraction and Love

- Revised chapter title to better reflect content
- Updated information on how many people are dating online
- Removed dated homophily information
- Updated information about matching
- Removed information about hormonal fluctuations to improve fit
- Expanded section on online dating, as well as advantages and disadvantages
- Discussed current issues in online dating, including the paradox of choice
- Revised all aspects of theories of attraction and love
- Added new section on relationship timelines to capture initiation, maintenance, and dissolution of relationships; integrated content of intimacy into this new section
- Replaced some content of love theories with newer, better-founded content
- Condensed the material on communication

Chapter 13 Gender and Sexuality

- New conceptualizations of parents' gendered socialization
- New material on gender differences in impulsivity
- Replaced the classic Heiman (1975) psychophysiology study of gender and arousal to erotic materials with a more contemporary study (Suschinsky et al., 2009)
- Section on transgender issues and experience reorganized, updated, and expanded
- New section on affirmative therapy with TGNC people

Chapter 14 Sexual Orientation and Identity: Gay, Lesbian, Bi, Straight, or Asexual?

- Updated statistics in Table 14.1 show continuing trend toward more favourable attitudes
- New material on implicit attitudes toward LGBs
- Updated statistics in Table 14.2 on percentages of people with same-gender sexual behaviour, identity, and attractions
- A positive psychology approach to same-gender couple relationships is introduced
- New table on attitudes toward homosexuality in nations around the world

- The term pansexual and demisexual are introduced
- Incorporated considerable new Canadian research
- Discussed intersectional stigma experienced by South Asian gay men in Canada

Chapter 15 Variations in Sexual Behaviour

- Chapter streamlined and updated throughout
- Section on sexual addictions/compulsions thoroughly rewritten and updated
- New material on cybersex use and abuse
- New material on asphyxiophilia
- New material on paraphilic sexual interests and behaviour in community samples
- New material on people's perceptions of the origins of the BDSM interests and behaviour

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Chapter 16 Sexual Coercion

- New learning objectives
- Provided information regarding #MeToo and related campaigns to raise awareness
- Discussed in greater detail why law enforcement is reluctant to pursue cases of sexual coercion
- Updated rates of assault by various relationship types and added a new table
- Added extensive new content on unidentified serial assaulters
- Provided new information on sextortion
- Updated harassment content
- Replaced Milestones in Sex Research content (false memory syndrome) with new material on a testimony from the TRC about sex abuse in residential schools

Chapter 17 Sex for Sale

- Chapter streamlined throughout
- Incorporation of research on Canadian street sex workers
- New material on the internet and sex work, including cam girls

- New data from pornhub.com
- New technology of virtual reality pornography
- Section on effects of porn exposure completely rewritten, framed by the differential susceptibility to media effects model

Chapter 18 Sexual Disorders and Sex Therapy

- New section on mindfulness-based sex therapy
- New section on testosterone treatments for testosterone deficiency (hypogonadism) in men
- Added coverage of new combination drugs for women's sexual desire problems
- Added new Canadian study on perceptions of cannabis on sexual experience

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