Chapter 9: Sexual Orientation and Sexuality

Test Bank

# Multiple Choice

1. \_\_\_\_\_\_ refers to the enduring pattern of cognitive, motivational, and behavioral tendencies that regulates the experience, conduct, and expression of sexuality.

A. Gender self-concept

B. Sexual fluidity

C. Gender identity

D. Sexual orientation

Ans: D

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: How Do Understandings of Sexuality and Sexual Orientation Differ across Time and Culture?

Difficulty Level: Easy

2. In what time period did the earliest known reference to sexual orientation appear?

A. in ancient Rome

B. during the Middle Ages

C. in the late 19th century

D. during the sexual revolution of the 1960s

Ans: C

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: How Do Understandings of Sexuality and Sexual Orientation Differ across Time and Culture?

Difficulty Level: Easy

3. What shift in views toward sexuality occurred in the mid-1800s?

A. People began seeing sexuality as something more continuous than dichotomous.

B. Society began condemning same-sex acts much more harshly than previously in history.

C. Explanations of sexuality began appealing to environmental rather than biological causes.

D. It became common to classify people into groups based on the sex of people they desire.

Ans: D

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Comprehension

Answer Location: How Do Understandings of Sexuality and Sexual Orientation Differ Across Time and Culture?

Difficulty Level: Medium

4. In ancient Greece, people’s sexuality was primarily linked to \_\_\_\_\_\_.

A. the sexual role they played (penetrative or receptive)

B. what sex they were attracted to

C. what sex they engaged in sex acts with

D. their gender identification

Ans: A

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: How Do Understandings of Sexuality and Sexual Orientation Differ Across Time and Culture?

Difficulty Level: Easy

5. \_\_\_\_\_\_ refers to the label that a person uses to describe his or her sexual orientation and the emotional reactions that she or he has to it.

A. Sexual motivation

B. Sexual identity

C. Sexual behavior

D. Sexual attraction

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

6. The labels heterosexual, lesbian, gay, and bisexual are examples of \_\_\_\_\_\_.

A. sexual motivations

B. sexual identities

C. sexual behaviors

D. sexual attractions

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

7. What approximate percentages of men and women identify as gay and lesbian respectively?

A. 2% and 1% for men and women respectively

B. 10% for both men and women

C. 5% of men and 10% of women

D. 10% overall, with 15% and 5% for men and women, respectively

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

8. What caused Kinzie and his collaborators to overestimate the percentage of sexual minority individuals in the United States in the 1940s?

A. They did not use random assignment in their studies.

B. They used poor measures of sexual orientation.

C. They relied on probability sampling.

D. They relied on convenience sampling.

Ans: D

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

9. People who identify as \_\_\_\_\_\_ experience romantic or sexual attractions to people of all sexes and gender identities.

A. polysexual

B. pansexual

C. asexual

D. transsexual

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

10. Which of the following would be least likely to strongly identify with a sexual orientation? Someone who is \_\_\_\_\_\_.

A. gay

B. straight

C. pansexual

D. sexually fluid

Ans: D

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Application

Answer Location: Sexual Identity

Difficulty Level: Hard

11. The \_\_\_\_\_\_ components of sexual orientation are experienced as feelings of desire and love, both of which consist of longing for, and impulse to seek proximity to, a given target

A. motivation

B. identity

C. behavior

D. communal

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

12. Sexual minority individuals who experience \_\_\_\_\_\_ feel less positive about their sexual identity and less connected to other LGB individuals.

A. internalized homophobia

B. pansexual identity

C. low sexual motivation

D. reduced behavioral control

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Sexual Identity

Difficulty Level: Medium

13. Each of the following are motivational components of sexual orientation EXCEPT \_\_\_\_\_\_.

A. lust

B. identity

C. attraction

D. attachment

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

14. \_\_\_\_\_\_ is a neurotransmitter associated with feelings of lust and sexual desire

A. Vasopressin

B. Oxytocin

C. Histamine

D. Serotonin

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

15. Cross-cultural research reveals that passionate love toward a specific mating partner is \_\_\_\_\_\_.

A. more common in regions with scarce resources

B. more common in cultures high in gender equality

C. widely variable across cultures

D. near universal

Ans: D

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer location: Motivation: Desire and Love

Difficulty Level: Medium

16. \_\_\_\_\_\_ motivates people to seek out sexual union, but \_\_\_\_\_\_ motivates people to direct their attention toward a specific partner.

A. Desire; lust

B. Passionate love, companionate love

C. Lust, love

D. Sexual orientation, sexual identity

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Motivation: Desire and Love

Difficulty Level: Medium

17. The function of \_\_\_\_\_\_ in mammals is to ensure that vulnerable, highly dependent human infants receive caregiving during crucial stages of development.

A. polygamous relations

B. the pair bonding system

C. serial monogamy

D. lust

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Motivation: Desire and Love

Difficulty Level: Medium

18. What best describes the similarities/differences between the love experienced by adult mates and the love that infants form for their caregivers?

A. The same neurological circuits regulate both types of love relationships.

B. Infants’ love is characterized more by feelings of warmth while mates’ love is characterized more by feelings of intimacy.

C. They have similar hormonal mechanisms but different behavioral manifestations.

D. Infants can grow attached to both sexes while adult mates generally only feel attachment towards one sex.

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Motivation: Desire and Love

Difficulty Level: Medium

19. Roughly what percentage of U.S. adults report engaging in sexual activity with a same-sex partner?

A. 30%

B. 20%

C. 10%

D. 2%

Ans: C

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: Sexual Behavior

Difficulty Level: Easy

20. Exposure to Western ideas, norms, and attitudes can have what impact on sexual behaviors of non-Western societies?

A. decreases in sexual promiscuity

B. adoption of less conservative sexual attitudes and behaviors

C. lower rates of contraceptive use

D. not becoming sexually active until a later age

Ans: B

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Application

Answer Location: Sexual Behavior

Difficulty Level: Hard

21. Laumann et al. (1994) study of respondents who report any same sexuality found what type of relationships between the identity, desire, and behavioral dimensions of sexual orientation?

A. Identity and desire showed strong positive relationships.

B. Desire predicted behavior.

C. There was little correspondence among the three dimensions.

D. Identity predicted behavior but desire did not.

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Complexity of Sexual Orientation

Difficulty Level: Medium

22. Diamond (2005) finds evidence for sexual orientation subtypes that are characterized by \_\_\_\_\_\_ rather than by the sex or gender of the people for whom they are directed.

A. the extremity of sexual urges

B. unconscious intuitions

C. how fluid or stable they are

D. the number of simultaneous partners

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Complexity of Sexual Orientation

Difficulty Level: Medium

23. Many sexual minority individuals experience an early phase of \_\_\_\_\_\_ during which they recognize a sense of differentness from others.

A. exploration

B. commitment

C. identity acceptance

D. awareness

Ans: D

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Easy

24. In the \_\_\_\_\_\_ phase some sexual minority individuals experience identity uncertainty, during which their sexual orientation remains unclear.

A. exploration

B. commitment

C. identity acceptance

D. awareness

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Easy

25. In the \_\_\_\_\_\_ phase, many sexual minority individuals increase their involvement in an LGBTQ community.

A. exploration

B. commitment

C. identity acceptance

D. awareness

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Easy

26. Some sexual minority individuals decide following the \_\_\_\_\_\_ phase to enter a coming out phase in which they publicly labeled themselves and discuss their identities with others.

A. exploration

B. commitment

C. identity acceptance

D. awareness

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Easy

27. Because Islam strictly prohibit same-sex sexuality, some Muslim sexual minority individuals undergo a prolonged phase of \_\_\_\_\_\_.

A. exploration

B. discovery of terminology

C. identity uncertainty

D. awareness

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Application

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Hard

28. Relative to boys, sexual minority girls generally \_\_\_\_\_\_\_.

A. label their sexual identity at a slightly younger age

B. become aware of same-sex attraction at an older age

C. experience their first same-sex attraction as sexual rather than emotional

D. disclose themselves as sexual minorities after their first same-sex contact

Ans: B

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Milestone and Narrative Models of Sexual Minority Identity Development

Difficulty Level: Easy

29. The majority of sexual minority boys/men report which of the following?

A. their first same-sex attraction being sexual

B. their first same-sex attraction being emotional

C. their first same-sex sexual contact being with a romantic partner

D. their first same-sex sexual contact being with a stranger

Ans: A

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Milestone and Narrative Models of Sexual Minority Identity Development

Difficulty Level: Easy

30. The majority of sexual minority girls/women report which of the following?

A. their first same-sex attraction being sexual

B. their first same-sex attraction being emotional

C. their first same-sex sexual contact being with a romantic partner

D. their first same-sex sexual contact being with a stranger

Ans: C

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Milestone and Narrative Models of Sexual Minority Identity Development

Difficulty Level: Easy

31. Which of the following theories argues that the more older biological brothers a man has, the higher his likelihood of being gay?

A. behavioral genetics

B. fraternal birth order effect

C. neuro-hormonal theory

D. alliance formation hypothesis

Ans: B

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Biological Theories

Difficulty Level: Medium

32. Which of the following theories focuses on prenatal exposure to testosterone and estradiol?

A. behavioral genetics

B. fraternal birth order effect

C. neuro-hormonal theory

D. alliance formation hypothesis

Ans: C

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Biological Theories

Difficulty Level: Medium

33. The finding that same-sex sexual activity between primate friend pairs increases likelihood of friends assisting and defending each other is consistent with which theory?

A. kin selection theory

B. fecundity hypothesis

C. neuro-hormonal theory

D. alliance formation hypothesis

Ans: D

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Evolutionary Theories

Difficulty Level: Medium

34. Heritability estimates for sexual orientation suggest that genes account for about what range of the population variance in sexual orientation for men?

A. 10–20%

B. 66–90%

C. 15–66%

D. 40–80%

Ans: C

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Evolutionary Theories

Difficulty Level: Medium

35. Ray Blanchard’s explanation of the \_\_\_\_\_\_ is that the mother’s body treats the male fetus as a foreign invader and activates an immune response against it. At a certain point, the mother produces enough antibodies to prevent the fetal brain from developing in the male typical fashion, resulting in male homosexuality.

A. behavioral genetics

B. fraternal birth order effect

C. neuro-hormonal theory

D. alliance formation hypothesis

Ans: B

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Biological Theories

Difficulty Level: Medium

36. Evidence that heterosexual men who possess more communal traits tend to have more female sexual partners supports which theory of sexual orientation?

A. kin selection theory

B. tipping point theory

C. neuro-hormonal theory

D. alliance formation hypothesis

Ans: B

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Evolutionary Theories

Difficulty Level: Medium

37. Examples of passionate same-sex friendships growing into feelings of sexual desire support which theory of sexual orientation?

A. kin selection theory

B. tipping point theory

C. biobheavioral model

D. alliance formation hypothesis

Ans: C

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: The Integrative Approach

Difficulty Level: Medium

38. Finkel and Eastwick (2009) find that sex differences in sexual attraction disappear under what circumstances?

A. women are injected with testosterone

B. women play the role of “approacher” in a speed dating context

C. when men and women rate the attractiveness of groups rather than individuals

D. when controlling for socioeconomic status

Ans: B

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: How Do Sex and Gender Contribute to the Experience of Sexuality?

Difficulty Level: Medium

39. Terri Conley finds that sex differences in interest in casual sex are reduced by which of the following?

A. when the casual sex partner is attractive

B. when the casual sex partner is believed to be good in bed

C. when there are few options for romantic partners

D. when men and women are hooked up to a lie detector

Ans: B

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: How Do Sex and Gender Contribute to the Experience of Sexuality?

Difficulty Level: Medium

40. Sex differences, favoring males in self-report data, exist for each of the following EXCEPT \_\_\_\_\_\_\_.

A. pornography use

B. masturbation

C. casual sex

D. same-sex experiences

Ans: D

Learning Objective: 9-4: Genital reconstructive surgery typically makes it difficult for transgender people to have orgasms.

Cognitive Domain: Knowledge

Answer Location: Sexual Behavior and Attitudes

Difficulty Level: Easy

41. What best describes most self-reported sex differences in sexuality?

A. They fall in the medium to large range.

B. They are culturally universal.

C. They have poor test-retest reliability.

D. They fall below Cohen’s ds of .4.

Ans: D

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: Sexual Behavior and Attitudes

Difficulty Level: Easy

42. Which of the following groups of people have the lowest orgasm rates during sex?

A. heterosexual women

B. heterosexual man

C. gay men

D. lesbian women

Ans: A

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: Orgasm Frequency and Sexual Satisfaction

Difficulty Level: Easy

43. Each of the following predicts orgasm rates among women EXCEPT \_\_\_\_\_\_.

A. receiving oral sex

B. frequency of sexual encounters

C. the duration of sexual encounters

D. knowledge of the location of their clitoris

Ans: B

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: Orgasm Frequency and Sexual Satisfaction

Difficulty Level: Medium

44. Which of the following describes some of the effects of gender reconstructive surgery or hormone treatments upon orgasm rates?

A. MtF women consistently report lower orgasm rates.

B. The effect are incredibly variable and inconsistent for both MtF women and FtM men.

C. FtM men report high orgasm rates.

D. FtM men report reduced orgasm rates.

Ans: C

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: Orgasm Frequency and Sexual Satisfaction

Difficulty Level: Medium

45. Diamond’s (2008) longitudinal study of sexual minority women found what percent changed their identified sexual orientation over a ten-year period?

A. 10%

B. 33%

C. 66%

D. 80%

Ans: C

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: Sexual Fluidity

Difficulty Level: Easy

46. Baumeister (2000) found what kind of sex differences in sexual fluidity?

A. Women’s sexual orientation changes more over their lives.

B. Men tend to be more sexually fluid than women during early adulthood.

C. Women tend to be more sexually fluid than men late in life.

D. Men’s sexual orientation changes more over their lives.

Ans: A

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: Sexual Fluidity

Difficulty Level: Medium

47. What evidence is there to support sex differences in sexual trajectories (e.g., age at which men and women reach their sexual peaks)?

A. Men’s hormones peak at a younger age than women.

B. Men self-report their highest levels of lust at a younger age than women.

C. Women have more sexual partners in middle-age compared to men.

D. Women start generating more testosterone in their early 30s.

Ans: B

Learning Objective: 9-5: Understand issues in sexuality across the life course, such as sexual peaks and the medicalization of sexual changes.

Cognitive Domain: Comprehension

Answer Location: Sexual Trajectories

Difficulty Level: Medium

48. Each of the following is TRUE of the relationship between sexual health and physical health EXCEPT \_\_\_\_\_\_.

A. sexual satisfaction correlates with both physical and mental health

B. the importance of sexual health for quality of life decreases in old age

C. sexual health relates to physical health in Western but not Eastern cultures

D. people who have regular, more enjoyable sex have lower mortality rates.

Ans: C

Learning Objective: 9-5: Understand issues in sexuality across the life course, such as sexual peaks and the medicalization of sexual changes.

Cognitive Domain: Comprehension

Answer Location: Sexual Trajectories

Difficulty Level: Medium

49. Which of the following perspectives on decreases in sexuality in old age can make people feel like there is something wrong with them and cause them to seek out unnecessary, sometimes ill-advised treatments?

A. the medicalization of sexuality

B. the genetic perspective

C. the socially constructed approach

D. interpretations specific to collectivist cultures

Ans: A

Learning Objective: 9-5: Understand issues in sexuality across the life course, such as sexual peaks and the medicalization of sexual changes.

Cognitive Domain: Application

Answer Location: The Medicalization of Sexual Changes

Difficulty Level: Hard

50. Which of the following is TRUE of changes in sexuality and related hormones that often occur in middle-age (e.g., menopause in women and erectile dysfunction in men)?

A. These processes, both menopause and erectile dysfunction, are natural and normal.

B. They should be treated with medication to increase mental and physical health.

C. Menopause occurs in all women, but erectile dysfunction only occurs in a small subset of men and should be medically treated.

D. Treatments for these hormonal changes carry no meaningful risks.

Ans: A

Learning Objective: 9-5: Understand issues in sexuality across the life course, such as sexual peaks and the medicalization of sexual changes.

Cognitive Domain: Comprehension

Answer Location: The Medicalization of Sexual Changes

Difficulty Level: Medium

# True/False

1. Sexual orientation refers only to the person to whom romantic and sexual feelings are directed.

Ans: F

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: What Is Sexual Orientation?

Difficulty Level: Medium

2. The idea that people have a stable, internal drive that orients them sexually toward members of a particular sex is an old idea that dates back to ancient Western civilization.

Ans: F

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Knowledge

Answer Location: What Is Sexual Orientation?

Difficulty Level: Easy

3. About 10% of the population identifies gay or lesbian.

Ans: F

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Sexual Identity

Difficulty Level: Easy

4. The sexual desire (or lust) dimension of the motivational components of sexual orientation motivates people to direct their attentions toward a specific person who is cherished above others.

Ans: F

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Motivation: Desire and Love

Difficulty Level: Medium

5. Cross-cultural evidence indicates that passionate love toward mating partners is a universal or near universal human experience.

Ans: T

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

6. The neurotransmitters dopamine and norepinephrine play a key role in the early stages of passionate love.

Ans: T

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

7. The same neurological circuits that regulate love experienced by adult mates also regulates love that infants form to their caregivers.

Ans: T

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Motivation: Desire and Love

Difficulty Level: Easy

8. For many sexual minorities, an awareness phase, in which they recognize a sense of differentness from others, marks the first phase in sexual identity development.

Ans: T

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Phase Models of Sexual Identity Development

Difficulty Level: Easy

9. Girls and women are more likely than boys and men to label themselves as sexual minorities before their first same-sex sexual contact.

Ans: T

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Milestone and Narrative Models of Sexual Minority Identity Development

Difficulty Level: Easy

10. The fraternal birth order affect postulates that gay men provide above average levels of child rearing assistance to siblings, thus increasing the survival of nephews and nieces and passing along genes that code for male same-sex orientation.

Ans: F

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Knowledge

Answer Location: Biological Theories

Difficulty Level: Easy

11. The alliance-formation hypothesis reflects an evolutionary psychology theory of sexual orientation.

Ans: T

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Knowledge

Answer Location: Evolutionary Theories

Difficulty Level: Easy

12. Examples of passionate same-sex friendships growing into feelings of sexual desire is consistent with the biobehavioral model of sexual orientation.

Ans: T

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: The Integrative Approach

Difficulty Level: Medium

13. Sex differences in “pickiness” when selecting mates disappear when women play the role of “approacher” (introducing themselves to men).

Ans: T

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: How Do Sex and Gender Contribute to the Experience of Sexuality?

Difficulty Level: Easy

14. Genes explain about a third of the population variance in women’s rates of orgasm during sexual intercourse.

Ans: T

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: Orgasm Frequency and Sexual Satisfaction

Difficulty Level: Easy

15. Women’s sexual orientation tends to change more over their lives than men’s.

Ans: T

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Knowledge

Answer Location: Sexual Fluidity

Difficulty Level: Easy

# Short Answer

1. How did cultural understandings of sexual behavior change in the mid-1800s.

Ans: Understandings of sexual behavior shifted from something people *did* to something people *had*. In other words, in 1800 people began classifying people into groups based on the sex of people they desired.

Learning Objective: 9-1: Locate current understandings of sexuality and sexual orientation within social, cultural, and historical contexts.

Cognitive Domain: Comprehension

Answer Location: How Do Understandings of Sexuality and Sexual Orientation Differ Across Time and Culture?

Difficulty Level: Medium

2. Briefly describe the difference between early and later stages of love.

Ans: The early stage of love, passionate love, consists of arousal, urgent longing, feelings of exhilaration, and obsessive thinking about the love object. The later stages of love, companionate love, consist of calm, warm, and emotionally close feelings of intimacy toward a familiar other.

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Motivation: Desire and Love

Difficulty Level: Medium

3. Studies have shown that exposure to Western ideas, norms, and attitudes can have what kind of impact on sexual behavior in non-Western societies?

Ans: Upon exposure to Western norms, young people report engaging in sexual activity at a younger age, having sex with more partners, and having more sexual intercourse outside of marriage.

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Comprehension

Answer Location: Sexual Behavior

Difficulty Level: Medium

4. Briefly explain the difference in how phase models and milestone models approach explaining the development of sexual orientation.

Ans: According to phase models, sexual identity development is characterized by distinct emotional, psychological, social, and behavioral phases that mark important transitions in self-knowledge and self-definition. Rather than identifying phases of identity development, milestone models instead identify the timing, sequence, and tone of different milestones that are generally experienced by most sexual minority experiences.

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Analysis

Answer Location: How Does Sexual Orientation Develop?

Difficulty Level: Medium

5. Describe TWO sex differences in the ages and/or sequence in which milestones among sexual minorities occur.

Ans: Answers can describe any two sex difference in milestone described in text. For example, girls, relative the boys, more frequently experience their first same-sex attraction in emotional terms. And girls generally become aware of same-sex attraction at a slightly older age than boys.

Learning Objective: 9-2: Describe the multiple dimensions of sexual orientation, and analyze different models of sexual identity development.

Cognitive Domain: Knowledge

Answer Location: Milestone and Narrative Models of Sexual Minority Identity Development

Difficulty Level: Easy

6. Describe the logic behind tipping point theory’s account of how genes for same-sex orientation are passed down.

Ans: The theory posits that there may be a group of genes that together code for same-sex sexuality in men. Genes in this group also code for communal personality tendencies such as kindness and sensitivity. Some men inherit the genes for communal personality but remain heterosexual, and because communal traits are desirable to women, these men have a reproductive advantage over their peers: their desirable personalities increase their mating opportunities, and they pass on their genes. Men who inherit many of these genes, however, reach a tipping point at which their own mate preferences become reversed and they demonstrate same-sex orientation.

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Comprehension

Answer Location: Evolutionary Theories

Difficulty Level: Medium

7. Describe how Finkel and Eastwick (2009) manipulated a “speed dating” task to eliminate sex differences in selectivity or “pickiness” in mates.

Ans: They manipulated whether men or women played the role of “approacher.” When women were assigned to approach and introduce themselves to men during the speed dating task, sex differences in pickiness disappeared.

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Comprehension

Answer Location: How Do Sex and Gender Contribute to the Experience of Sexuality?

Difficulty Level: Medium

# Essay

1. Choose two theories for why people differ in sexual orientation. Explain how they account for variance in sexual orientation, what evidence supports each, and whether each approach most reflects a biological, evolutionary, or integrative perspective.

Ans: Responses may include any two theoretical approaches described in the text. A sample answer may proceed as follows: The fraternal birth order effect represents a biological approach. Its proponents argue that male fetuses emit an antigen that evokes a maternal immune response that grows stronger with each subsequent male fetus. At a certain point, the mother produces enough antibodies to prevent the fetal brain from developing in the male-typical fashion, resulting in male homosexuality. This account is supported by the positive correlation between number of older brothers a male has and his own likelihood of identifying as gay. This effect is also exclusive to men, and cannot be explained by environmental factors as revealed by adoption studies. One evolutionary account of sexual orientation, the alliance formation hypothesis, argues that same-sex sexual activity promotes beneficial friendship bonds between unrelated primate pairs. If such behavior increases survival rates, then it should get transmitted genetically from one generation to the next. For example, researchers have observed that friend pairs who bond with the same-sex sexual activity are more likely to display reciprocal altruism, however this hypothesis is derived purely from studies of nonhumans.

Learning Objective: 9-3: Evaluate biological, evolutionary, and integrative theories of sexual orientation.

Cognitive Domain: Analysis

Answer Location: Why Do People Differ in Sexual Orientation?

Difficulty Level: Medium

2. Conley and colleagues (2011) summarize a number of common beliefs about sex differences in relationship preferences and sexuality. Describe three of these common beliefs and the alternative findings/interpretations provided by Conley and colleagues.

Ans: Answers will vary. Students may include for example: one common belief mentioned by Conley and colleagues is that men desire more sexual partners than women do over their lifetime. Conley et al., (2011) argue that sex differences in desire for sexual partners disappear when examining the median rather than the mean of number of partners desired, suggesting that the sex differences are driven by outliers. Another common belief is that men are more open to casual sex than women are, reflecting their greater interest in sex. However, sex differences in willingness to have casual sex disappear when the casual sex partner is believed to be good in bed and when women do not expect to be “slut-shamed.” Finally, people typically assume that women are choosier than men when picking mates, but these differences disappear when women play the role of “approacher.”

Learning Objective: 9-4: Explain sex differences in sexuality, including attitudes and behaviors, orgasms and sexual satisfaction, and sexual fluidity.

Cognitive Domain: Analysis

Answer Location: How Do Sex and Gender Contribute to the Experience of Sexuality?

Difficulty Level: Medium

3. Describe common assumptions regarding sex differences in sexual trajectories (i.e., when women and men reach their sexual peaks). What evidence exists to support these assumptions? What evidence conflicts with them? Cite as least one research finding for and against sex differences in sexual trajectories. How does the research on sexual trajectories conflict with common assumptions about relevant sex differences?

Ans: It is commonly assumed that men reach their peak 10 years younger than women do. In other words, people tend to believe that men desire sexual contact most strongly at an earlier age than women do. On a biological level, there is little evidence that hormone levels of men and women follow different trajectories or that women’s hormones peak at an older age than men’s. However, when examining self-reports of sexual desire, men report their highest levels of lust in their late 20s and women report their highest levels of lust in their early to mid 30s. Thus the evidence between biological and self-report data conflict with one another and the evidence from self-report data points to a smaller difference than a 10 year gap in sexual peaks (as described by common assumptions).

Learning Objective: 9-5: Understand issues in sexuality across the life course, such as sexual peaks and the medicalization of sexual changes.

Cognitive Domain: Analysis

Answer Location: Sexual Trajectories

Difficulty Level: Medium