

The Cambridge Handbook of Sexual Development

The Cambridge Handbook of Sexual Development is a carefully curated conversation that brings together the top researchers in child and adolescent sexual development to redefine the issues, conflicts, and debates in the field. The handbook is organized around three foundational questions: first, what is sexual development? Second, how do we study sexual development? And third, what roles might adults – including the institutions of the media, family, and education – play in the sexual development of children and adolescents? As the first of its kind, this collection integrates work from sociology, psychology, anthropology, history, education, cultural studies, and allied fields. Writing from different disciplinary traditions and about a range of international contexts, the contributors explore the role of sexuality in children’s and adolescents’ everyday experiences of identity, family, school, neighborhood, religion, and popular media.

SHARON LAMB is Professor of Counseling Psychology in the Department of Counseling and School Psychology at the University of Massachusetts Boston, USA. Her current research focuses on sexual ethics as a basis for sex education and the moral reasoning of bystanders in “sketchy” sexual situations.

JEN GILBERT is Associate Professor of Education at York University, Canada. Her current research explores narratives of LGBTQ sexuality and gender in high schools and the problems and opportunities sexual health education poses for schooling.

The Cambridge Handbook of Sexual Development

Childhood and Adolescence

Edited by

Sharon Lamb

University of Massachusetts Boston

Jen Gilbert

York University, Toronto



Cambridge University Press
978-1-107-19071-9 — The Cambridge Handbook of Sexual Development
Edited by Sharon Lamb, Jen Gilbert
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107190719

DOI: 10.1017/9781108116121

© Cambridge University Press 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

Printed in the United Kingdom by TJ International Ltd. Padstow Cornwall

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data

Names: Lamb, Sharon, editor. | Gilbert, Jen, 1971– editor.

Title: The Cambridge handbook of sexual development : childhood and adolescence / edited by Sharon Lamb, University of Massachusetts Boston, Jen Gilbert, York University, Toronto.

Description: Cambridge, United Kingdom ; New York, NY : Cambridge University Press, 2019. | Includes bibliographical references and index.

Identifiers: LCCN 2018025045 | ISBN 9781107190719 (hardback)

Subjects: LCSH: Children and sex. | Children – Sexual behavior. | Teenagers – Sexual behavior. | Sex. | Child development. | Adolescence.

Classification: LCC HQ784.S45 C36 2019 | DDC 613.9/51–dc23

LC record available at <https://lccn.loc.gov/2018025045>

ISBN 978-1-107-19071-9 Hardback

ISBN 978-1-316-64077-7 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>Notes on Contributors</i>	page viii
<i>Acknowledgments</i>	xvi
Introduction: Interdisciplinary Approaches to Sexual Development in Childhood and Adolescence	1
JEN GILBERT AND SHARON LAMB	
Part I What Is Sexual Development?	13
Children	15
1 Are Children Sexual? Who, What, Where, When, and How?	17
SHARON LAMB, LINDSEY WHITE, AND ALEKSANDRA PLOCHA	
2 Toward a Central Theory of Childhood Sexuality: A Relational Approach	35
ALLISON MOORE	
3 A Sociological Exploration of Childhood Sexuality: A Discursive Analysis of Parents' and Children's Perspectives	54
KERRY H. ROBINSON AND CRISTYN DAVIES	
4 Not Innocent, but Vulnerable: An Approach to Childhood Innocence	76
LUCIE JARKOVSKÁ AND SHARON LAMB	
5 The Dynamic Expression of Sexual-Minority and Gender-Minority Experience during Childhood and Adolescence	94
LISA M. DIAMOND	
6 Sexual Embodiment in Girlhood and beyond: Young Migrant and Refugee Women's Discourse of Silence, Secrecy, and Shame	113
JANE USSHER, ALEXANDRA HAWKEY, AND JANETTE PERZ	
Adolescence	139
7 The Diversity of Adolescent Male Sexuality	141
JOHN DELAMATER	

vi	Contents	
	8	Developmental Trajectories and Milestones of Sexual-Minority Youth 156
		RITCH C. SAVIN-WILLIAMS
	9	Bad Choices: How Neoliberal Ideology Disguises Social Injustice in the Sexual Lives of Youth 180
		LAINA Y. BAY-CHENG
	10	From Tightrope to Minefield: How the Sexual Double Standard “Lives” in Adolescent Girls’ and Young Women’s Lives 198
		DEBORAH L. TOLMAN AND JENNIFER F. CHMIELEWSKI
	11	Gender, Class, and Campus Sexual Cultures: White First-Generation College Students and the Transition to College 221
		AMY C. WILKINS AND AUBREY LIMBURG
	12	Yellow Fever and Yellow Impotence: The Polarity of Asian-American Sexuality 241
		ROSALIND S. CHOU AND BRITTANY TAYLOR
	13	Conceptualizing Sexuality in Research about Trans Youth 261
		JULIA SINCLAIR-PALM
		Part II How Do We Study Sexual Development? 279
	14	Critical Methods for Studying Adolescent Sexuality 281
		SARA I. MCCLELLAND
	15	Loving Possibilities in Studies of Sexuality Education and Youth 300
		JESSICA FIELDS AND LORENA GARCIA
	16	Difficulties in the Study, Research, and Pedagogy of Sexuality 315
		DEBORAH P. BRITZMAN
	17	Numbers and Stories: Bridging Methods to Advance Social Change 336
		STEPHEN T. RUSSELL
	18	<i>Doing It</i> : Participatory Visual Methodologies and Youth Sexuality Research 352
		KATIE MACENTEE AND SARAH FLICKER
	19	Research under Surveillance: Sexuality and Gender-Based Research with Children in South Africa 373
		DEEVIA BHANA

Part III Media, Family, Education: What Roles Might Adults Play?	391
Media	393
20 Entertainment Media's Role in the Sexual Socialization of Western Youth: A Review of Research from 2000–2017	395
L. MONIQUE WARD, JESSICA D. MOORMAN, AND PETAL GROWER	
21 Adventure, Intimacy, Identity, and Knowledge: Exploring How Social Media Are Shaping and Transforming Youth Sexuality	419
MARIJKE NAEZER AND JESSICA RINGROSE	
22 A Sociological/Psychological Model for Understanding Pornography and Adolescent Sexual Behavior	439
JENNIFER A. JOHNSON AND ANA J. BRIDGES	
23 Young People, Pornography, and Gendered Sexual Practices	462
MADDY COY AND MIRANDA A. H. HORVATH	
Family	483
24 Puberty as Biopsychosocial Enfolding: Mothers' Accounts of their Early-Developing Daughters	485
CELIA ROBERTS	
25 Stolen Childhood: Understanding Sexualization of Young Girls through "Child Marriage" in Zimbabwe	505
SANDRA BHATASARA, MANASE KUDZAI CHIWESHE, AND NELSON MUPARAMOTO	
Education	519
26 The Fertile, Thorny, and Enduring Role of Desire and Pleasure in Sexuality Education	521
SARAH GARLAND-LEVETT AND LOUISA ALLEN	
27 Norm-Critical Sex Education in Sweden: Tensions within a Progressive Approach	537
ANNA BREDSTRÖM, EVA BOLANDER, AND JENNY BENGTSSON	
28 Robot Babies, Young People, and Pregnancy Prevention: Alternative Imaginings of Sexual Futures	559
MARY LOU RASMUSSEN AND AOIFE NEARY	
<i>Index</i>	575

Notes on Contributors

LOUISA ALLEN is a professor in the Faculty of Education and Social Work at the University of Auckland. She specializes in research in the areas of sexualities, young people and schooling, and innovative research methodologies that seek to engage hard-to-reach research populations. She has written six books in these areas, the latest of which is entitled *Schooling Sexual Cultures: Visual Research and Sexuality Education* (2017).

LAINA Y. BAY-CHENG is Associate Professor and PhD Program Director at the University at Buffalo School of Social Work. She concentrates her scholarship on exposing the normative, social, and material foundations of young women's sexual vulnerability and on advocating for conditions that enable young women's sexual agency.

JENNY BENGTSSON is a senior lecturer in childhood and youth studies in the Department of Education, Communication, and Learning at the University of Gothenburg, Sweden. Her research interests include issues of social justice in educational practices, childhood and sexuality, and sex education from preschool to upper secondary school.

DEEVIA BHANA is the DST/NRF South African Research Chair in Gender and Childhood Sexuality at the University of KwaZulu-Natal. She has published widely in the field of gender, childhood sexualities, and young masculinities. Her latest book is *Love, Sex and Teenage Sexual Cultures in South Africa: 16 Turning 17* (2018).

SANDRA BHATASARA is a senior lecturer and researcher in sociology at the University of Zimbabwe. She researches, writes, and publishes on the sociology of gender and sexuality, environment, and rural societies. She is also a women's rights activist, working with young women to promote feminist action research and transformative leadership on sexual and reproductive rights.

EVA BOLANDER is a senior lecturer in pedagogic practice in the Department of Social and Welfare Studies, Linköping University, Sweden. Her main fields of research and teaching include critical sexuality studies and intersectional perspectives on schooling and teaching materials. Bolander has extensive experience of researching sexuality education in Sweden using multiple methods.

Her work on the cultural intelligibility of condoms has been published in the journal *Sex Education: Sexuality, Society and Learning*.

ANNA BREDSTRÖM is a senior lecturer at the Institute for Research on Migration, Ethnicity and Society (REMESO) at Linköping University, Sweden. Her research is informed by feminist intersectionality theory, critical race theory, and science and technology studies. Her research focuses on bodies, health, and medicine, and she has vast experience of researching youth and sexuality. Her publications include work on HIV/AIDS policy, safer sex, and sex and alcohol, and she is particularly interested in developing methods for a critical multicultural sexuality education. Her work has been published in, among others, *Sexualities*, *European Journal of Women Studies*, *Nordic Journal of Migration Research*, and *Journal of Medical Humanities*.

ANA J. BRIDGES is Associate Professor of Clinical Psychology at the University of Arkansas. Her research focuses on mental health disparities and increasing access to treatment for vulnerable and underserved populations. She has authored numerous articles and book chapters investigating the role of pornography in sexual behavior and violence against women.

DEBORAH P. BRITZMAN is Distinguished Research Professor, Fellow of the Royal Society of Canada, and York Research Chair in Pedagogy and Psychosocial Transformations. Author of eight books and more than one hundred articles, Britzman's area of expertise is in psychoanalysis with education and the history of psychoanalysis. Her recent books are *Melanie Klein: Early Analysis, Play and the Question of Freedom* and *A Psychoanalysis in the Classroom: On the Human Condition in Education*.

ROSALIND S. CHOU is Associate Professor of Sociology at Georgia State University. She has authored three books: *The Myth of the Model Minority: Asian American Sexual Politics: The Construction of Race, Gender, and Sexuality*; and *Asian Americans on Campus*.

MANASE KUDZAI CHIWESHE is Senior Lecturer in the Institute of Lifelong Learning and Development Studies at Chinhoyi University of Technology in Zimbabwe and winner of the 2015 Gerti Hesselning Award for the best paper in African studies. His work revolves around the sociology of everyday life in African spaces, with special focus on promoting African ways of knowing, specifically in gender, sexuality, livelihoods, and leisure.

JENNIFER F. CHMIELEWSKI is a doctoral student in critical social/personality psychology at the Graduate Center, City University of New York. Her work explores the sexualized surveillance of women and girls and their lived experiences of embodiment, desire, and resistance at the intersection of gender, race, sexuality, and class.

MADDY COY is a lecturer in the Center for Gender, Sexualities, and Women's Studies Research at the University of Florida. Coy has worked in the field of violence against women as a practitioner, activist, researcher, and educator for 20 years. She has researched and published widely on violence against women, sexual exploitation, and sexualized sexism in popular culture.

CRISTYN DAVIES is a research associate in the Discipline of Child and Adolescent Health, Faculty of Medicine and Health, University of Sydney, and the Children's Hospital at Westmead. She has published widely, and across disciplines, in the areas of sexual and gendered citizenship, sexual health education for children and adolescents, HPV and the HPV vaccination, neoliberalism and governmentality, narrative and media studies, and innovative pedagogies and educational practice. Her co-authored book *Mediating Sexual Citizenship: Neoliberal Subjectivities in Television Culture* was released in 2018.

The late JOHN DELAMATER was Professor of Sociology at the University of Wisconsin–Madison. An expert in the sociology of human sexuality, he was co-author of the textbook *Social Psychology* and the textbook *Understanding Human Sexuality*.

LISA M. DIAMOND is Professor of Psychology and Gender Studies at the University of Utah. She studies the lifespan development of sexuality and sexual orientation, as exemplified in her award-winning 2008 book, *Sexual Fluidity*. Diamond is also co-editor of the *APA Handbook of Sexuality and Psychology* and has received awards for her work from the International Association for Relationship Research, the Society for the Scientific Study of Sexuality, and the Society for the Psychological Study of Social Issues.

JESSICA FIELDS is Professor of Sociology and Sexuality Studies at San Francisco State University and author of *Risky Lessons: Sex Education and Social Inequality*. With Laura Mamo, Nancy Lesko, and Jen Gilbert, she leads the Beyond Bullying Project, a community-based storytelling project that aims to understand and interrupt ordinary hostility in high schools to LGBTQ sexualities (funded by the Ford Foundation). Fields is currently writing her second book, *Problems We Pose: Feeling Differently about Qualitative Research*.

SARAH FLICKER is Associate Professor in the Faculty of Environmental Studies at York University, Toronto. Her research focuses on youth HIV prevention and support as well as environmental, sexual, and reproductive justice. More broadly, she is interested in community-based participatory methodologies and ethics. She is active on a variety of research teams that focus on adolescent sexual health with youth in Canada and South Africa. Her research has informed policy at the municipal, provincial, and federal levels. Flicker and her teams have won a number of prestigious awards for youth engagement in health research.

LORENA GARCIA is Associate Professor of Sociology and Latin American and Latino Studies at the University of Illinois at Chicago. She is author of *Respect*

Yourself, Protect Yourself: Latina Girls and Sexual Identity (2012). Her research interests are in the intersections of gender, sexuality, race/ethnicity, and class. Her work also focuses on US Latinxs and qualitative methods.

SARAH GARLAND-LEVETT is a master's graduate from the University of Auckland. Her research to date has focused on sexuality education policy in Aotearoa New Zealand. She has an interest in how critical, queer, feminist, and new materialist theories offer new possibilities for rethinking how sexuality education can be thought and taught in the interests of social justice.

JEN GILBERT is Associate Professor of Education at York University, Canada. Her current research explores narratives of LGBTQ sexuality and gender in high schools, and the problems and opportunities sexual health education poses for schooling.

PETAL GROWER is a PhD student in developmental psychology at the University of Michigan. Her work explores the complex links between media use, body image, and young women's sexual agency.

ALEXANDRA HAWKEY has an MPH and has recently submitted her PhD thesis. She is currently a research officer at the Translational Health Research Institute at Western Sydney University, Australia. She conducted her PhD research on the sexual and reproductive health of culturally and linguistically diverse women. Her areas of research interest are fertility, women's sexual health, contraception, menstruation, and menopause.

MIRANDA A. H. HORVATH is Associate Professor of Forensic Psychology and Deputy Director of Forensic Psychological Services at Middlesex University. She has extensive research experience, having conducted national and local multi-site/-team/-strand evaluation and research projects. Her research and publications focus on violence against women and children, sexualized media, and multiple-perpetrator rape. She is the co-editor of *Rape: Challenging Contemporary Thinking* (2009) and *Handbook on the Study of Multiple Perpetrator Rape: A Multidisciplinary Response to an International Problem* (2013).

LUCIE JARKOVSKÁ is Associate Professor at the Institute for Research in Inclusive Education at Masaryk University, Brno, Czech Republic. Her research interests include gender, education, sexuality, and anti-sex education movements. She works with nongovernmental organizations in Central Europe, promoting sex education and providing training for sex educators.

JENNIFER A. JOHNSON is Associate Professor and Chair of Sociology at Virginia Commonwealth University. She has published numerous articles and book chapters related to her research on the pornography industry, social network analysis, sexual and public health, and digital sociology. She is the lead editor of the journal *Sexualization, Media and Society*.

SHARON LAMB is Professor of Counseling Psychology in the Department of Counseling and School Psychology at the University of Massachusetts Boston, USA. Her current research focuses on sexual ethics as a basis for sex education and the moral reasoning of bystanders in “sketchy” sexual situations.

AUBREY LIMBURG is currently a PhD student in the Department of Sociology at the University of Colorado Boulder. Her research broadly focuses on gender and sexuality as related to health across the life course. Her current work examines the relationship between sexuality, health, and older adulthood.

KATIE MACENTEE is currently a Social Sciences and Humanities Research Council (SSHRC) postdoctoral fellow at York University, Toronto, in the Faculty of Environmental Studies. Her research interests include sexual health and HIV/AIDS education, transactional sex, girlhood, participatory visual methodologies, and cellphilms. She is co-editor of *What's a Cellphilms? Integrating Mobile Technology into Research and Activism* (2016).

SARA I. MCCLELLAND is Associate Professor at the University of Michigan in the Departments of Women's Studies and Psychology. Her research focuses on the expectations individuals develop for what they deserve to feel, experience, and avoid in their intimate lives. Recent work has addressed issues related to reproductive justice, sex education, and evidence of gender and sexual labor across the life span.

ALLISON MOORE is a senior lecturer in the Department of Social Sciences at Edge Hill University, Ormskirk, England. Her research interests lie in the sociology of sexuality and the regulation of sexuality, especially the regulation of youth sexuality. She is co-author of *Childhood and Sexuality: Contemporary Issues and Debates* (Moore & Reynolds, 2018) and has published a number of peer-reviewed journal articles. Her reading of childhood and sexuality is shaped by feminist analyses of gender and sexuality that explore the ways in which female behavior and sexual desire and expression is limited, contained, and regulated under heteropatriarchy.

JESSICA D. MOORMAN is a PhD candidate in the Department of Communication Studies at the University of Michigan and, in fall of 2018, will be joining the faculty of the University of Iowa as Assistant Professor in the School of Journalism and Mass Communication. Moorman's research explores how US Black adults make meaning of and are influenced by their representation in the media. Her current project explores how Black-oriented dating and relationship advice media contribute to single Black women's beliefs about gender and relationships, and their approaches to singlehood.

NELSON MUPARAMOTO is a PhD student at Rhodes University in the Department of Sociology. Muparamoto enjoys researching on sexualities both normative and non-normative. Currently he is focusing on the experiences of gays and lesbians in Zimbabwe, in which he explores what characterizes gay and lesbian identities in

Zimbabwe in an attempt to interrogate how they reinforce, modify, and challenge dominant social categories informed by the “global gay” culture.

MARIJKE NAEZER is a PhD student at Radboud University, the Netherlands, in the Department of Gender and Diversity Studies. She holds master’s degrees in anthropology and gender studies, and has worked as a policy worker for the Dutch Women’s Studies Association and the Dutch Association against Child Sexual Abuse. Moreover, she has worked as an independent researcher focusing on the theme of child sexual abuse. She recently submitted her PhD thesis “Sexy adventures: An ethnography of youth, sexuality and social media.”

AOIFE NEARY is Lecturer in Sociology of Education in the School of Education, University of Limerick, Ireland. She held an Irish Research Council (IRC) Doctoral Scholar Award from 2011 until 2014 and has been an IRC New Foundations Awardee in 2013, 2014, 2015, and 2016. Drawing on feminist, queer, and affect theory, her work explores the politics of gender and sexuality as they are lived and configured in schools and society. She is author of *LGBT-Q Teachers, Civil Partnership and Same-sex Marriage: The Ambivalences of Legitimacy* (2017).

JANETTE PERZ is Director of the Translational Health Research Institute, Western Sydney University, Australia. She researches in the field of reproductive and sexual health with a particular focus on gendered experiences, subjectivity, and identity. She has undertaken a significant research program in sexual and reproductive health, including the experience of premenstrual syndrome (PMS) in heterosexual and lesbian relationships, the development of and evaluation of a couple-based psychological intervention for PMS, sexual well-being and reproductive needs in migrant and refugee women, and sexual and psychological well-being during menopause and midlife.

ALEKSANDRA PLOCHA is Assistant Professor in the Clinical Mental Health Counseling graduate program at Merrimack College in North Andover, Massachusetts. Her primary research area focuses on the intersection of three domains that are salient to college students: the developmental period of emerging adulthood, bereavement, and resilience. Her research examines how current operationalized definitions of resilience and available grief discourse impact the bereavement process, with the goal of better supporting students who have experienced the death of a loved one.

MARY LOU RASMUSSEN is located in the School of Sociology at the Australian National University. She is part of the Australian Research Council (ARC) Discovery Project, Queer Generations, investigating the experiences of two generations of LGBT young people in Australia. She leads an ARC Discovery investigating worldviews of Australian millennials. She is co-editor, with Louisa Allen, of *The Palgrave Handbook of Sexuality Education* (2017). Her monograph, *Progressive Sexuality Education: The Conceits of Secularism*, is now available in paperback.

JESSICA RINGROSE is Professor of Sociology of Gender and Education at the UCL Institute of Education, University College London. She is a co-chair of the International Gender and Education Association and co-coordinator of PhEmaterialism (Feminist Posthumanism and New Materialism Research Methodologies in Education) Network. Her research is about transforming sexualized media cultures, and activating gender and sexual equity in secondary schools. Her latest book, *Digital Feminist Activism: Girls and Women Fight Back against Rape Culture* (with Kaitlynn Mendes and Jessalynn Keller), is out in 2018.

CELIA ROBERTS is Professor of Gender and Science Studies in the Department of Sociology, Lancaster University, England. She also co-directs the Centre for Gender and Women's Studies. Roberts is the author of *Puberty in Crisis: The Sociology of Early Sexual Development* (2017) and *Messengers of Sex: Hormones, Biomedicine and Feminism* (2007), and is currently writing about fertility and stress biosensing.

KERRY H. ROBINSON is Professor of Sociology and the leader of Sexualities and Genders Research (SaGR) in the School of Social Sciences and Psychology at Western Sydney University, Australia. She has published widely in her field, with titles including: *Innocence, Knowledge and the Construction of Childhood: The Contradictory Relationship between Sexuality and Censorship in Children's Contemporary Lives* (2013) and co-authored *Diversity and Difference in Early Childhood Education: Issues for Theory and Practice* (Robinson & Jones Diaz, 2nd edn., 2016).

STEPHEN T. RUSSELL is Priscilla Pond Flawn Regents Professor of Child Development and Chair of the Department of Human Development and Family Sciences at the University of Texas at Austin. He is an expert in adolescent health, with a focus on sexual orientation and gender identity. He is a fellow of the National Council on Family Relations, an elected member of the International Academy of Sexuality Research, and was President of the Society for Research on Adolescence.

RITCH C. SAVIN-WILLIAMS, Professor Emeritus of Developmental Psychology at Cornell University, has written ten books on adolescent development, including *Mostly Straight: Sexual Fluidity among Men* (2017), *Becoming Who I Am: Young Men on Being Gay* (2016), and *The New Gay Teenager* (2005). Savin-Williams writes about the sexual and romantic development of youth, is a licensed clinical psychologist, and has consulted for media outlets such as MTV, 20/20, Oprah Winfrey, Today Show, National Geographic, and National Public Radio.

JULIA SINCLAIR-PALM is an instructor in Child Studies in the Institute of Interdisciplinary Studies at Carleton University, Ottawa, Canada. Drawing on feminist and queer theory, trans studies, and post-structuralism, her research examines how trans youth forge new identities, imagine futures, and navigate structural inequalities in the midst of these larger, and sometimes restrictive, narratives about trans lives. Her research interests include LGBT youth, educational policy, and theories of teaching and learning.

BRITTANY TAYLOR is currently a PhD student at Georgia State University in the Department of Sociology. She completed a master's degree in Women's and Gender Studies at the University of South Florida. Her research foci include health policy, substance use, HIV/AIDS, and intersectional applications with queer people of color (QPoC) health. Her current work involves tracing alcohol patterns among Black/African-American queer women in the South.

DEBORAH L. TOLMAN is Professor of Women and Gender Studies at Hunter College and Critical Social Psychology at the Graduate Center, City University of New York. Her research is on adolescent sexuality, specifically the "unmentionables" around pleasure as well as danger, agency, and prevention for girls. Tolman is the co-founder of SPARK – Sexualization Protest: Action, Resistance, Knowledge – and the author of *Dilemmas of Desire: Teenage Girls Talk about Sexuality*, which was awarded the 2003 Distinguished Book Award from the Association for Women in Psychology.

JANE USSHER is Professor of Women's Health Psychology in the Translational Health Research Institute, at Western Sydney University, Australia. She is editor of the *Routledge Women and Psychology* book series, and author of a number of books, including: *The Psychology of the Female Body*, *Women's Madness: Misogyny or Mental Illness?*, *Fantasies of Femininity: Reframing the Boundaries of Sex*, *Managing the Monstrous Feminine: Regulating the Reproductive Body*, *The Madness of Women: Myth and Experience*, and co-editor of the forthcoming *Routledge Handbook of Women's Sexual and Reproductive Health*.

L. MONIQUE WARD is Arthur F. Thurnau Professor of Psychology at the University of Michigan. Her research focuses on media contributions to sexual socialization, with particular attention to effects of sexual objectifying media. Her current research examines consequences of media sexualization, including consequences for women's sexual agency and for interpersonal violence. She has published more than 65 articles in peer-reviewed journals and served as a member of the American Psychological Association Task Force on the Sexualization of Girls.

LINDSEY WHITE is a doctoral student in counseling psychology at the University of Massachusetts Boston. She completed a master's degree in mental health counseling and a certificate in sexuality, women, and gender at Teachers College, Columbia University. Her current work focuses on sexual ethics and representations of gender diverse identities.

AMY C. WILKINS is Associate Professor of Sociology at the University of Colorado Boulder. Her current research focuses on identity transformations in the transition to college for first-generation, Black, and LGBQ young adults. Her research on gender, sexuality, and racial inequalities and identities has been published in journals such as *Sociology of Education*, *Gender & Society*, *Social Psychology Quarterly*, and *Signs*, and in a book, *Wannabes, Goths, and Christians: The Boundaries of Sex, Style, and Status* (2008).

Acknowledgments

Over the years that we have worked on sexual development, sex education, and sexuality, there have been many colleagues, professors, and students who provided us with insights and encouragement. Some of them have even contributed chapters to this volume. Some of them have not, but have inspired us nonetheless. Our deepest gratitude, however, goes to Jennifer Bethune, a PhD student, whose organizational skills, deep readings, and insightful questions certainly improved this volume and kept us on track to finish in a timely manner. Lee Iskander joined our editing team at a crucial moment and provided excellent support and smart readings. We are especially grateful to Janka Romero, our Cambridge University Press editor, who saw the need for this kind of handbook, one that looked at sexual development outside the typically pathologizing frameworks of juvenile justice or sexual victimization. We appreciate her vision, trust, and patience. We were lucky that our chapter authors were such good sports when we cajoled, challenged, and suggested new shapes for their chapters. We could not have done so if the raw material they provided wasn't supremely interesting, well written, and engaging.

Finally, Sharon thanks Jen Gilbert, delighting in this new friendship that came together through a suggestion from Jessica Fields, who perhaps knew how much she would love Jen's sense of humor, and knowing the fun we would eventually have when we met in person to share good food, wine, and stories. I (Sharon) appreciate Jen's continued focus on what is theoretically sound as well as meaningful, which helped me trust this volume would be special and useful. And Jen thanks Jessica Fields, whose love and companionship helped her stay grounded in the midst of the editing storm, and Sharon Lamb, whose work has long been important to her thinking. Thank you for the gift of collegiality and friendship – this volume reflects the boldness and bravery of your vision for sexuality research and education.