

HUMAN SEXUALITY

An IDEA Lesson

MODULE 6

Module 6 provides a list of suggestions for additional analyses that instructors can use in class or that students can use for independent projects. Before undertaking these additional analyses, please read the tutorial (at www.du.edu/idea/tutorials) entitled “Conducting Independent Research.”

1. The present lesson examined trends over time in sexual attitudes and behaviors. The appendix lists a number of additional GSS questions about sexual attitudes and behaviors that were not examined in the lesson. Not all of the additional questions that are listed in the appendix were asked over a broad span of years from 1972 to 2004, but the SEXEDUC question and the three questions about pornography were (PORNLOW, PORNMOOR, and PORNOUT). You could see how responses on these items have changed over time (YEAR).
2. Using cross-tabulations, the present lesson examined the relationships between sexual attitudes and behaviors, on the one hand, and demographic and other variables (such as age, gender, marital status, and education) on the other hand. There are many additional relationships you could study with cross-tabulations. The Appendix lists a number of additional GSS questions about sexual attitudes and behaviors (such as CONDOM, EVPAIDSX, HOMOCHNG, PIKUPSEX, PORNOUT, SELLSEX, and XMOVIE) that you could examine. For example, consider the relationships between
 - (a) sexual attitudes and behaviors (such as CONDOM, EVPAIDSX, HOMOCHNG, PIKUPSEX, PORNOUT, and SELLSEX) and educational degree (DEGREE).
 - (b) XMOVIE, EVPAIDSX, HOMOCHNG, or PIKUPSEX, on the one hand, and AGE, SEX, PARTYID, or POLVIEWS, on the other hand.
 - (c) attitudes about pornography (PORNLOW, PORNMOOR, and PORNOUT) and gender (SEX).
 - (d) between sexual infidelity (EVSTRAY) and happiness in one’s marriage (HAPMAR).
3. What is the relationship between attitudes and behaviors? The GSS asks respondents their opinions about the propriety of extramarital affairs (XMARSEX) and whether they have ever had an extramarital affair (EVSTRAY). You could look at the relationship between XMARSEX and EVSTRAY. In addition, if you create a cross-tabulation of XMARSEX with DEGREE, you will see that the percent of respondents who believe that extramarital affairs are always wrong decreases with educational level. Does this mean that the frequency of extramarital affairs also increases with educational level? You could ask the same question about attitudes about homosexuality (HOMOSEX) and participating in homosexuality. As in Module 5, use either NUMMEN(R:0;1-999) with the selection filter of SEX(1) or NUMWOMEN(R:0;1-999) with the selection filter of SEX(2) to code for whether or not a person has had a homosexual relationship. Also consider using CLASS or AGE or some other demographic variables in place of DEGREE.

4. After you read the tutorial entitled “Comparing Means” at the IDEA Project web site (www.du.edu/idea/tutorials), you could examine the mean numbers of sexual partners that the GSS respondents report. You can calculate the mean number of men that women have slept with by using NUMMEN with the selection filter of SEX(2). (You might want to restrict NUMMEN to NUMMEN(R:0-101) to remove the effects of outliers). Then you can calculate the mean number of women that men have slept with by using NUMWOMEN with the selection filter of SEX(1). In comparing these means, it might be useful to enter a variable such as AGE as a “Row” variable. How do you reconcile the differences between men and women in their number of sexual partners? You also might want to look at how the means for NUMMEN and NUMWOMEN vary with DEGREE or YEAR or other variables (but make sure you either select for SEX(1) or SEX(2) or include SEX as either a “Column” or “Control” variable)
5. The World Values Survey (WVS) is a data set, like the GSS, that can be analyzed on the web using the SDA interface. The WVS contains data from almost 80 different nations. You can learn more about the WVS at www.du.edu/idea/director/about-wvs.htm. In the WVS, questions are denoted by numbers rather than names. Question number V95 concerns sexual freedom and has the following wording:

V95 -- SEXUAL FREEDOM

If someone said that individuals should have the chance to enjoy complete sexual freedom without being restricted, would you tend to agree or disagree?

- 1 Tend to agree
- 2 Neither/it depends [IF VOLUNTEERED]
- 3 Tend to disagree
- 9 Don't know [DO NOT READ OUT]

The variable labeled V2 denotes different countries. A cross-tabulation created by entering V95 as the “Row” variable and V2 as the “Column” variable will give the responses to the V95 variable for all 80 nations. You could make a smaller table by restricting the number of nations. For example, if you enter V2(1, 2, 4, 8, 11, 13, 14, 19, 28, 29, 32, 39, 44, 50), you will get a table for responses from the following nations:

- 1 Britain
- 2 West Germany
- 4 Italy
- 8 Spain
- 11 United States
- 13 Japan
- 14 Mexico
- 19 Sweden
- 28 Brazil
- 29 Nigeria
- 32 India
- 39 China
- 44 Turkey
- 50 Russia

The variable labeled V214 denotes sex and the variable AGEGROUP groups ages into several categories.

There are two other variables in the WVS that address attitudes about sexual behaviors:

V197 -- HOMOSEXUALITY

Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. READ OUT STATEMENTS. CODE ONE ANSWER FOR EACH STATEMENT

Homosexuality

Never

Always

Justifiable

Justifiable

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 DK = 99

V198 -- PROSTITUTION

Please tell me for each of the following statements whether you think it can always be justified, never be justified, or something in between, using this card. READ OUT STATEMENTS. CODE ONE ANSWER FOR EACH STATEMENT

Prostitution

Never

Always

Justifiable

Justifiable

1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 DK = 99

Because there are so many response options for each of these variables, you would probably want to calculate means for these variables rather than create cross-tabulations. After you read the tutorial entitled "Comparing Means" at the IDEA Project web site (www.du.edu/idea/tutorials), you could compare the means on these variables across different nations, and perhaps across sexes or other variables as well.

What differences do you see across nations? Are the differences between men and women the same across all nations? How do attitudes differ by age and are the age differences the same across nations?