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WHO'S YOUR PERFECT PERSON?

A STUDY ABOUT DATING AND DATING FACTORS

by

Jessica Allen

A Thesis Submitted in Partial Fulfillment

Of the Requirements for the

University Honors Program

Department of Political Science, Psychology, & Sociology

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The members of the Honors Thesis Committee appointed
to examine the thesis of Jessica Allen
find it satisfactory and recommend that it be accepted.

Professor Hannah Haksgaard

Professor of Law

Director of the Committee

Dr. Sara Lampert

Professor of Women, Gender & Sexuality Studies

Professor Joleen Pietrzak

Professor of Anthropology & Sociology

Dr. Cindy Struckman-Johnson

Professor of Psychology

ABSTRACT

Who's Your Perfect Person?

A Study about Dating and Dating Factors

Jessica Allen

Director: Hannah Haksgaard, J.D.

This Honors Thesis discusses the historical and present-day patterns of dating and dating factors. Dating has evolved throughout the years, and the factors women seek in potential partners have also shifted. The question this Honors Thesis plans to examine is; what are the current factors women seek in potential partners, and what possibly could have caused the various shifts in dating factors. These questions are examined by researching historical surveys and patterns from the 1930s to present-day. Starting in 1930, the thesis looks at the factors women in college looked for in a potential partner. The goals of dating or the purpose of dating are examined to see why women date. Wars and social movements are examined in this thesis as possible causes for the shift in dating norms. The thesis then discusses the creation of new social norms, and theorizes how “traditional dating” ended, and the creation of open relationships shifted the factors women looked for. The analysis portion of this thesis will inform the reader how the dating atmosphere has shifted throughout history, and what the current factors and goals are for present-day college women.

KEYWORDS: Dating, Dating Patterns, Factors, Relationship, College, Women

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Introduction

“Financial stability, practicality, intelligence, and dedication,” these factors are what the female collegiate seek in a potential partner in the college sphere of the University of South Dakota, 2017.¹ These factors show drastic change from the 1930s, when Ann Arbor (1936) notes, “public perceptions of success” of a man and how that man could help the woman’s social status increase were the factors women looked for in potential partners.² College has long been an important time for dating, but the criteria college women use to choose dating partners has changed over time. This Honor’s thesis provides an important analysis of the desired attributes in dating partners over time. This researcher will use a post-modern perspective through both quantitative and qualitative data analysis. Notably, the thesis demonstrates changes in those desired attributes and explores what might have caused the changes.

In order to understand the current dating culture, it is important to study the past and find out how prior generations determined who to date. This history can show what attributes people are instinctively attracted to, and also show what motivates college women to have a potential partner, such as a serious relationship or relaxed relationship. It is through a historical survey of prior studies and through the data provided by a 2017 survey that this research will help to increase the understanding of what college women look for in dating partners. While one can find that in the past, dating was used as a social aspect to better a female’s status through a man’s status; this thesis will show that present-day, the motivation is not the same.

In the past, research shows that women were primarily concerned with the social aspect of dating, but recent data, including a survey conducted at the University of South Dakota (USD)

¹Appendix A

² Ann Arbor, *A-B-C of Love*, Detroit Free Press 8, 8 (1936).

in 2017, shows that women are currently concerned with factors other than just social standing. Accordingly, this thesis analyzes past dating patterns and current dating patterns in order to understand how dating has changed over time. The thesis is broken into three parts. Part I reviews surveys and studies on dating patterns from the 1930s to the 2000s, focusing on what women look for more frequently in men they would date. Part II focuses on original research conducted at the University of South Dakota in 2017. The method and results of a survey of over 175 women provides context for how college women date today. Part III compares the research of the past to the findings of the 2017 survey to explain how the dating factors have changed. Multiple factors might explain the shift in dating criteria for college women. Kathleen Bogle (2009) notes possible factors such as how “a growing proportion of young people nationwide are spending the early years of their adult life on college campuses” as well as how “young people are postponing marriage.”³ Part III brings the whole paper together as it helps to show that women have looked for a way to help their social standing through dating in the past, while now there are other factors that are becoming more relevant.

Part I:

Historical Research on Courtship and Dating

The use of particular criteria and standards is very old. In the last eighty years, various studies and surveys have demonstrated that women value different factors in different time periods and social contexts. This section reviews past surveys, to give a broad picture of the changes in the factors relevant to whom women decide to date, as well as books on different dating factors. Dating factors are multitudinous, and the surveys reviewed demonstrate the role

³ Kathleen A. Bogle, *Hooking Up: Sex, Dating, and Relationships on Campus*, 2 (2009).

of social status, physical attractiveness, personality, financial stability, and more. Research dating back to the 1930s shows that the factors women take into account had to do with helping a woman's social status; however, fast forward to the near present, research shows that these factors and reasoning are not the same. Understanding changes in dating factors is important, because these changes reflect social norms and personal desire over time. Tying these factors together and observing these changes in dating can reveal a pattern, which will allow people to maximize their potential partner by presenting themselves appropriately. First, England and Boyer (2009) found that women in the 1930s valued a man's social status because women were expected not to work after marriage.⁴ Therefore, a man of status and means was designed to help the woman be known in society and to give the woman a comfortable lifestyle. By the 1990s, women who planned to work after marriage still valued financial security but became less concerned with social status.⁵ In today's society, most women expect to work throughout their lifetimes, so it is not surprising that financial equality and stability is valued more than social status.⁶

In 1936, a group of college women from the Damda Phi Data sorority at the University of Michigan created a list that rated male students on campus on how valuable they would be in a relationship.⁷ This rating system was examined by Beth Bailey (1989); she discussed how the girls' list was a guide for other women to find the "Big Men on Campus" (BMOC) that were in

⁴ Kim England and Kate Boyer, *Women's Work: The Feminization and Shifting Meanings of Clerical Work*, 43 *Journal of Social History* 307, 309 (2009).

⁵ *Id.* The percentage of labor force who is women in the 1900s was about 17.9%. Then when 1920 hit, the percentage was 20.2%. It slowly increased as the years progressed, in 1940 it was 26%, 1960 was 35.3%, by 1980 48.7% and by 2000 it was 49%.

⁶ American FactFinder, *2016 American Community Survey 1-Year Estimates*, United States Census Bureau, <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>. The United States Census Bureau formed a graph from the 2016 American Community Survey and found that present day, Females 16 and over that are in the labor force is at 58.2%

⁷ Beth L. Bailey, *From Font Porch to Back Seat: Courtship in Twentieth-Century America*, 28 (1989).

line with the “dating values” of the sorority women.⁸ In the 1930s, the factors looked at were not interpersonal factors, but more physical and social factors. The ladies did not look at a man’s charm or how funny or brilliant the man was, but how popular the man was.⁹ The women looked at the “public perceptions of success” of a man and rated each man on how that man could help the woman’s social status increase.¹⁰ The rating scale went from “A” to “E.”¹¹ The rating demonstrated that these college women looked at men as a way to help boost their social status.¹² While getting rated a “C” does not sound good, the sorority women believed that a “C-rater” was considered a “pass in the crowd,” which would keep a woman in the same social status she was in to begin with.¹³ However, being labeled as a “Semigoon,” “Spook,” or a “total washout” “D” or “E” respectively, a man was expected to be a setback for a woman and thus be avoided.¹⁴ This list was spread throughout campus for any woman to use to help in deciding potential dates.¹⁵ The codification was a way for women to seek peer judgments for dating value and to conform to society.¹⁶

While in the 1930s social status was critical to college women when they chose dating partners, American society shifted greatly over the next half decade. During World War II, women entered the work force in mass due to the labor shortage, which increased job opportunities, ended housewife lifestyle, and increased independence.¹⁷ Helen Fischer (1992) articulates how there was a shift from women dating at a young age and marrying an older man,

⁸ Arbor, *supra* note 2, at 8.

⁹ *Id.*

¹⁰ *Id.*

¹¹ *Id.*

¹² Bailey, *supra* note 7, at 29.

¹³ Arbor, *supra* note 2, at 8.

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ *Id.*

¹⁷ England and Boyer, *supra* note 4, at 320-321

to women gaining independence.¹⁸ In 1920s and 1930s, the marriage system was the goal for women dating. Fischer's (1992) research found that many "women" were actually juvenile girls marrying men thirty years their senior, during a time of social dominance over women and that women were considered trophies.¹⁹

Another big event that changed the dating sphere in the 1930s was war. "From the mid-1920s to World War II the rating-dating system dominated public discourse on courtship."²⁰ The once acceptable practice of having your date dance with other men drastically changed in the 1950s. In 1955, a student at Texas Christian University reported, "to cut in is almost an insult."²¹ This change signaled a "complete transformation of the dating system" in the 1950s by having "a society where men outnumbered women. It had provided an ordered and civilized way to share access to women and it had been a difficult system to maintain for quite a while in the United States, for women were not particularly scarce in most circles that held formal dances."²² However when World War II began, "women outnumbered men in the United States...The dating system that had valued popularity above all was unsettled by women's concerns about the 'new' scarcity of men."²³

When the war ended, men returned home, which "revived [but fragmented] the dating" sphere; however, there was still a scarcity of men. As men returned home from the war and resumed their lives, women's motives for dating shifted. Bailey (1989) notes that in 1957, the "early-marriage ideal was changing the face of college life" and women were now "seeking a

¹⁸ Helen Fischer, *Anatomy of Love: A Natural History of Mating, Marriage, and Why We Stray*, 211 (1992).

¹⁹ *Id.*

²⁰ Bailey, *supra* note 7, at 32.

²¹ *Id.* at 32.

²² *Id.*

²³ *Id.* at 34.

‘Mrs.’ Degree to accompany various diplomas.”²⁴ Marriage became a focus on the dating sphere. Northwestern college conducted a survey about college women and found that “most women were attending college to find a husband.”²⁵ By the early 1950s, the term “going steady...completely supplanted the dating-rating” system and if a man “tried to date more than one girl” he was considered a “playboy.”²⁶

With the 1960s came the sexual revolution. This shifted the aspect of dating for “American young people to seek their ‘personal welfare’ through dates (and later through steadies), as commodities that afforded public validation of popularity, of belonging, of success.”²⁷ Dating became “defined by the fact that the [date and having a girlfriend] costs money.”²⁸ The sexual revolution began as the aspect of marriage shifted from a social stability to more of a personal fulfillment.²⁹ War started to unravel the “conspiracy of silence around sexuality... [And] the new political and economic order that socialism would herald demanded a freer, more equal and open world of love, where the conspiracy of silence and the double standard were swept aside.”³⁰

Sexual intercourse became a new idea when the invention of birth control was created. “Availability of the contraceptive pill [began] in 1961 and was the linchpin of the sexual revolution because it made the divorce of sex from procreation so easy.”³¹ Margaret Sanger was the “leading propagandizer of birth control” as she “understood a woman’s right to control her

²⁴ *Id.* at 43.

²⁵ *Id.* The survey was conducted at Northwestern College, studying the students attending the college.

²⁶ *Id.* at 49-50.

²⁷ *Id.* at 58.

²⁸ *Id.*

²⁹ Kevin White, *Sexual Liberation or Sexual License? The American Revolt Against Victorianism*, 28 (2000).

³⁰ Bailey, *supra* note 7, at 27-33.

³¹ White, *supra* note 29, at 148.

own body as well as her right to sexual pleasure.”³² The birth control pill was able to control the “desire of women to control their fertility.”³³ The sexual revolution was where “sixties rebels found sex a liberating act” that focused on “sexual satisfaction, intimacy, and equality between men and women.”³⁴ The revolution was challenging the Victorian morality, which was the idea that “the dominant family values of American society... helped preserve a system.”³⁵ A system that sixties rebels believed was rotten. Liberating Americans from their “oppressive traditions,” members of society found that “frequent sex was an expression of one’s personal freedom.”³⁶ While the sexual revolution occurred throughout America, “the system of dating...did not extend to all youth...it contours thus mark it as a ritual of white middle-class youth in the cities and suburbs.”³⁷

Writers for magazines, like Helen Gurley Brown started to note the negatives that follow a married woman as she wrote about a single girl who is “not a parasite, a dependent, a scrounger, a sponger, a dependent, or a bum who needed a man around the whole time.”³⁸ Even polls were taken in the late 1970s to determine Americans’ belief on premarital sex and its acceptability. Daniel Yankelovich noted that “any new sexual morality in the late sixties was... “Confined to a minority of college students;”” however, data shows that women had an increase of 54 percent of women having sex before marriage.³⁹ This relaxation of sex outside of marriage started to affect the dating system. “The dating system had in fact begun to lose many of its functions. Peers now accepted fewer limitations on sexual behavior, which removed much of the

³² *Id.* at 48-50.

³³ John D’Emilio and Estelle B. Freedman, *Intimate Matters A History of Sexuality in America*, 244 (1988).

³⁴ White, *supra* note 29, at 34.

³⁵ *Id.* at 134.

³⁶ *Id.*

³⁷ D’Emilio, *supra* note 33, at 258.

³⁸ White, *supra* note 29, at 148-149.

³⁹ *Id.* at 151.

purpose of dating.’⁴⁰ The past grouping of informal socializing in the nineteenth century shifted to dating in pairs that permitted “sexual liberties” to form that “were sanctioned only for couples who were courting. College youth flaunted their new freedom.”⁴¹ “This shift of the dating system and revaluation of marriage started to increase the age of getting married. The idea of “one lost freedom in marriage” started to form and “cohabitation or living together” started to form.⁴² Cohabitation started to grow in popularity especially “as colleges expanded, more and more students lived off campus with boyfriends or girlfriends.”⁴³ The cohabitation in college established the phase of ““going steady” by moving in together [with one’s boyfriend or girlfriend] away from parents.”⁴⁴

Women began to challenge “the dogma of universal female subordination.”⁴⁵ “Women had rights too, and they used them to initiate divorce; they did not merely depend on men.”⁴⁶ Along with the sexual revolution the feminist movement became a prominent turning point that brought women’s lives and work into the spotlight of importance.⁴⁷ “Betty Friedan and a number of other women formed the National Organization for Women (NOW) to lobby for the improvement of women’s position in American society in 1966.”⁴⁸ While women were seen as important in the home sphere, “power in one sector of society did not translate into power in the

⁴⁰ *Id.*

⁴¹ D’Emilio, *supra* note 33, at 256-257.

⁴² White, *supra* note 29, at 153.

⁴³ *Id.*

⁴⁴ *Id.* at 154.

⁴⁵ Fisher, *supra* note 18, at 212.

⁴⁶ White, *supra* note 29, at 28.

⁴⁷ Fisher, *supra* note 18, at 212.

⁴⁸ White, *supra* note 29, at 155.

next.”⁴⁹ The sexual revolution looked to give more freedom to the idea of "individual living and couple and group relating."⁵⁰

Lester Kirkendall (1984) discusses how the sexual revolution exemplified "the presently emerging reproductive techniques... liberating experiences coming through alterations in male-female life patterns... the breakdown of rigidities... on acceptable sexual expression and... shift in the acceptable sources for determining our appraisal of moral-ethical issues."⁵¹ The revolution looked towards "the need to free women from their subordinate role in relations to men."⁵² Continuing through the 1960s to the 1980s, the sexual revolution enabled the ability of women "to redirect their lives, quite bypassing their childbearing anatomy."⁵³ Dating to get married shifted in the sexual revolution as women were liberating themselves. Kirkendall (1984) found that women started to "enter the work world, by choosing occupations other than motherhood or by coordinating motherhood with another occupation."⁵⁴ The same-sex relationship, also called homosexual relationship, also became more acceptable during the sexual revolution.⁵⁵ "Divorcing sex from reproduction and the changing nature of male-female roles... become immediately clear why homosexual relationship is becoming more acceptable."⁵⁶ The research from the 1930s up until the 1960s⁵⁷ shows that women were dating to find a husband and for

⁴⁹ Fisher, *supra* note 18, at 217.

⁵⁰ Lester A. Kirkendall, *The Sexual Revolution Is Here - Almost*, 44 *Humanist* 9, 9 (1984).

⁵¹ *Id.*

⁵² *Id.* at 10.

⁵³ *Id.* at 11.

⁵⁴ *Id.* at 12.

⁵⁵ The research completed in 2017 at the University of South Dakota evaluates dating mostly on the heterosexual relationships and the changes throughout the years with dating practices. Similarly the study conducted in 2017, while has data on non-heterosexual women, focuses on heterosexual relationships and the idea of looking for a potential partner, not specifically a male partner with the mindset that the factors overarching would be similar for either relationship.

⁵⁶ Kirkendall, *supra* note 50, at 12.

⁵⁷ Bailey 1989 and Fischer 1992

reasons of procreation. The sexual revolution redefined sexual intercourse as more for "the joy of intimate interchange."⁵⁸

Robert Sherwin and Sherry Corbett (1985) published a study on how the sexual revolution affected relationships in college.⁵⁹ Sherwin and Corbett (1985) conducted a study at a Midwestern University spanning a 15 year time period looking specifically at three years, 1963, 1971, and 1978. With the sample size ranging from 200 in the 1963 to 1,023 in 1978, the information was gathered from men and women in college finding that "campus sexual norms did become more liberal during this period."⁶⁰ The 1963 research Sherwin and Corbett (1985) conducted was a face-to-face interview of college students, who then had to read a script and "choose an option from a response card."⁶¹ In 1971, Sherwin and Corbett (1985) used questionnaires given to large classes of students. Similarly, in 1978, a "quota sampling and questionnaire" was used to gather the information.⁶² The questions asked of the students to identify "to what extent is sex generally expected to play a part on this campus" after given three different case scenarios.⁶³ While the study was looking at men and women on campus, Sherwin and Corbett (1985) found that women and their sexuality shifted and changed more than men, making the sexual revolution "predominantly a female revolution."⁶⁴

By the 1990s, there was a renewed interest in studying the dating patterns of young adults, based on societal changes brought about by the end of World War II and the sexual

⁵⁸ *Id* at 13.

⁵⁹ Robert Sherwin and Sherry Corbett, *Campus Sexual Norms and Dating Relationships: A Trend Analysis*, 21(3) *The Journal of Sex Research* 258, 258 (1985).

⁶⁰ *Id.*

⁶¹ *Id* at 261.

⁶² *Id* at 262.

⁶³ *Id.*

⁶⁴ *Id* at 258.

revolution. As war affected dating, when war ended, the dating sphere evolved and there was an increase in research on the new dating habits.⁶⁵

Recent Surveys on Dating Practices

After the onset of the first Gulf War, the dating sphere shifted yet again. From 1970 to 2000, there was an increase in enrollment in college campuses.⁶⁶ Kathleen Bogle's (2009) research found that the increase of 78% in enrollment shifted the desire of traditional dating to one that became more focused on sexual experience. The shift to sexual experiences created the idea of "hookups."⁶⁷ Hookup is defined as "when a girl and a guy get together for a physical encounter and don't necessarily expect anything further."⁶⁸ With the desire of only physical encounters and nothing expected afterwards, women and men were more open and relaxed atmosphere on college campuses. Women were now more focused on finding a sexual partner rather than a life partner. It was not until the mid-1990s that the prospect of dating became a focus of research again. By the late 1980s and early 1990s, marriage as an institution was still argued important and that "marriage is a powerful social institution."⁶⁹ "Although the middle decades of the twentieth century witnessed the diffusion of a peer-based system of premarital sexually expressive behavior, the expectation persisted that youth experience was preparatory for marriage. This was especially true for women."⁷⁰

In 1995, Antoinette Cicerello and Eugene Sheehan (1995) looked at what factors women and men put in personal advertisements. The personal advertisements were used by Cicerello and

⁶⁵ The wars that put a pause on dating started with World War I and continued through World War II, the Korean War, the Vietnam War, and leading up to the first Gulf War.

⁶⁶ Bogle, *supra* note 3, at 2.

⁶⁷ *Id.*

⁶⁸ *Id.*

⁶⁹ White, *supra* note 29, at 195.

⁷⁰ D'Emilio, *supra* note 33, at 265.

Sheehan (1995) to determine what women and men found most appealing.⁷¹ While the research was not targeted towards college women, Cicerello and Sheehan (1995) found factors that women of all ages looked for in a potential partner. The factors Cicerello and Sheehan (1995) assessed were “physical descriptors, attractiveness, financial security, sincerity, expressiveness, instrumentality, Type A traits, Type B traits, health consciousness, interests, and desired age of a partner.”⁷² Cicerello and Sheehan (1995) found that women over the age of eighteen considered physical characteristics, such as height, along with intellectual traits such as financial security, advanced careers and higher education.⁷³ This gives credit to the evidence that women were seeking out older partners who have more of those traditional masculine traits.⁷⁴ Cicerello and Sheehan’s (1995) study shows that even sixty years after the University of Michigan rating system, women were still looking for romantic partners with a higher social status. A short time after their study of the Michigan system, the traits desired by women shifted. Women began focusing on different factors in choosing romantic partners.

In 2000, Amir Hetsroni conducted research through a TV dating game. Participants acknowledged they would be part of a study to participate in a TV game show.⁷⁵ Hetsroni (2000) did not specifically look at college women, but women in general and the factors they looked for in potential partners. The television game show had three stages. There were four to eight contestants in the first stage, and a “chooser” would eliminate contestants based on a list of criteria that they could select. The criteria were “personal relationships (commitment), physical appearance (height, weight, hair), sexual anatomy or bedroom behavior (penis, breast, foreplay,

⁷¹ Antoinette Cicerello & Eugene P Sheehan, *Personal Advertisements: A Content Analysis*, 10(4) *Journal of Social Behavior and Personality* 751, 751 (1995).

⁷² *Id.*

⁷³ *Id.*

⁷⁴ *Id.*

⁷⁵ Amir Hetsroni, *Choosing a Mate in Television Dating Games: the Influence of Setting, Culture, and Gender*, 42 (1-2) *Sex Roles* 83, 83 (2000).

tactics), lifestyle (how he/she prefers to spend the weekend), personal-psychological traits (motivation and self-image), financial status (rich or poor), intelligence or education (smart or dumb, with or without an academic degree), and age (young or old).”⁷⁶ The second stage allowed the contestants to complete a specific task assigned to them, where the three contestants who performed the best moved on to the third stage.⁷⁷ The final stage had the last three contestants answering questions about the persons “attitudes, their conceptions of romance, their lifestyles, and family matters. Each question had two possible answers, but only one matched the chooser’s answers.”⁷⁸

Hetsroni (2000) concluded that women and men have different criteria in a potential partner, and that after analyzing women’s criteria, men should express more nonphysical characteristics if they want to be chosen as the potential partner.⁷⁹ Hetsroni (2000) identified that women look for men with financial status along with an interpersonal dimension of romance.⁸⁰ In the article, Hetsroni (2000) noted that “income typically increases with age” and thus women search for older men.⁸¹ This television show is not the only research published in the last twenty years that finds nonphysical characteristics to be important dating criteria.

In 2003, Geoffrey Urbaniak and Peter Kilmann found that women find “niceness” a desirable trait in a potential serious partner.⁸² As college women searched for a more serious relationship, the factor of “niceness” was one of the more salient factors, while in a more causal

⁷⁶ *Id.* at 93.

⁷⁷ *Id.*

⁷⁸ *Id.*

⁷⁹ *Id.* at 91.

⁸⁰ *Id.* at 86.

⁸¹ *Id.*

⁸² Geoffrey C Urbaniak & Peter R Kilmann, *Physical Attractiveness and the "Nice Guy Paradox": Do Nice Guys Really Finish Last?*, 49(9-10) *Sex Roles* 413, 413 (2003).

and sexual relationship, women looked for physical attractiveness as the main factor.⁸³ From the dating sphere, the term “nice guy” has emerged, and the idea that “nice guys” are not chosen if women are given the chance between a “nice guy” and a “bad boy.”⁸⁴ Thus Urbaniak and Kilmann (2003) conducted research to discover if women consider the nice factor.

Urbaniak and Kilmann’s (2003) research into the “nice guy” theory was conducted in two studies. The first study examined forty-eight college women who all read a script that described three men. This study presented women a hypothetical situation where one man was presented in three different attitudes. First the man was “portrayed as kind, attentive, and emotionally expressive,” then the same man was portrayed as “more neutral, middle-of-the-road responses,” and finally the man was “portrayed as a somewhat insensitive, self-absorbed, macho jerk.”⁸⁵

The second study looked at 194 college women who again read a script of a man's response to a situation. Urbaniak and Kilmann (2003) found that a man who was nice was more likely to be used as a “marriage partner, steady boyfriend, platonic friend, and sex partner” compared to the neutral man or the jerk man.⁸⁶ What the nice man was not known for was a one night stand; the neutral man was known to be chosen for that option.⁸⁷ As the study looked for a characteristic level of the three different kinds of man, the results showed that a nice man was known as kind/considerate, intelligent, and sincere, but not exciting, easygoing, assertive, or funny; those options were again given to the neutral man.⁸⁸ The information gained from Urbaniak and Kilmann’s (2003) research helps to determine that women use the factor of nice in

⁸³ *Id.* at 424.

⁸⁴ *Id.*

⁸⁵ *Id.* at 415.

⁸⁶ *Id.* at 417.

⁸⁷ *Id.*

⁸⁸ *Id.* at 419.

a potential partner and that women are looking for more of the nice guy than the bad boy. However niceness is not the only important factor for women today.

In 2004, a group of researchers from the Wilbur Wright College in Illinois, (Peter Peretti and Richard Jr. Abplanalp) looked at chemistry and how it's involved in the college dating process. The study determined specific variables that college students use in the dating process.⁸⁹ Peretti and Abplanalp (2004) used a questionnaire asking college men and women about some factors the students looked at when determining whether they have chemistry with a potential romantic partner. The most important variables that came into focus in this study were "physical attractiveness, similarity, spontaneous communication, reciprocity, warm personality, and longing."⁹⁰ Physical attractiveness referred to "facial and bodily efficacy, quality, or capacity to attract them, make them want to come near the other, or motivated them to socially meet the other by appealing to their desires, tastes or needs."⁹¹ Similarity was described as "having certain characteristics in common wholly or in part such as age, ethnicity, religion, education, socioeconomic status, intelligence morals, norms, values, attitudes, and beliefs."⁹² Spontaneous communication meant the ability between the two people to have a natural feeling, or ability to express freely. When two college students were talking there was no "restraint, inhibition, or premeditation."⁹³ Reciprocity was explained as having "mutual exchange of something mental, emotional, or physical, in which two interacting individuals give one another something of equal or almost equal value."⁹⁴ When a person was "readily displaying feelings of care, interest, concern, friendliness, empathy, or understanding" the person was known to have a warm

⁸⁹ Peter O Peretti & Richard Jr. R Abplanalp, *Chemistry in the College Dating Process: Structure and Function*, 32(2) *Social Behavior and Personality: An International Journal* 147, 147 (2004).

⁹⁰ *Id.*

⁹¹ *Id.* at 150.

⁹² *Id.*

⁹³ *Id.* at 151.

⁹⁴ *Id.*

personality.⁹⁵ However, a warm personality was not the same as longing. Longing was defined as a person who was “honest and tender, yearning or desire for someone, strongly and persistently.”⁹⁶

The results of Peretti and Abplanalp’s (2004) study showed that women found physical attractiveness to be the most important, reciprocity second, similarity third, warm personality fourth, spontaneous communication fifth, and longing to be the sixth most important.⁹⁷ Women found physical attractiveness to be most important as it is related to social and cultural factors. Peretti and Abplanalp (2004) also noted that physical attractiveness had to do with the individual’s self-conception of attractiveness, meaning the women cared about attractiveness levels that matched with their own.⁹⁸ Both male and female college daters found similarity to be an important factor as it allows the relationship to become more stable and satisfying.⁹⁹ What also helped the relationships build a degree of trust and intimacy was the partners being able to have spontaneous communication.¹⁰⁰

A factor that differed between male and female responses was reciprocity. Females believed that reciprocity was an important factor that enhances and positively facilitates each participant in the relationship, as they receive something that is “roughly equal in value to what he or she is giving the other.”¹⁰¹ Reciprocity and warm personality are factors women find to be more important than males as women are often treated differently than males. “One of the women wrote that in several prior dating relationships their male partners treated them somewhat

⁹⁵ *Id.* at 152.

⁹⁶ *Id.*

⁹⁷ *Id.* at 149.

⁹⁸ *Id.* at 150.

⁹⁹ *Id.* at 151.

¹⁰⁰ *Id.*

¹⁰¹ *Id.*

less than as human beings and somewhat more as objects to direct and control.”¹⁰² Due to this harsh experience, women found that a warm personality would allow a partner to “accept, treat, and care for them as a person and not as an object.”¹⁰³ Longing was also a factor women looked more to than men. The differences in importance of these factors between male and female students might suggest that these three factors may be more influential for women when looking for a potential partner.¹⁰⁴

In 2007, Kennon Sheldon conducted a study to examine college men and women on their preferences in potential partners.¹⁰⁵ Sheldon (2007) looked at two broad sets of values, extrinsic values and intrinsic values. Extrinsic values referred to factors such as “financial success, status or fame, and image or attractiveness.”¹⁰⁶ Intrinsic values are less physical elements and more internal factors, like “emotional intimacy, community contribution, and personal growth.”¹⁰⁷ In the study, women were shown to choose more intrinsic values as desirable in a potential partner.¹⁰⁸ When looking for a romantic partner, college women in this study were found to look more for signs of mature personality.¹⁰⁹ While women looked for more intrinsic values and were less interested in extrinsic values, Sheldon (2007) found that women did express some preference in financial success being an important value.¹¹⁰ This study found a shift in women’s interests in factors of potential partners. Women no longer looked for a man to help increase a woman’s

¹⁰² *Id.* at 152.

¹⁰³ *Id.*

¹⁰⁴ *Id.*

¹⁰⁵ Kennon Sheldon, *Gender Differences in Preferences for Singles Ads that Proclaim Extrinsic Versus Intrinsic Values*, 57(1-2) *Sex Roles* 119, 119 (2007).

¹⁰⁶ *Id.*

¹⁰⁷ *Id.*

¹⁰⁸ *Id.* at 121.

¹⁰⁹ *Id.*

¹¹⁰ *Id.* at 119.

social status, but instead a man who had more intrinsic values that helped explain how open he is to expressing himself.

Sheldon's (2007) study is not the only recent study to find similar results. Richard Lippa conducted an internet survey in 2007, which received over 98,000 responses from women and over 119,000 responses from men. The survey asked participants to choose from a list of twenty-three traits and identify the three most important factors for choosing a potential partner.¹¹¹ Lippa (2007) looked at women in general and did not focus specifically on college women. Participants identified the most important traits as: "intelligence, humor, honesty, kindness, overall good looks, face attractiveness, values, communication skills, and dependability."¹¹² Women identified good looks and facial attractiveness to be less important than men; however, women did identify "honesty, humor, kindness, and dependability more important than men did."¹¹³ Though women identified looks and attractiveness to be less important than other factors, women do find attractiveness important and there has been research done to see what kind of attractiveness women find important.

Carol Glasser conducted research about the types of attractiveness important to women. Using an online survey of internet dating profiles, in 2009, Glasser (2009) collected information from men and women eighteen and older.¹¹⁴ The participants were asked about his or her preferences for a date which included "gender, age, region of the country, race-ethnicity, and

¹¹¹ Richard A Lippa, *The Preferred Traits of Mates in a Cross-National Study of Heterosexual and Homosexual Men and Women: An Examination of Biological and Cultural Influences*, 36(2) *Archives of Sexual Behavior* 193, 193 (2007).

¹¹² *Id.*

¹¹³ *Id.*

¹¹⁴ Carol L Glasser & Belinda Robnett & Cynthia Feliciano, *Internet Daters' Body Type Preferences: Race-Ethnic and Gender Differences*, 61(1-2) *Sex Roles* 14, 14 (2009).

highest level of education.”¹¹⁵ Then the participant had to identify their own body type and their “preferred body type of a potential date” based on the scale of “slim, slender, average, athletic, fit, thick, a few extra pounds, large, voluptuous, and curvy,” and if the participant had no preference for the date’s body type than they choose the category of “any.”¹¹⁶ Glasser (2009) found that men were more likely than women to express body type preferences for dates; however, the study found most participants had a body type preference.¹¹⁷ Women preferred a male that possessed a “fit athletic body” and was “extremely fit and muscular,” but were not uncompromising in their preferences.¹¹⁸ Women were more willing than men to date a person if that person did not possess the preferred body type.¹¹⁹ Glasser (2009) reiterated the fact that women are less likely to look at physical factors for a potential date than men. It helped strengthen the idea that women look for more intrinsic factors for dating than extrinsic factors; however, during the 2000s there has also been a huge increase in the idea of “hooking up.”

In 2009, Kathleen Bogle’s book was published that shows how the idea of hooking up has evolved over the years. A hookup is characterized as “when a girl and a guy get together for a physical encounter and don’t necessarily expect anything further.”¹²⁰ The concern with hooking up is that it “has replaced traditional dating on college campuses.”¹²¹ Though it may have taken over the traditional dating on campuses, the term “hooking up” has different definitions to different people. This difference can cause confusion, and can help explain why a woman “who may want to protect her reputation, can say they hooked up and hope the listener

¹¹⁵ *Id.* at 21.

¹¹⁶ *Id.*

¹¹⁷ *Id.* at 22.

¹¹⁸ *Id.* at 21.

¹¹⁹ *Id.* at 25.

¹²⁰ Bogle, *supra* note 3, at 2.

¹²¹ *Id.* at 5.

infers less than what actually happened sexually.”¹²² However, the biggest trigger to a potential hookup is initial attraction between two people. Thus, “men’s status, derived from many different sources (e.g., fraternity membership, athletic status, academic major, intellectual ability)...are valued while women had to rely solely on their looks.”¹²³

This historical research shows that there has been a drastic shift in culture when women consider the aspects of a potential romantic partner. Instead of a high social status, or someone who is fun and outgoing, women are now seeking partners with advanced careers, higher education and overall stability. Though physical attraction always plays a role in a match, it is shown that women also look for a partner with an interpersonal dimension of romance and other intrinsic characteristics. Women no longer look for the “bad boy” as a potential partner, but the “nice guy” that will be kind, attentive, and emotionally expressive. Women have begun to seek a compassionate “nice guy” as a potential partner that will not only bring financial stability, but emotional stability as well. Women are no longer looking at partners as a rung on the social ladder, but instead seek dependability to bring stability. This conclusion is why the following research was conducted.

While historical research has been instrumental in observing dating trends over time, there are limitations to some of the surveys conducted. These limitations are more apparent further from present-day, and are most evident before the use of the internet, E-mail and large-scale social media platforms as a research tool. For example, the research conducted around the 1930s was potentially limited in scope by a lack of technology and the strict gender roles of the

¹²² *Id.* at 28.

¹²³ *Id.* at 33.

time period. Analyzing the data from each study has helped develop and guide the focus and theme of the 2017 research.

Purpose of the Study

The current survey's goal is to update the research on the characteristics college women seek in a potential partner. The focus of the survey examines what characteristics college women seek in potential partners and how these data has changed over time. This research will be assisted by data collected from historical research. This research will also demonstrate that women no longer focus solely on extrinsic values such as social standing when choosing a partner, but also consider intrinsic factors such as stability with growing frequency.

Part II: My Survey

Theoretical Approach

This thesis focuses on the postmodern perspective to analyze the research done in the 1920s to present day on the dating behaviors of women in college. "Postmodern theory is a type of theoretical tool one can use to view the world through – and to describe and diagnose certain problems with."¹²⁴ The theory rejects certain modes of explanation and emphasizes on "individual and relative answers."¹²⁵ Using the postmodern perspective shows that the present "has become post-Modern in a very real sense and that literature, art, architecture, and philosophy need to reflect these new realities."¹²⁶ While Modernism "broadly refers to the years

¹²⁴ Heinrich Muller, *What is the Postmodernist Perspective in Sociology?*, Quora, <https://www.quora.com/What-is-the-postmodernist-perspective-in-sociology>.

¹²⁵ *Id.*

¹²⁶ *Id.*

between 1920s and the mid-1970s,”¹²⁷ postmodernism is “seen as the coming of age of community.”¹²⁸ The old ethical systems in the modern theory are seen as inadequate, which opens up “the possibility of a radical new understanding of moral behavior.”¹²⁹

Postmodernists challenge writings of “detachment, assumption of a position of scientific neutrality and rationalism... [And] maintain that such claims are distorted or, at best, true in only a very limited sense.”¹³⁰ Included in postmodern perspective is “hermeneutics, [which] refers to the study of the interpretation of meaning.”¹³¹ Hermeneutics and postmodern perspective acknowledge that knowledge about the world is not tinged by a particular perspective or bias... [With] knowledge being conditioned by culture, context, and history.”¹³² The perspectives accept that no one can “truly be detached, objective” when interpreting the world.¹³³ Bias and difference in interpretation means that research forming “meanings can never be accurately translated.”¹³⁴

“We all interpret the world around us in our own way, based on our language, cultural background, and personal experiences.”¹³⁵ The postmodern theory sees everything as interpretation with “the only way authors can generate an interpretation that is accepted as true is to “delicense” all other interpretations...the acceptance of an interpretation is ultimately an issue of power and wealth... with history, literature, and politics, the voices of women, minorities, and the poor are finally being heard.”¹³⁶ The researcher, due to this theory, is allowed to dive into the

¹²⁷ Jon R. McGee and Richard L. Warms, *Anthropological Theory: An Introductory History*, 517 (2004).

¹²⁸ George Ritzer and Jeffrey Stepnisky, *Contemporary Sociological Theory and Its Classical Roots*, 243 (2013).

¹²⁹ *Id.* at 244.

¹³⁰ Muller, *supra* note 124.

¹³¹ *Id.*

¹³² *Id.*

¹³³ McGee, *supra* note 127, 517.

¹³⁴ Muller, *supra* note 124.

¹³⁵ *Id.*

¹³⁶ *Id.* at 577.

mindset of the 2017 survey due to her fitting into the demographic of the study. “In the modern West, reality has been constructed through linguistic binaries: male versus female, white versus black, inside versus outside, and in the case of modern sexuality, heterosexual versus homosexual. These categories define what people can be and do in a given time and place.”¹³⁷ The researcher is currently attending college. The researcher is a woman. The researcher is dating in college. Thus with the postmodern perspective the researcher fits into the demographic as a dating female college student in 2017-2018.

Methodology¹³⁸

Research began by getting permission to conduct the survey. To receive permission this researcher went through the Institutional Review Board (IRB) to make sure the survey was ethical. After filling out the appropriate forms the proposed survey questions were submitted for approval. Permission was received from the IRB within a month of beginning the research. It was after receiving permission that research data collection began.

The survey was distributed to University of South Dakota (USD) students. This researcher aimed to find information from the female perspective and thus asked only females to complete the survey. This was accomplished by going to various classrooms where sheets of paper with the survey information were distributed to female students. At this time, an explanation for the research was given to the students, that the survey was available online, and where USD college women could find the survey so that they could take it. This researcher also shared the link to the survey on Facebook USD official student websites and asked only women

¹³⁷ Ritzer, *supra* note 128, at 263.

¹³⁸ Appendix A

to complete the survey. In the first few months of handing out the survey, over 150 responses were received from women, but by November 2017, 200 women completed the survey.

The survey consisted of sixty-nine questions asking women to give their opinion on certain factors they look for in a potential dating partner. It began with questions to get an understanding of the women's backgrounds by asking the person's age, gender,¹³⁹ ethnicity, sexual orientation, and current relationship status. After the background questions were answered, the next few questions focused on the importance of certain ratings.¹⁴⁰ The women were then asked to rate physical descriptors, also known as extrinsic values, based on the importance of each value. It was based on a one to five scale with one being not important at all and five being very important. This researcher continued this rating scale with characteristics, also known as intrinsic values that a woman may look for in a potential partner.

Data were then collected concerning how the college women rated the importance of a few commonality descriptors such as age, interests, religion, how close the person lived to them, etc. The final rating asked the women the importance of skills one may look for in a potential partner, such as intelligence, good at sex, if the person has an academic degree, etc. The rating was then broadened so that women had to rate just the basic extrinsic values, intrinsic values, commonalities, and skills and the importance of each with one being most important and five

¹³⁹ The survey was advertised only to female students. I asked students to identify their gender in order to verify that only the responses of women were counted. Out of the 232 of takers, 32 men took the survey. Their responses have been excluded from my analysis. There were too few male takers to draw any comparative data. I also decided to take out any person who did not identify themselves as female to avoid any conflicts when doing my analysis on female college students.

¹⁴⁰ Using the postmodern perspective, questions were formed based on past research surveys conducted that are mentioned in Part I of this thesis, and were then modified to fit more present day vocabulary. The researcher started the questions and options given similar to that of the past surveys to see if those factors were going to be chosen again. By using the postmodern perspective, the researcher was able to add more factors which created the formation of being able to contextualize and bring the questions up to present culture. Using the researcher's own personal experience and cultures, she added language that she understood to mean dating and a potential partner. The researcher then added extra factors she found to be current in today's society.

being least important. The survey then switched from rating to allowing women to choose the most important in each category. Women had to choose five factors from the extrinsic values list and then rank those five in order of one being most important and five being least important. The women continued this choosing and listing with intrinsic values and commonality list. The skills list was the same however instead of five the women had to choose only three. The final portion of the survey gave pictures of two different men, with almost completely different personalities, and asked women to choose one of the two men. For each pair, the women had to explain why they picked the way they did. This last section was to help gather an understanding of if women would lose some factors in exchange for other factors, which explains why not all options were complete opposites.

Results

The survey was conducted from Spring semester 2017 to Fall semester 2017 at USD. There were 200 women who responded to the survey with the age range being 18 to 23 with some outliers on age. There was one person for each age group of 24, 25, 30, 33, and 39. The results showed that most of the women taking the survey were White/Caucasian and most were

exclusively heterosexual.¹⁴¹ There was an almost even split of women being single or in a relationship.¹⁴²

When looking at physical descriptors, or also known as extrinsic values, women find hair color, eye color, and race/ethnicity to be not important at all. Sexual anatomy and gender played a very important factor for women. The extrinsic values that played a moderate factor for women would be body type, age, weight, height, well dressed, and attractiveness/image.¹⁴³ We see that attractiveness, age, gender, height, and well-dressed were chosen to be most important with gender and age usually being the top most important.

When asked about importance of characteristics, or intrinsic values, of a potential partner women identified sincerity, personal growth, warm personality, commitment, niceness, kind/considerate, funny/humor, honesty, and dependability as very important. A few women believed that financial status, financial security, assertiveness, image from others (being admired by others) and community contribution were not very important for their potential partner.¹⁴⁴ For intrinsic values, honesty, funny/humor, emotional intimacy, kind/considerate, and dependability are the most important with the number one being a mixture of the five values.

¹⁴¹ 180 women were “White/Caucasian,” 3 were “Black/African American,” 3 were “Asian/Pacific Islander,” 2 were “American Indian/Alaskan Native,” 2 were “Hispanic/Latino,” 2 people said they were “Asian/Pacific Islander” and “White/Caucasian,” 1 person recognized herself as “Black/African American” and “White/Caucasian,” 1 person noted she was “American Indian/Alaskan Native” and “Hispanic/Latino,” 2 people noted to be both “Hispanic/Latino” and “White/Caucasian,” 1 person had a variety as she chose “American Indian/Alaskan Native,” “Black/African American,” and “White/Caucasian,” 1 female said she was “American Indian/Alaskan Native” and “White/Caucasian,” 1 person “preferred no to answer,” and 1 person who did not select an answer. 166 women were “exclusively heterosexual,” 24 were “mostly heterosexual,” 7 were “bisexual,” 1 was “Pan sexual,” and 2 chose “other.” This data shows that all women that responded had some attractiveness to men the explanation from the responders at the end of the survey shows the stance of how each woman was thinking about the attractiveness of men. Due to this factor, I did not see it necessary to leave out any woman from the survey.

¹⁴² Appendix B shows the background information.

¹⁴³ Appendix C

¹⁴⁴ Appendix D

Commonality descriptors such as geographic proximity, interests, values, religion, etc. were also examined in this survey. Most women noted that values, socioeconomic status, similarity in lifestyle, mutual liking, and geographic proximity were somewhat or very important in a potential partner while religion was debated between women and its importance of a factor.¹⁴⁵ Interests, values, similarity in lifestyle, mutual liking, and geographic proximity were ranked the five most important commonality factors with values and interests being the most important.

Women identified intelligence, academic degree, and communication skills as very important factors in a potential partner while bedroom behavior or being good at sex was not very important.¹⁴⁶ When looking over the broad categories of extrinsic values, intrinsic values, commonalities, and skills this research found that women identified intrinsic values as being most important and skills being least important.¹⁴⁷ Communication skills showed to be the most important skills factor for women.

The second part of the survey showed the women two photographs of different men with different life situations. The women had to choose which of the two men they preferred and why.¹⁴⁸ The first choice was between a man who was a drop out, working at American Eagle and hoping to become an actor, versus a man who was an accountant and loved to be with loved ones. Not surprisingly, most women chose the latter of the men.¹⁴⁹ Surprisingly, six women however chose option one with the explanation that the first either looked closer in age, was more attractive, seemed more spontaneous and fun, or the fact that the woman was intimidated

¹⁴⁵ Appendix E

¹⁴⁶ Appendix F

¹⁴⁷ Appendix G

¹⁴⁸ There were some questions, where women skipped and chose not to answer the question; this explains why not all the percentages add up to 100% in the following information.

¹⁴⁹ 3.5% chose Option 1 and 96% chose Option 2 and will be shown in Appendix H.

by a man who has his life all figured out. The women who chose the second option had very similar reasons for doing so as most women noted that the second option is going to give more stability, focus on family, "provide a better life in the future," has an education, and shows that he is intelligent. This shows to already be an interesting result as in the first part of the survey only 20.4% and 3% of women found that financial security and financial status was important; however, many women on the second portion explained how she chose the second man because of his financial stability.

The second set of men showed to be a little trickier, as the decision between men was almost split in half.¹⁵⁰ The first man was very committed to relationships and is a writer while the second man is super friendly and works at McDonalds. For women who chose the first man, they found his commitment to relationships very admirable and very important for relationships. For the latter man, women noted that his age is similar to theirs, he is friendly and McDonalds has a college program so they note that he is at least working for a degree and trying to better himself. It was interesting to note that women's views of working at McDonalds were varied. Some women stated they would never date a worker from McDonalds while others would love to date someone working there. There were also many women who chose option one over option two because of his seriousness in relationships though option two was more attractive. It is worth noting again, that a few women also note that the first option shows to be more of a stable person and to guarantee a stability that the second man might not be able to give.

The third scenario had one man being a lawyer that had financial stability because he paid off his student debts while the second man was a high school teacher that loves kids. This scenario wasn't as equal in debate as the last scenario, but there were a few women who chose

¹⁵⁰ 54% chose Option 1 and 43.5% chose Option 2 also will be shown in Appendix H.

option one over option two due to financial stability.¹⁵¹ While option one had more financial stability the second option had more free time, which some of the women noted as a bonus along with the fact that he wants to have kids in the future.¹⁵² Women who chose option one liked the idea that he has already paid off his student debts and that is a struggle they are concerned with in the future; however, women who chose option two chose him because they love the fact that he is doing what he loves. Though most women chose the teacher, the women who chose the lawyer did so with the idea of financial security.

The final scenario had both men working as doctors. One was a pediatrician and the other was a neurosurgeon. The pediatrician was described as a "know-it-all" while the neurosurgeon is busy with work a lot and "his job is his life." It was interesting to see that almost 75% of women preferred the pediatrician to the neurosurgeon.¹⁵³ The women who chose the neurosurgeon did so because they didn't like the fact that the pediatrician was a "know-it-all."¹⁵⁴ Many women also chose the man that was similar to the woman's field of interest while other women chose the opposite man because they didn't want a partner that was in the same work field as them. The aspect of a "know-it-all" man apparently turns a few women away from the pediatrician. It is interesting as a "know-it-all" can also mean an intelligent person so the fact that women at USD want an intelligent man but does not want a "know-it-all" contradicts women's preferences. Women want an intelligent man but they don't think that will cause any sparks of argument,

¹⁵¹ 12.5% chose Option 1 and 85% chose Option 2 Appendix H.

¹⁵² Side note, one response to this question stated that the first option was better for her because "the other guy was not going to work for me (her), as he wasn't the race/ethnicity that I am looking for (I am not racist, I just don't want to marry a person of a different race; they are fine as friends, and I don't judge them)." She isn't the only one who commented on the race. Another female wrote that "race plays a big card for me."

¹⁵³ 77% of women chose Option 1 and 19% chose Option 2 Appendix H.

¹⁵⁴ A woman also noted that she couldn't get past the fact that the pediatrician is wearing a man scarf. Another woman chose the pediatrician with hesitation as she "actually hated him but he would have time for her."

however wording the man as a "know-it-all" does spark that notion. Other women noted that a "know-it-all" would create a "stimulating conversation."

Part III:

Analysis

The results of the study show a difference in dating factors as predicted. Though students' note that they are not worried about financial security or social standing increase, women still look for men that will have a more financial stable future. This reiterates Cicerello and Sheehan's (1995) research on women looking for financial security along with England and Boyer's (2009) findings on women still valuing financial security. Women also commented how they plan to have a similar job as the men, which shows that women are planning to be more financially independent, similar to England and Boyer's (2009) finding again, unlike in the past.¹⁵⁵ The shift in dating factors can be due to four potential explanations: the age of getting married, why people marry, women's independence, and the shift in dating culture.

The age of getting married has shifted, in the 1950s the age of marriage for women was in the teens.¹⁵⁶ This was seen in Fischer's (1992) research as well, with the age gap of men and woman. Women were expected to get married by a certain age and if the woman passed the age, the woman was looked down on in society. We are seeing that there is a shift from traditional marriage to waiting, which is similar to Bogle's (2009) research of traditional dating norms shifting as well. There has been a shift in marriage and marriage has "transformed from an

¹⁵⁵ Nancy F. Cott, *Public Vows: A History of Marriage and the Nation*, 7 (2000).

¹⁵⁶ Bailey, *supra* note 7, at 43

economic arrangement into a union based on love."¹⁵⁷ In 1960 the median age for a woman when she got married was 20 years old. Now the median age is 27 years old. While college women are putting marriage on the back burner, the idea of living with their significant other has increased. Data has shown that "about a quarter of unmarried young adults are living with a partner."¹⁵⁸ A reason that college women are holding off is due to low levels of income and education. Education plays a factor as more women are going to college now than compared to 30 years ago.¹⁵⁹ This shows that women are thinking about their future more independently than relying on men. Women are focusing on their future careers before looking for a partner to be with. Even in today's society, women are still concerned with "a solid economic foundation."¹⁶⁰ This is similar to Cicerello and Sheehan's (1995) research finding of women seeking older partners with higher education and careers along with Hetsroni's (2000) finding that income usually has a positive correlation with age. There is a shift in modern social attitudes causing a rejection in the institution of marriage, which is creating new ideas about romance and family. Not only are women holding off on marriage, they are also taking age of their potential partner into consideration.

Women in the study noted that proximity in age was a factor for potential partners. Any person who seemed "too old" or "too young" was thrown out of the list of potential partners. This survey was not the only one to find such a result. OkCupid, an online dating system, found that "older men often date younger women" while older women date men around the same age as

¹⁵⁷ Meg Murphy, *NowUKnow: Why Millennials Refuse to Get Married*, Bentley University, <http://www.bentley.edu/impact/articles/nowuknow-why-millennials-refuse-get-married>.

¹⁵⁸ *Id.*

¹⁵⁹ Erin Hayes, *More Americans Waiting Longer To Marry*, ABC News (07/29/2017), <http://abcnews.go.com/WNT/story?id=130884&page=1>.

¹⁶⁰ Murphy, *supra* note 157.

the woman.¹⁶¹ Data collected from OkCupid shows that, "61% of conversations take place between an older man and a younger woman, and in almost half of them, the age gap is at least five years older."¹⁶² The research also found that less than 12% of conversations had an age gap higher than 5 years.¹⁶³ OkCupid found that women at a younger age tended to talk to men only a few years older than them, but as the woman got older she would speak with men around her age and as she got older she would speak with men a little younger than her. Dating has shifted from looking for an economically stable man who already has a career in place and "can be bossy and authoritative" to a man who is around the same age as the woman and is more likely to be open to communication and equality.¹⁶⁴ The notion that the age gap between men and women in dating is similar to Sheldon's (2007) finding on women who want a partner can help the woman express themselves.

Not only is age a factor, but the availability of men can go to explain the change in women's desire of certain men. The ratio between college men and women has changed substantially. This was discussed in Bogle's (2009) and Bailey's (1989) research of how after World War II, college attendance increased. The Pew Research Center also looked at U.S. Census Bureau data and found that "females outpace males in college enrollment."¹⁶⁵ The shift of

¹⁶¹Dale Markowitz, *Undressed: What's the Deal With the Age Gap in Relationships?*. OkCupid (06/01/2017), <https://theblog.okcupid.com/undressed-whats-the-deal-with-the-age-gap-in-relationships-3143a2ca5178>.

¹⁶² *Id.*

¹⁶³ *Id.*

¹⁶⁴ *Id.*

¹⁶⁵Mark Hugo Lopez and Ana Gonzalez-Barrera, *Women's College Enrollment Gains Leave Men Behind*, Pew Research Center (03/06/2014), <http://www.pewresearch.org/fact-tank/2014/03/06/womens-college-enrollment-gains-leave-men-behind/>.

more women in college than men can be seen even at USD. Currently, the ratio of male to female students is "about 4:6 with a student body that is predominantly female."¹⁶⁶

Due to women's increase in education, their chances of a better economic opportunity have increased. Women are no longer staying at home and raising children; instead they are going out into society and putting themselves into the economic arena. Women are becoming more economically independent, as seen in England and Boyer's research along with Kirkendall's (1984) discussion on freeing women from subordinate roles. As educational levels rise, women gain a support from society to work. One reason a woman would stay at home would be due to children, as Kirkendall (1984) discussed. While in 1987 30% of society endorsed the idea of women returning to their "traditional role in society" of being the home care provider, there has been a decreased in 2012 where only 18% believed that women should return to that role.¹⁶⁷ This is coupled with the idea that more women are increasingly joining the work force. In 1970 only 53% were part of the work force, but by 2012, 71% of women were part of the work force.¹⁶⁸ This shift in women's independence shifts the ideology, and strengthens Kirkendall's (1984) findings, that men need to 100% financially support the woman. The independence of women is not the only factor that is considered.

In the results of the survey, women's explanation of the choices they made for men in part two, where they chose between two different pictures of men and their descriptions, showed

¹⁶⁶ *University of South Dakota Diversity: How Good Is It?*, College Factual, <https://www.collegefactual.com/colleges/university-of-south-dakota/student-life/diversity/>. This is different than most universities in South Dakota. USD's ratio is better than the national average ratio as USD prides itself in being a diverse university community. While School of Mines offers engineer degrees aimed towards attracting males to their university, USD has a focus on the liberal arts.

¹⁶⁷ D'Vera Cohn, Gretchen Livingston, and Wendy Wang, *Chapter 4: Public Views on Staying at Home vs. Working*, Pew Research Center (04/08/2014), <http://www.pewsocialtrends.org/2014/04/08/chapter-4-public-views-on-staying-at-home-vs-working/>.

¹⁶⁸ D'Vera Cohn, Gretchen Livingston, and Wendy Wang, *After Decades of Decline, A Rise in Stay-at-Home-Mothers*, Pew Research Center (04/08/2014), <http://www.pewsocialtrends.org/2014/04/08/after-decades-of-decline-a-rise-in-stay-at-home-mothers/>.

that they are thinking about the future and their desire to have children.¹⁶⁹ With the last choices between a neuro-surgeon and a pediatrician most women chose the pediatrician. When reading the comments, the results showed that women chose the way they did due to the idea of children in the future.¹⁷⁰ This survey was not the only one to find this kind of information. OkCupid research also found that in the southeast part of South Dakota, many people are looking for a partner to have children with and the desire to have a family is high with wanting around one to two children.¹⁷¹ The shift of importance of having a family and children in the future really had an important factor in women's choice on men. There were many comments about how the person in the picture was not very attractive, but the values that explained the person was more appealing. The survey results mirror Lippa's (2007) and Peretti and Abplanalp's (2004) results on women's desire for interpersonal values being more important than looks and attractiveness. This desire to have children in the future may explain another factor prominent in the results.

In the survey conducted at USD in 2017, the researcher found that the least important skill factor for women was the partner being "good at sex" and "bedroom behavior." The results prove that women are not looking at a sexually active relationship to be the main factor. "In reality, people are looking for more substantive relationships than they were eight years ago."¹⁷² The idea of meaningless sex or dating someone just for the sex has gone down. Unlike Sherwin and Corbett's (1985) finding on a more liberal sexual norm on campus, the current research is

¹⁶⁹ This interpretation can be explained by the postmodern perspective, discussed in the theoretical perspective portion of the thesis, and with each person's own interpretation of the questions the researcher asked.

¹⁷⁰ Such comments found by women consist of "And with the 1st option he obviously likes kids, which is very important to me." "Probably has more time for family." "He has a love for kids." "Good with kids." "He works with kids which is a turn on." "So he must be good with kids." "I choose this one because it seems he is family oriented because he followed his father's footsteps." It was also interesting to note that many women determined a "Know-it all" to be either positive or negative. Many comments shared that a know-it-all would be a "stimulating conversation" however, other women could not stand the fact that the two of them would "always be butting heads."

¹⁷¹ Brenton McMenemy, *The 8 Personalities You'll Meet When Dating in the U.S.*, OkCupid (03/29/2017), <https://theblog.okcupid.com/the-8-personalities-youll-meet-when-dating-in-the-u-s-9d87a5a40274>.

¹⁷² Jane Reynolds, *In 2017, Substance Is In. Casual Sex Is Out.*, OkCupid (02/07/2017), <https://theblog.okcupid.com/https-theblog-okcupid-com-casual-sex-and-politics-in-2017-eadbeace0c4d>.

showing that factor to become less important. Today only 19% of women say they would "date someone just for the sex."¹⁷³ It also goes against Arbor's (1936) ideas on hookups and the popularity of the concept today. This shift in casual sex may also be explained by the change in traditional dating. Women are starting to reject the traditional standards of dating. While in the past, men were known to be the heads of their households, today only 20% of single women believe that that statement should be true.¹⁷⁴ Women are becoming more independent and taking their life into their hands. "15% of women are more likely to ask someone they like a lot out on a date than a woman a decade ago."¹⁷⁵ This independence women are taking is due to the level of confidence women are gaining. The confidence women are gaining is due to the gender roles that are changing in today's society.¹⁷⁶

It was interesting to see that while Glasser's (2009) research found women had a preference on body type, the research from USD found that body type is not an important factor in potential partners. Along with body type, weight was one of the least important factors. Similar to Peretti and Abplanalp's (2004) finding, an important factor in a potential partner is still physical attractiveness. The overarching intrinsic values ended up being the most important factor for a woman, which mirrors Lippa (2007) and Sheldon's (2007) findings. While the results showed the factor of niceness to not be a high factor, there were similarities with Urbaniak and Kilmann (2003). Urbaniak and Kilmann (2003) had discussed that niceness was a desired trait that encompassed the ideas of kind/considerate, intelligent, and sincere and when looking at the results, those factors were important. It is also interesting to note that easygoing, assertive, and

¹⁷³ *Id.*

¹⁷⁴ Jane Reynolds, *Women Today Are Rejecting Traditional Dating Standards More Than Ever*, OkCupid (02/05/2017), <https://theblog.okcupid.com/women-today-are-rejecting-traditional-dating-standards-more-than-ever-7b890dab18be>.

¹⁷⁵ *Id.*

¹⁷⁶ *Id.*

exciting were not chosen as frequently as the sincerity, niceness, kind/considerate, and intelligent. This can possibly be explained through Urbaniak and Killmann's (2003) findings that nice men were not noted as exciting, easygoing, or assertive showing these factors are assigned to men who are considered for casual relationships and not serious relationships. It is through the findings in this research, that college women are focused more on serious relationships rather than on hookups that Bogle (2009) discussed and are planning more for their future. While women want a funny partner, their real concern is with the dependability and future stability the partner may bring forward. Women are no longer seeking a man that can help a woman's social status like Arbor's (1936) research concluded, but instead a man like Sheldon's (2007) research found, that had intrinsic values to help each partner grow.

Limitations and Conclusion

While the survey availability only lasted about a year, the main limitation for this thesis would be time restraints. If given more time and allowed to collect more data, one could gain a more representative sample of the population at USD. Another factor would have been to look at the results that men gave and to understand the man's perspective on factors for dating. Though the survey was tailored towards women, it would have been very interesting to see what kind of factors men look in potential partners and if any of that information mirrors that of the women's perspective. Another limitation or possible error is the representation in the sample. With most responses labeling as White/Caucasian, there is not a guaranteed representation of the population at USD. Another unforeseen issue consisted of skipped questions and unanswered explanations. The unanswered questions limited my research on women's opinions. Their answers could have possibly shifted my results, but unfortunately we will not know. Due to people's own interpretation of the questions, the perspectives that some women took to answer the questions

may have been different than another woman's responses. If this survey was to be repeated, more vocabulary would have been given to explain wording along with gaining a deeper understanding on the sample's perspective.¹⁷⁷

There were also limitations in the research conducted. While there was time frames in the history section that was easy to find, research on dating in the 1960s to the 1990s was difficult to find. In the studies that were completed, not all were targeted directly for college women, but instead on women eighteen and older. There was more of a generalized idea of dating for women then targeted directly for women in college. However, the strength in the amount of research included helps give an understanding to the context of the research and the possible reasons for the shift in the dating sphere. Strength in the 2017 survey was the availability of the survey as it was completed online, giving many women the ability to input their answers. The ability to use a computer to help keep the information in order also allowed for a more organized format of reading the results and creating necessary graphs and charts.

This research has helped to improve, update, and explain the factors college women at USD look for in a potential partner. It furthers Bailey's (1989) perspective on the rate and date system and how that system has changed. Though there has been limited data on the Midwest region, especially in South Dakota, this research will hopefully demonstrate that literature and help inform a standard in the Midwest and the college dating lifestyle. This change in dating goes to explain the importance of dating in college and how it shapes the marriage sphere all together. With further research done from other Midwest colleges, there could be a more accurate representation of women in the Midwest and the factors they look at for potential

¹⁷⁷ This idea of one's own interpretation leads back to the postmodern perspective and how interpretations may make an impact on one's meanings.

partners. Along with more questions geared towards the sexual experience or lack of experience women have, there could be more conclusions on women's attitude towards sexual experiences. However, through the research of the history of dating, to my current research done at USD, we see that there is a shift in the factors women look for in a potential partner. While the factors started out to be for financial stability, the current factors are looking mainly for a partner that will help physically and emotionally with the idea of having a family together.

Appendix

Appendix A

Who's Your Perfect Person?

UNIVERSITY OF SOUTH DAKOTA
Institutional Review Board
Informed Consent Statement

Title of Project: Who's Your Perfect Person? A Study about Dating and Dating Factors

Principle Investigator:
Dr. Cindy Struckman-Johnson
South Dakota Union 206A USD Building,
Vermillion, SD 57069
(605) 677-5098
cindysi@usd.edu

Other Investigators:
Jessica Allen
302 Spruce St Apt. 201,
Vermillion, SD 57069
(605) 929-5456
Jessica.Allen@covotes.usd.edu

Purpose of the Study:
The purpose of this research study is to help get a clearer understanding of what factors women at USD look for in potential partners and if women would give up some factors for other factors.

Procedures to be followed:
You will be asked to answer almost 70 questions on a survey.

Risks:
There are no risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort as there are questions asking about sexual orientation. If you would like to talk to someone about your feelings regarding this study, you are encouraged to contact The University of South Dakota's Student Counseling Center at 605-677-5777 which provides counseling services to USD students at no charge.

Benefits
You may not benefit personally from participating in this research project. However, some people may receive extra credit for a course by taking this survey on SONA in the Fall of 2017, depending on what course you're taking. This research may also help provide a better understanding about what college students look for in a relationship. There are no direct benefits.

Duration:
This survey will take between 15 – 20 minutes to complete.

Statement of Confidentiality:

This survey does not ask for any information that would identify who the responses belong to. Therefore, your responses are recorded anonymously. If this research is published, no information that would identify you will be included since your name is no way linked to your response.

All survey responses that we receive will be treated confidentially and stored on a secure server. However, given that the surveys can be completed from any computer (e.g., personal, work, school), we are unable to guarantee the security of the computer on which you choose to enter your responses. As a participant in our study, we want you to be aware that certain "key logging" software programs exist that can be used to track or capture data that you enter and/or websites that you visit.

Right to Ask Questions:

The researchers conducting this study are Dr. Cindy Struckman-Johnson and Jessica Allen. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact Jessica Allen at Jessica.Allen@covotes.usd.edu or the Adviser Dr. Struckman-Johnson at (605) 677-5098.

If you have questions regarding your rights as a research subject, you may contact The University of South Dakota- Office of Human Subjects Protection at (605) 677-6184. You may also call this number with problems, complaints, or concerns about the research. Please call this number if you cannot reach research staff, or you wish to talk with someone who is an informed individual who is independent of the research team.

Compensation:

There is a possibility to receive extra credit for completing this survey if your course professor has talked with Jessica and agreed to give extra credit. Otherwise if you complete the survey on SONA in the Fall of 2017 you will receive SONA credits. You may withdraw from the study at any time without losing the course points assigned by your instructor. If you choose not to participate, please consult your course instructor on other methods to earn course points.

Voluntary Participation:

You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled.

Voluntary Participation:

You do not have to participate in this research. You can stop your participation at any time. You may refuse to participate or choose to discontinue participation at any time without losing any benefits to which you are otherwise entitled.

You do not have to answer any questions you do not want to answer.

For this study, you must be 18 years of age older to consent to participate in this research study.

Completion and return of the survey implies that you have read the information in this form and consent to participate in the research.

Please keep this form for your records or future reference.

Alternative:

Any alternative to receive extra credit outside of this research project will be outlined at another time by your instructor.

For this study, you must be a current student at the University of South Dakota and age 18 or older in order to consent to participation in this research study.

Completion and submission of the survey implies that you have read the information in this form and consent to participate in the research.

Continue ONLY when finished. You will be unable to return or change your answers.

V 4.29.14

Background Information

1. Age

Your answer _____

2. Gender

- Male
- Female
- Non-binary
- Other: _____

3. What is your ethnicity? (Check all that apply)

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
- White / Caucasian
- Prefer not to answer

4. What is your sexual orientation?

- Exclusively Heterosexual
- Mostly Heterosexual
- Bisexual
- Transsexual/ intersex
- Pan Sexual
- Other

5. Which of the following best describes your current relationship status?

- Single
- In a Relationship
- Married
- Other

Rating Importance

Listed below are a few physical descriptors, also known as extrinsic values, which one may look for in a potential partner. For each descriptor, please label if they are a 1 (not important at all), 3 (you notice but also consider other things), or a 5 (very important) when looking for a potential partner.

	1 (not important at all)	2	3 (you notice but also consider other things)	4	5 (very important)
6. Attractiveness/image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Well dressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Height	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Weight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Hair color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Eye color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Sexual anatomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Body type	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Listed below are a few characteristics, also known as intrinsic values, which one may look for in a potential partner. For each descriptor, please label if they are a 1 (not important at all), 3 (you notice but also consider other things), or a 5 (very important) when looking for a potential partner.

	1 (not important at all)	2	3 (you notice but also consider other things)	4	5 (very important)
17. Sincerity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Expressiveness of emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Type A traits (high energy, and competitive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Type B traits (easygoing and have low susceptibility to stress)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Health consciousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Emotional intimacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Longing to be with people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Community contribution/service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Personal growth/as want to improve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. psychological traits (high motivation and positive self-image)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Image from others (being admired by others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Warm personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Personal relationships (commitment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Niceness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Kind/considerate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Easygoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Assertive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Funny/humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Dependability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Financial security/financial success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Financial status (rich or poor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Listed below are a few commonality descriptors that one may look for in a potential partner. For each descriptor, please label if they are a 1 (not important at all), 3 (you notice but also consider other things), or a 5 (very important) when looking for a potential partner.

	1 (not important at all)	2	3 (you notice but also consider other things)	4	5 (very important)
40. Interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Desired age of a partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Geographic proximity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Mutual liking (spontaneous communication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Similarity in lifestyle (preference on spending the weekend)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Similarity in attitudes and socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Listed below are a few skills that one may look for in a potential partner. For each descriptor, please label if they are a 1 (not important at all), 3 (you notice but also consider other things), or a 5 (very important) when looking for a potential partner.

	1 (not important at all)	2	3 (you notice but also consider other things)	4	5 (very important)
48. Bedroom behavior (foreplay tactics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Good at sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Has an academic degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Out of 4 broad categories, which do you find to be the most important? (1 being most important and 5 being least important)

	1 - being most important	2	3	4	5 - being least important
Extrinsic Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intrinsic Values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commonalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. From the Extrinsic Values list, What FIVE (5) factors do you find to be the most important when deciding a potential partner?

- Attractiveness/image
- Well dressed
- Height
- Weight
- Hair color
- Eye color
- Sexual anatomy
- Age
- Gender
- Race/ethnicity
- Body type

55. From the FIVE (5) factors you have chosen, please rank the importance of those FIVE (5) by 1 being Most Important and 5 being Least Important.

Your answer

56. From the Intrinsic Values list, what FIVE (5) factors do you find to be the most important when deciding a potential partner?

- Sincerity
 - Expressiveness of emotions
 - Type A traits (high energy, and competitive)
 - Type B traits (easygoing and have low susceptibility to stress)
 - Health consciousness
 - Emotional intimacy
 - Longing to be with people
 - Community contribution/service
 - Personal growth/as want to improve
 - psychological traits (motivation, self-image)
-

- Image from others (being admired by others)
- Warm personality
- Personal relationships (commitment)
- Niceness
- Kind/considerate
- Exciting
- Easygoing
- Assertive
- Funny/humor
- Honesty
- Dependability
- Financial security/financial success
- Financial status (rich or poor)

57. From the FIVE (5) factors you have chosen, please rank the importance of those FIVE (5) by 1 being most important and 5 being least important.

Your answer _____

58. From the Commonality list, what FIVE (5) factors do you find to be the most important when deciding a potential partner?

- Interests
- Desired age of a partner
- Geographic proximity
- Mutual liking (spontaneous communication)
- Similarity in lifestyle (preference on spending the weekend)
- Similarity in attitudes and socioeconomic status
- Values
- Religion

59. From the FIVE (5) factors you have chosen, please rank the importance of those FIVE (5) by 1 being most important and 5 being least important.

Your answer

60. From the Skills list, what THREE (3) factors do you find to be the most important when deciding a potential partner?

- Bedroom behavior (foreplay tactics)
- Good at sex
- Intelligent
- Has an academic degree
- Communication skills

61. From the THREE (3) factors you have chosen, please rank the importance of those THREE (3) by 1 being most important and 3 being least important.

Your answer

Which would you prefer?

The following questions will give you two options of potential dates. There is a picture and a scenario that goes with each man. Please choose the option you would go with for a potential partner.

62. Which of the guys would you choose?



- Option 1: I decided high school and college just wasn't for me. I am currently working at American Eagle but have dreams to become an actor.



- Option 2: I am an accountant in a big firm, but i still have time for loved-ones.

63. Please explain why you picked the way you did?

Your answer

64. Which of the guys do you prefer?



- I have only had a few partners, because I take every relationship I have seriously. I really focus on my current relationship any time I am not writing an article for People's Magazine

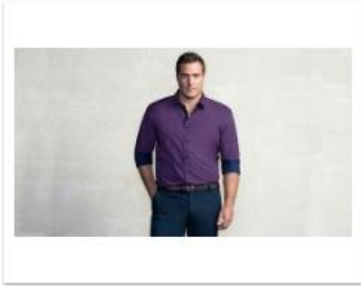


- I am friendly with everyone, that's just how I am, but when I have a partner, I am loyal. It's tough to always find work, but so far McDonald's has a great program for college students.

65. Please explain why you picked the way you did?

Your answer

66. Which of the guys do you prefer?



My friends say I am too busy to have fun, but what can you expect from a lawyer? At least once I pay off my student debts I will have a secure future.



I do what I love, and that is to teach. I work at a High School teaching an assortment of Science classes. I love kids and hope to have a few in the future.

67. Please explain why you picked the way you did?

Your answer

68. Which of the guys do you prefer?



I followed in my father's footsteps and am a pediatrician at a local hospital, helping anyone I can. School was a breeze and I tend to be a know-it-all but I love to interact in stimulating conversations about politics and values.



I am a neurosurgeon, which means my job is my life. I practically live at the hospital which can get exhausting sometimes but I can't change the circumstances. So all I pretty much do is work, eat, sleep and repeat.

69. Please explain why you picked the way you did?

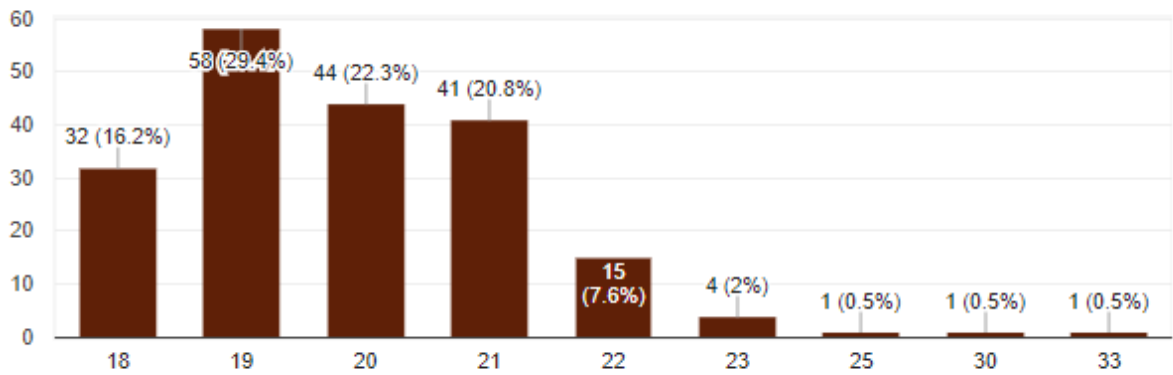
Your answer

SUBMIT

Appendix B

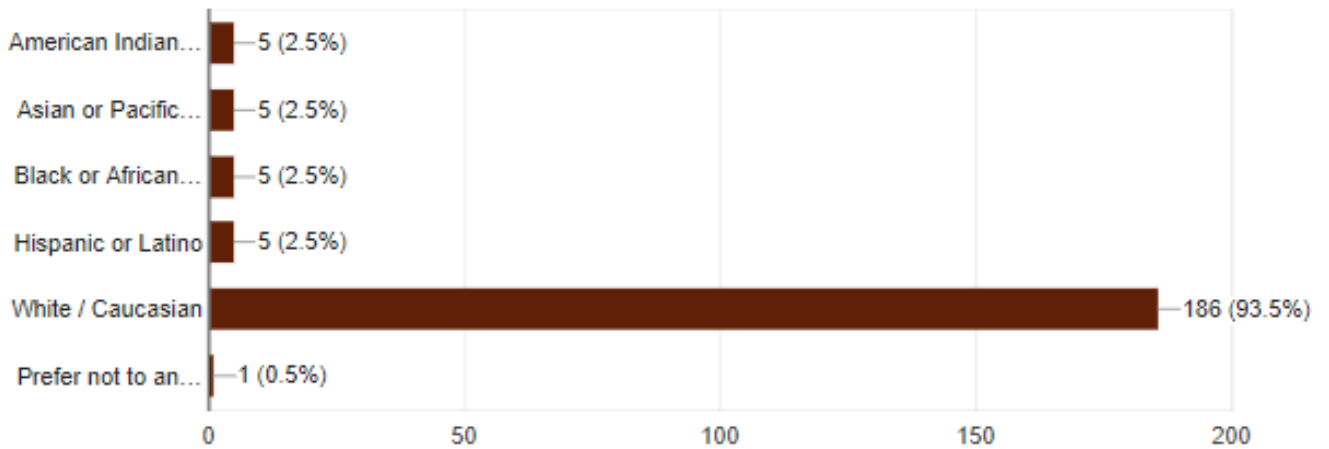
1. Age

197 responses



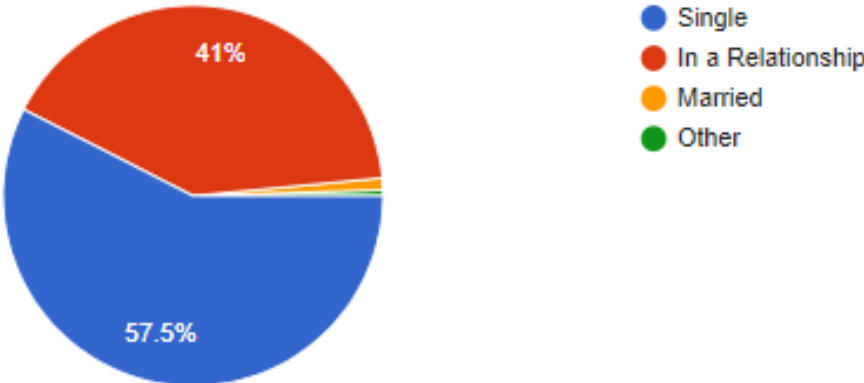
3. What is your ethnicity? (Check all that apply)

199 responses



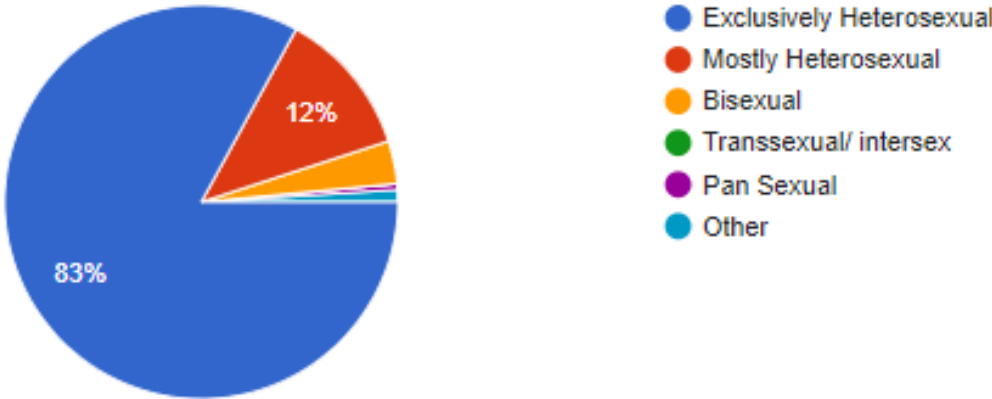
5. Which of the following best describes your current relationship status?

200 responses



4. What is your sexual orientation?

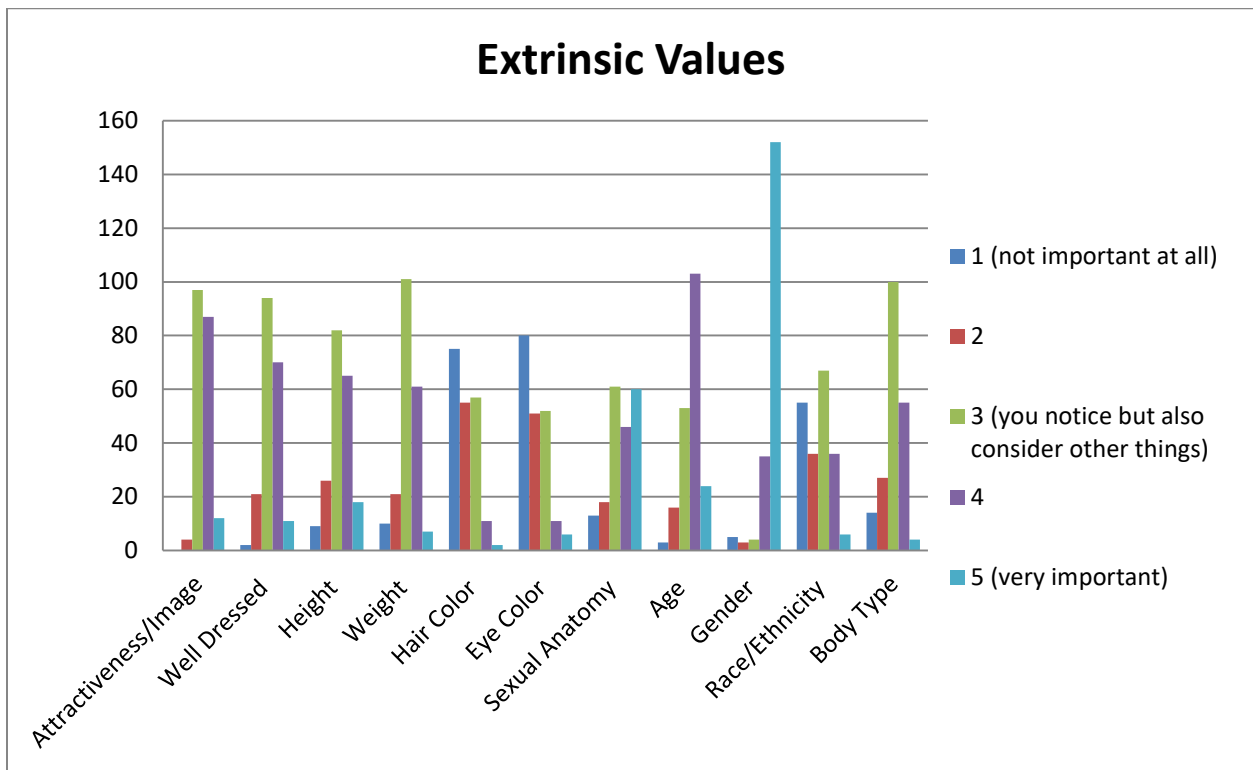
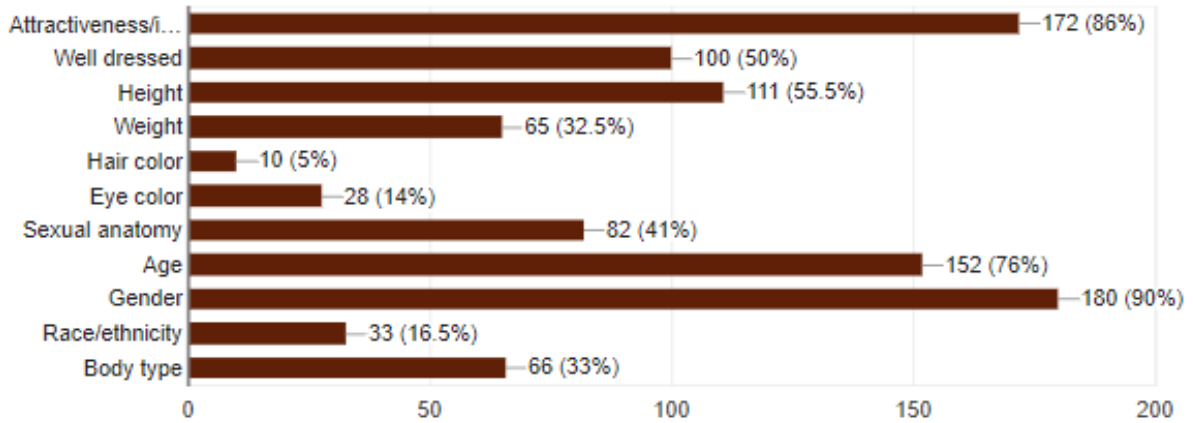
200 responses



Appendix C

54. From the Extrinsic Values list, What FIVE (5) factors do you find to be the most important when deciding a potential partner?

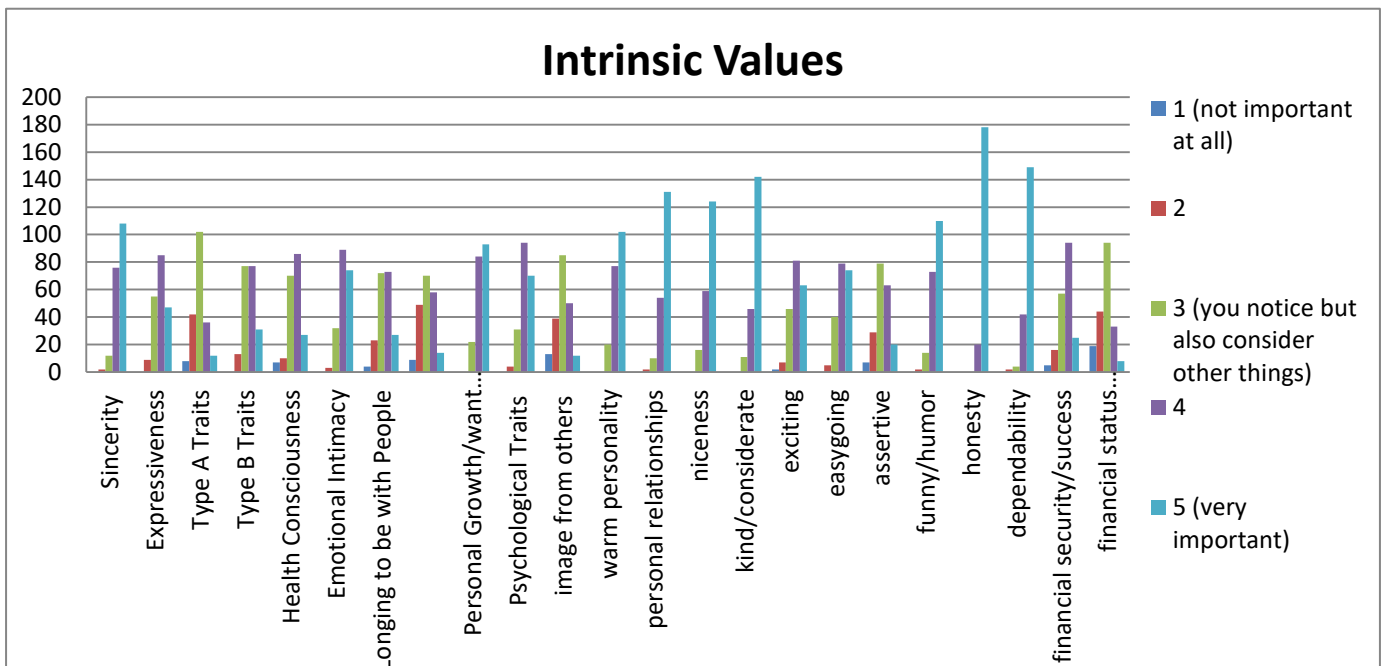
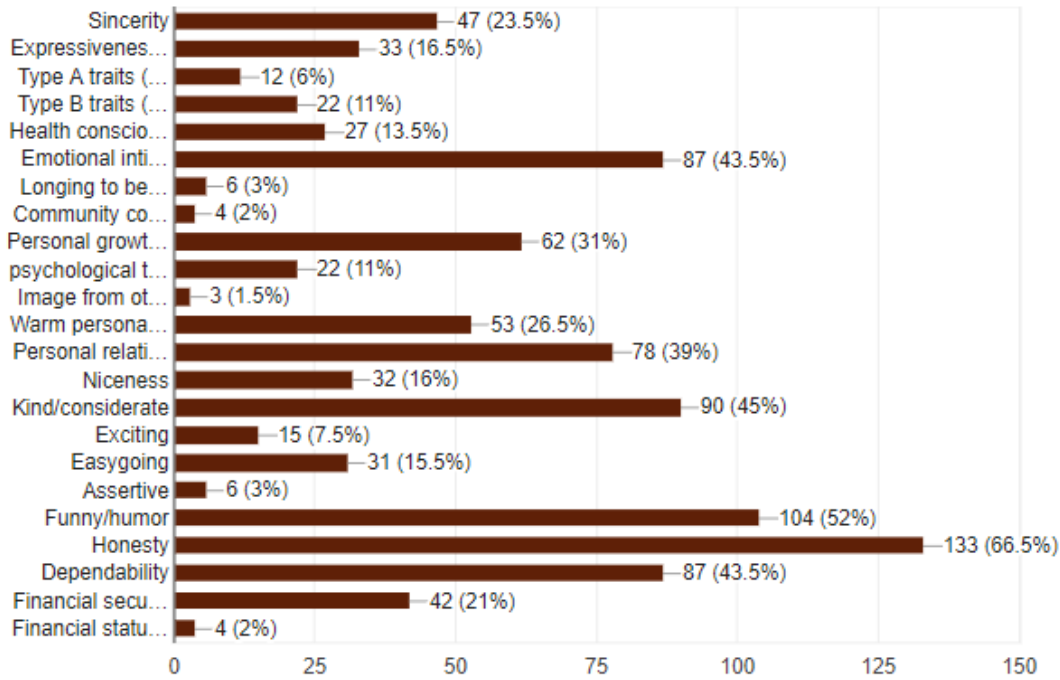
200 responses



Appendix D

56. From the Intrinsic Values list, what FIVE (5) factors do you find to be the most important when deciding a potential partner?

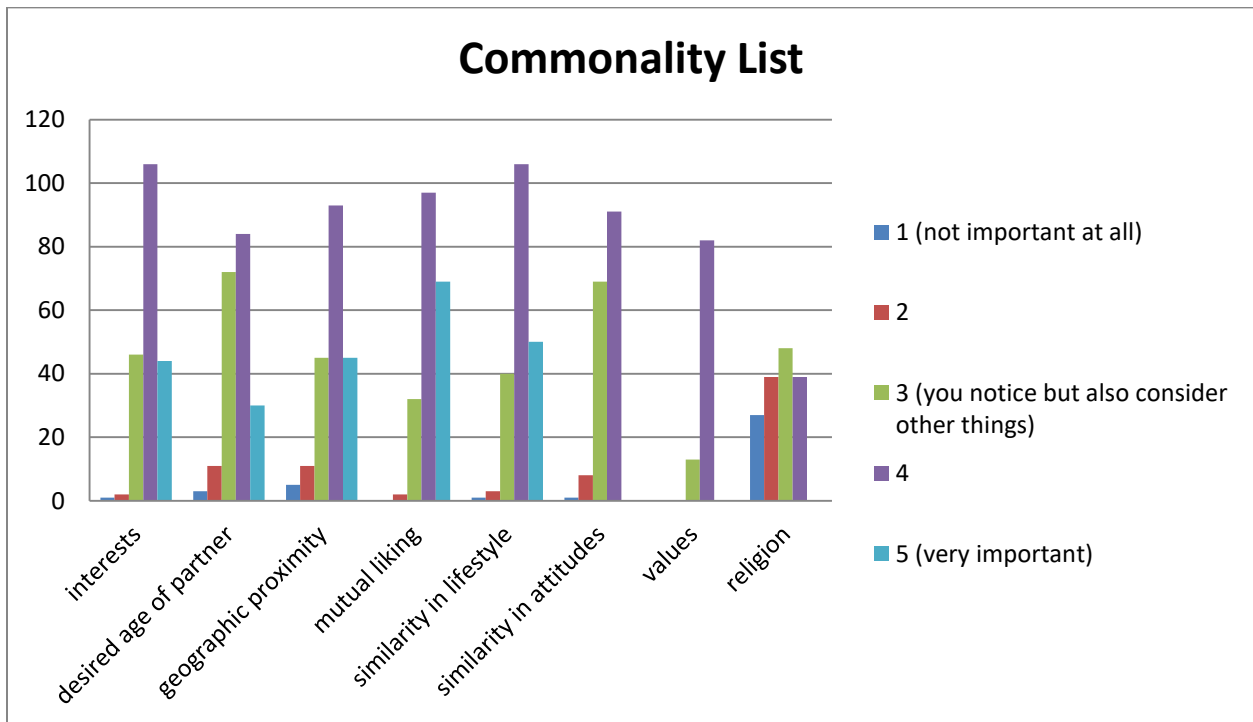
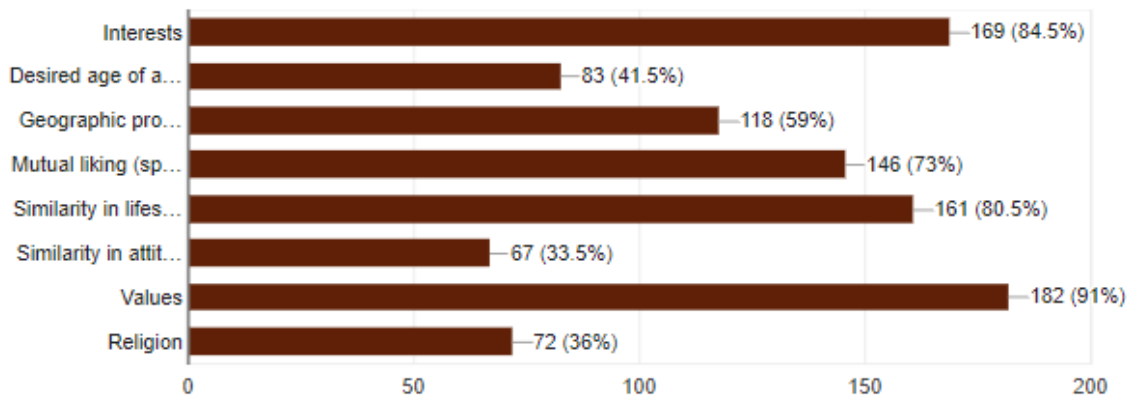
200 responses



Appendix E

58. From the Commonality list, what FIVE (5) factors do you find to be the most important when deciding a potential partner?

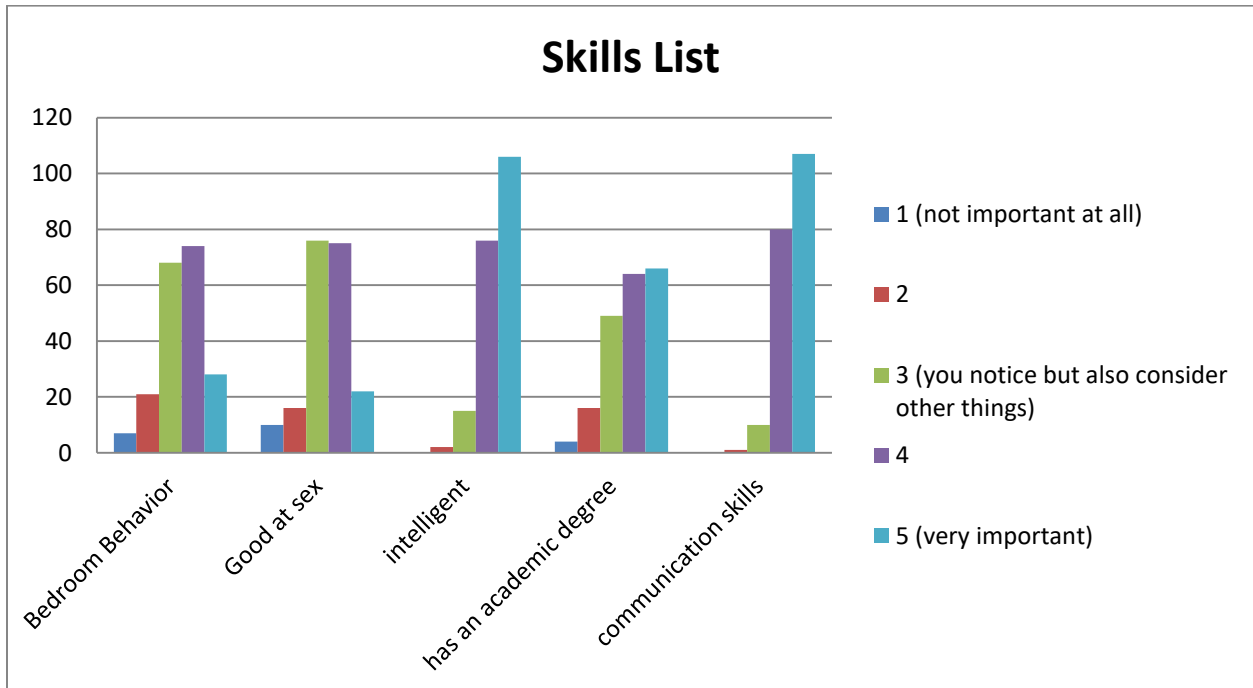
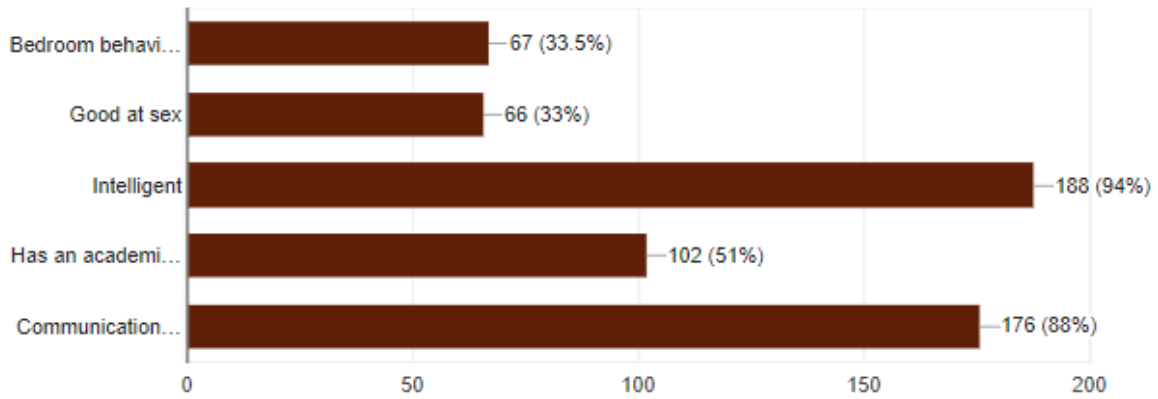
200 responses



Appendix F

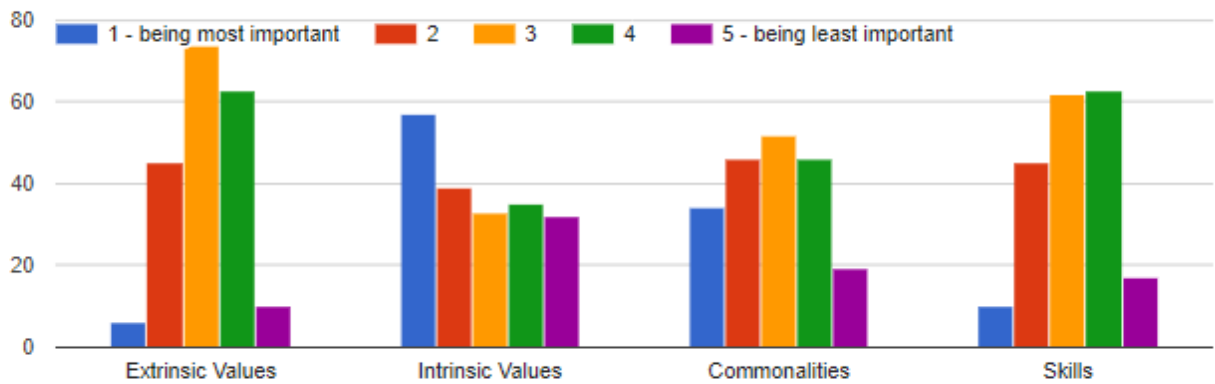
60. From the Skills list, what THREE (3) factors do you find to be the most important when deciding a potential partner?

200 responses



Appendix G

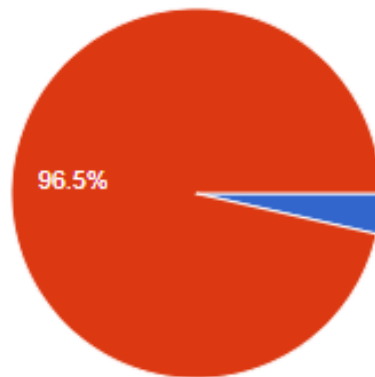
53. Out of 4 broad categories, which do you find to be the most important? (1 being most important and 5 being least important)



Appendix H

62. Which of the guys would you choose?

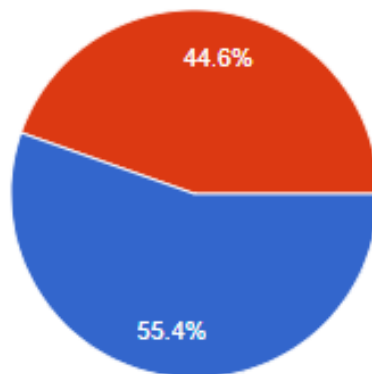
199 responses



- Option 1: I decided high school and college just wasn't for me. I am currently working at American Eagle but have dreams to become an actor.
- Option 2: I am an accountant in a big firm, but i still have time for loved-ones.

64. Which of the guys do you prefer?

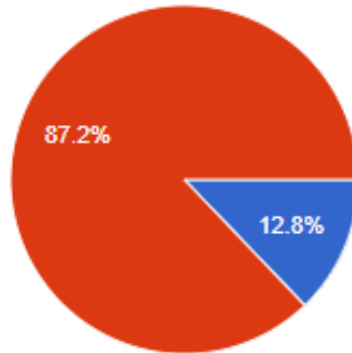
195 responses



- I have only had a few partners, because I take every relationship I have seriously. I really focus on my current relationship any time I am not writing an article for People's Magazine
- I am friendly with everyone, that's just how I am, but when I have a partner, I am loyal. It's tough to always find work, but so far McDonald's has a great program for college students.

66. Which of the guys do you prefer?

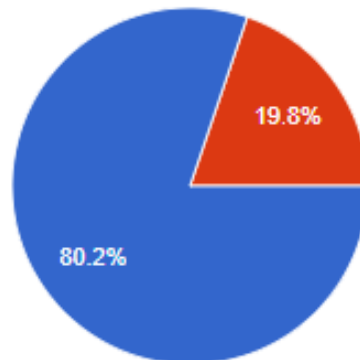
195 responses



- My friends say I am too busy to have fun, but what can you expect from a lawyer? At least once I pay off my student debts I will have a secure future.
- I do what I love, and that is to teach. I work at a High School teaching an assortment of Science classes. I love kids and hope to have a few in the future.

68. Which of the guys do you prefer?

192 responses



- I followed in my father's footsteps and am a pediatrician at a local hospital, helping anyone I can. School was a breeze and I tend to be a know-it-all but I love to interact in stimulating conversations about politics and val...
- I am a neurosurgeon, which means my job is my life. I practically live at the hospital which can get exhausting sometimes but I can't change the circumstances. So all I pretty much...

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