

**Test Bank**

*For*

**Human Sexuality Today**

**Ninth Edition**

**Bruce King, *Clemson University***

**Pamela Regan, *California State University, Los Angeles***



Pearson



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## CHAPTER 1

### WHY A COURSE IN HUMAN SEXUALITY?

#### TEST QUESTIONS

##### A. MULTIPLE CHOICE

1. A person's sexuality refers to his or her
- a. sexual attitudes
  - b. sexual feelings
  - c. sexual behaviors
  - d. all of the above

Answer: d

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

2. For most teens, the major source(s) of information about sex is (are)
- a. friends and the media
  - b. parents
  - c. sex education
  - d. parents and sex education

Answer: a

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

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 85%

Answer: d

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

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

Answer: c

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Moderate

Skill: Understand the Concepts

Topic: Cross-Cultural Comparisons

5. Which of these is associated with erotic arousal in all cultures?
- breasts
  - the navel
  - kissing
  - none of the above

Answer: d

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Moderate

Skill: Understand the Concepts

Topic: Cross-Cultural Comparisons

6. Which of the following is considered erotic in at least one culture?
- the navel
  - a very obese woman
  - the knees
  - all of the above

Answer: d

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Moderate

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

7. Most anthropologists believe that the most sexually permissive society in the world is the
- Gusii
  - United States
  - Mangaiaans
  - Inis Baeg

Answer: c

Difficulty: Easy

Skill: Remember the Facts

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Topic: Cross-Cultural Comparisons

8. Most anthropologists consider the \_\_\_\_\_ to be the most sexually repressed culture in the world.
- Mangaiaans
  - Inis Baeg
  - Pohnpeians
  - United States

Answer: b

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

9. In the United States, sexual attitudes and behaviors are influenced by
- ethnicity
  - level of education
  - socioeconomic status
  - all of the above

Answer: d

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

10. In the United States, sexual attitudes and behaviors are
- similar for all ethnic groups
  - different among ethnic groups
  - are similar for white Americans and African Americans
  - are similar for white Americans and Latinos

Answer: b

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

11. Among people living in the United States, \_\_\_\_\_ are generally the least permissive in their sexual attitudes and behaviors.
- a. African Americans
  - b. Asian Americans
  - c. Caucasians
  - d. Latinos

Answer: b

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

12. Which of the following was NOT true of the biblical Jews?
- a. women were considered to be property
  - b. the genitals were considered to be obscene
  - c. the primary object of sex was to have children
  - d. sexual relations between a husband and wife were regarded as something very positive

Answer: b

Difficulty: Easy

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.

Skill: Remember the Facts

Topic: Historical Perspectives

13. The idea that the primary purpose of sex is procreation originally came from
- a. the biblical Jews
  - b. early Christians
  - c. early Protestants
  - d. early Greeks

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

14. The idea of having spiritual love without sex comes to us from
- Plato
  - the Romans
  - the Hebrews
  - Jesus

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

15. 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
- Greek philosophers
  - the Romans
  - the Hebrews
  - Jesus

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.

Difficulty: Moderate

Skill: Apply What You Know

Topic: Historical Perspectives

16. Which of these cultures did NOT separate physical and spiritual love?
- Greeks
  - Christians
  - Hebrews
  - Romans

Answer: c

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

17. Which of these individuals thought that a celibate lifestyle was superior to marriage?
- Plato
  - St. Paul
  - Jesus
  - Henry Havelock Ellis

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality

Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

18. This man was the first to equate sex with guilt, because he linked sex with the downfall of Adam and Eve.
- a. St. Paul
  - b. St. Augustine
  - c. Pope John Paul II
  - d. Jesus

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

19. In Christianity, this person taught that marital sex for the purpose of procreation should be viewed as an unpleasant necessity.
- a. St. Paul
  - b. St. Augustine
  - c. St. Jerome
  - d. Jesus

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

20. The belief that sex should not be pleasurable and should be done only for procreation originally came from
- a. the biblical Hebrews
  - b. the early Christians
  - c. the Victorians
  - d. the Inis Baeg

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts  
Topic: Historical Perspectives

21. Which of the following did NOT have a negative attitude about the human body?
- a. biblical Hebrews
  - b. early Christians
  - c. Victorians
  - d. Greeks

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy  
Skill: Remember the Facts  
Topic: Historical Perspectives

22. 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

Answer: c

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy  
Skill: Remember the Facts  
Topic: Historical Perspectives

23. Which of these beliefs were popular in the Victorian era?
- a. pleasurable aspects of sex should be denied
  - b. women should be viewed as asexual
  - c. wives engage in sex only to perform their “wifely duties”
  - d. all of the above

Answer: d

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy  
Skill: Remember the Facts  
Topic: Historical Perspectives

24. The belief that women were asexual can be traced most clearly to
- a. the Victorian era
  - b. St. Augustine
  - c. the Puritan era
  - d. the biblical Hebrews

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty:

Moderate

Skill: Apply What You Know

Topic: Historical Perspectives

25. In the 19th century, most physicians believed that masturbation would lead to
- blindness
  - consumption
  - insanity
  - all of the above

Answer: d

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

26. Generally speaking, the Victorian era's views about sexuality were even more negative than earlier Christian views because of
- the writings of Freud
  - the beliefs of the Puritans
  - the mistaken medical beliefs of that era
  - the industrial revolution

Answer: c

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

27. A recently discovered questionnaire conducted by Dr. Clelia Mosher in 1892 reveals that many married Victorian women
- did not enjoy sex, but engaged in it to perform their "wifely duties"
  - engaged in sex only for procreation
  - desired and enjoyed sex
  - were sexually repressed and prudish

Answer: c

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

28. Which of the following was NOT a major factor contributing to the start of the sexual revolution?
- a. the industrial revolution
  - b. more sexually explicit Hollywood movies
  - c. the growing women's rights movement
  - d. the birth control pill and IUD

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

29. Socialization refers to
- a. a form of government
  - b. the way in which society shapes individual behaviors and expectations of behaviors
  - c. the ability to interact with others
  - d. all of the above

Answer: b

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

30. Which of the following is a socializing agent for sexual behavior?
- a. parents
  - b. school
  - c. the media
  - d. all of the above

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

31. 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

Answer: a

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

32. 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

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

33. 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

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

34. Which branch of the media has research found to be the most powerful socializing agent for teenagers' sexual attitudes and behavior?
- a. magazines
  - b. music (including radio)
  - c. movies
  - d. television

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

35. Brown (2002) stated that \_\_\_\_\_ is (are) "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

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

36. What percentage of prime time television programs have sexual content?
- a. 10%
  - b. 25%
  - c. 50%
  - d. over 75%

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

37. 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

Answer: c

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

38. 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

Answer: c

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy  
Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

39. Frequent exposure to sexual content on television results in
- overestimation of the prevalence of sexual intercourse at an earlier age
  - a more liberal attitude about sex
  - learning about sexual topics
  - all of the above

Answer: d

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today

40. \_\_\_\_\_ was a Victorian-era physician who emphasized the sexuality of all human beings.
- Benjamin Rush
  - Sigmund Freud
  - Henry Havelock Ellis
  - Alfred Kinsey

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

41. The \_\_\_\_\_, according to Freud, was sexual energy channeled into different areas of the body at different ages.
- superego
  - phallic
  - libido
  - neuroses

Answer: c

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

42. Jack is a 13-year-old living in Victorian England. He was 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. normal
- c. a sign of virility
- d. caused by the son's sexual desire for his mother

Answer: a

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Moderate

Skill: Apply What You Know

Topic: Sex as a Science

43. \_\_\_\_\_'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

Answer: d

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Moderate

Skill: Apply What You Know

Topic: Sex as a Science

4. Which of these did Henry Havelock Ellis believe to be true?
- a. women are not asexual
  - b. masturbation should be considered normal
  - c. homosexuality should be considered normal
  - d. all of the above

Answer: d

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

45. 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

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

46. Which of these was NOT a finding of Kinsey's research surveys?
- a. most people masturbated
  - b. women could have multiple orgasms
  - c. many men had a same-sex sexual experience
  - d. few people engaged in oral-genital sex

Answer: d

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

47. \_\_\_\_\_ was (were) 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. Howard Kelly

Answer: c

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

48. 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

Answer: a

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality. Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

49. If a researcher wishes to conclude something about a population from a sample, it is best that the sample be
- a. large
  - b. taken randomly
  - c. homogenous

- d. taken from phone books

Answer: b

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

50. A random sample is one in which observations are drawn so that
- a. the sample is large
  - b. the subjects are selected randomly from a phone book
  - c. each possible sample of that size has an equal chance of being selected
  - d. all of the above

Answer: c

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

51. 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. all of the above

Answer: a

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

52. Which of these is a problem for surveys used in sex research?
- a. lying
  - b. faulty recall
  - c. exaggeration
  - d. all of the above

Answer: d

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

53. 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

Answer: a

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

54. Surveys show that many Americans do not regard \_\_\_\_\_ as “sex.”
- a. anal intercourse
  - b. oral-genital contact
  - c. vaginal intercourse
  - d. both a and b

Answer: d

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

55. 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 only
  - d. any mutually voluntary activity with another person that involves genital contact

Answer: d

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

56. \_\_\_\_\_ measures the degree of relationship between two variables.
- a. Stratified random sample
  - b. Correlation
  - c. Case studies
  - d. Experimental research

Answer: b

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

57. 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. all of the above

Answer: c

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Moderate

Skill: Apply What You Know

Topic: Scientific Methodology

58. 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

Answer: b

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

59. 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

Answer: a

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

60. The scientific method used to demonstrate cause-and-effect relationships is called
- a. correlation
  - b. direct observation
  - c. experimental research
  - d. survey studies

Answer: c

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

61. 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

Answer: d

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

62. The modern view of children as vulnerable and needing protection arose
- a. in early Christianity
  - b. in medieval times
  - c. during the 1700s
  - d. with the end of the Victorian era

Answer: c

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

Topic: Sexuality Education

63. In the United States, sex education in schools
- a. originated as part of a social hygiene movement
  - b. was initially moralistic and anti-sex
  - c. originally taught prophylactics-protection from “distorted knowledge”
  - d. all of the above

Answer: d

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

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Topic: Sexuality Education

64. The National Institutes of Health's Consensus Panel on AIDS concluded that \_\_\_\_\_ programs are most effective in preventing teenage pregnancies and sexually transmitted infections.
- a. abstinence-only
  - b. abstinence-plus
  - c. neither one is effective
  - d. both are equally effective

Answer: b

Learning Objective: 1.6 Summarize the history of sexuality education.

Difficulty: Easy

Skill: Remember the Facts

Topic: Sexuality Education

65. How many states require sex education in high school?
- a. 10
  - b. 24
  - c. 36
  - d. 42

Answer: b

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

Topic: Sexuality Education

## **B. TRUE-FALSE**

66. Marge is a 17-year-old high school senior. Like most young women her age, she probably got most of her knowledge about human sexuality from her mother.
- a. True
  - b. False

Answer: b

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Difficulty: Easy

Skill: Apply What You Know

Topic: Cross-Cultural Comparisons

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

Answer: a

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

68. Despite the sexual revolution, most American teens have not had sexual intercourse by the time they graduate from high school.
- a. True
  - b. False

Answer: b

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

69. Heterosexual men in all cultures find thin women to be more sexually attractive than heavy women.
- a. True
  - b. False

Answer: b

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

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

Answer: b

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Understand the Concepts

Topic: Cross-Cultural Comparisons

71. In many societies, at least until recently, people never kissed.
- a. True
  - b. False

Answer: a

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

72. The Manguaians represent the most sexually permissive society in the world.
- a. True
  - b. False

Answer: a

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

73. Because the United States is the “great melting pot,” there is little difference in sexual behaviors among ethnic groups.
- a. True
  - b. False

Answer: b

Learning Objective: 1.1 Describe Cultural perspectives, other than our own, with regard to sexual behaviors and attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Cross-Cultural Comparisons

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

75. 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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

76. The Greek’s ascetic philosophy taught that wisdom and virtue could only be achieved by avoiding strong passions.
- a. True

- b. False

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

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

Answer: b

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

79. St. Paul preached that all Christians should lead a celibate lifestyle.
- a. True
- b. False

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Understand The Concepts

Topic: Historical Perspectives

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

82. In the Victorian era, women were considered to be asexual.
- a. True
  - b. False

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

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

Answer: a

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes. Difficulty: Easy

Skill: Remember the Facts

Topic: Historical Perspectives

85. Starting in the early 1990s, there has been a decline in the percentage of American teenagers engaging in sexual intercourse.
- a. True

- b. False

Answer: a

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization. Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today?

86. Three-fourths of the programs shown on evening prime time have sexual content, with an average of 5.9 scenes per hour.

- a. True
- b. False

Answer: a

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today?.

87. Advertisers use models in sexy and romantic poses to sell their products in a process called socialization.

- a. True
- b. False

Answer: b

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today?

88. 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

Answer: b

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Difficulty: Easy

Skill: Remember the Facts

Topic: What Influences Our Attitudes About Sex Today?

89. Frequent sexual content on television allows viewers to more accurately estimate the prevalence of sexual activities in the general public.

- a. True
- b. False

Answer: b

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Difficulty: Easy

Skill: Understand the Concept

Topic: What Influences Our Attitudes About Sex Today?

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

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

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

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

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

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

93. Dr. Smith wishes to survey people in an economically depressed area of his state. He blindly

draws names from the phone book. His sample can therefore be called a random sample.

- a. True
- b. False

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Difficulty: Moderate

Skill: Apply What You Know

Topic: Sex as a Science

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

Answer: b

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Difficulty: Easy

Skill: Remember the Facts

Topic: Sex as a Science

95. Nearly everyone agrees with the meaning of "sex" and "had sex."
- a. True
  - b. False

Answer: b

Learning Objective: 1.5 Explain the uses and limitation of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

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

Answer: b

Learning Objective: 1.5 Explain the uses and limitation of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

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

Answer: b

Learning Objective: 1.5 Explain the uses and limitation of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

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Topic: Scientific Methodology

98. In the experimental method, the variable measured is called the dependent variable.
- a. True
  - b. False

Answer: a

Learning Objective: 1.5 Explain the uses and limitation of scientific methodology.

Difficulty: Easy

Skill: Remember the Facts

Topic: Scientific Methodology

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

Answer: a

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

100. The biological immaturity of children is an irrefutable fact.
- a. True
  - b. False

Answer: a

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

101. Childhood is a concept, not a biological fact.
- a. True
  - b. False

Answer: a

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

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

Answer: a

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

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

Answer: b

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

104. School-based sex education reflects the views of society, and thus is not a socializing agent.
- a. True
  - b. False

Answer: b

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

105. The National Institutes of Health's Consensus Panel on AIDS concluded that abstinence-only sexuality education programs were the most effective in preventing pregnancies and sexually transmitted infections.
- a. True
  - b. False

Answer: b

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

106. 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

Answer: a

Learning Objective: 1.6 Summarize the history of sexuality education

Difficulty: Easy

Skill: Remember the Facts

.

Topic: Sexuality Education

### **C. ESSAY**

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

Difficulty: Easy

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Skill: Remember the Facts

Topic: Sexuality Education

108. What is the evidence that what people find to be sexually arousing is, in large part, culturally learned?

Difficulty: Moderate

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Skill: Understand the Concepts

Topic: Cross-Cultural Comparisons

109. Describe some cultural diversity in sexual attitudes and behaviors around the world. What is “normal” sexual behavior?

Difficulty: Moderate

Learning Objective: 1.1 Describe cultural perspectives, other than our own, with regard to sexual behaviors and attitudes.

Skill: Understand the Concepts

Topic: Cross-Cultural Comparisons

110. Discuss the origins of the idea that the only legitimate purpose for having sex is procreation.

Difficulty: Moderate

Learning Objective: 1.2 Explain the historical influence of Judaism, Christianity, the Victorian era, and the sexual revolution on contemporary attitudes about sexuality.

Skill: Apply What You Know

Topic: Historical Perspectives

111. How would you design and administer a questionnaire to survey sexual attitudes and behaviors at your university (consider the present enrollment to be your population of interest)?

Difficulty: Difficult

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Skill: Analyze It

Topic: Sexuality Education

112. How did the published works of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson both reflect and help to change the zeitgeist (the spirit or trend of thought of the age) of their respective time periods?

Difficulty: Moderate

Learning Objective: 1.4 Explain the contributions of Sigmund Freud, Henry Havelock Ellis, Alfred Kinsey, and Masters and Johnson to the field of sexuality.

Skill: Understand the Concepts

Topic: Sex as a Science

113. A friend says that sex is a biological fact that is the same for all people. What is your response?

Difficulty: Moderate

Learning Objective: 1.5 Explain the uses and limitations of scientific methodology.

Skill: Apply What You Know

Topic: Scientific Methodology

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

Difficulty: Moderate

Learning Objective: 1.6 Summarize the history of sexuality education.

Skill: Understand the Concepts

Topic: Sexuality Education

115. 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

Learning Objective: 1.3 Explain the process of socialization and explain how one socializing agent, the media, has become an omnipresent influence on sexual socialization.

Skill: Analyze It

Topic: Sexuality Education