



APPENDIX TABLE 7-37

Public assessment of the benefits and harms of nanotechnology, by respondent characteristic: 2006, 2008, 2010, 2016

(Percent and mean score)

Characteristic	2006				2008				2010				2016			
	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know
All adults (n = 1,864; 2,021; 963; 911)	40	19	9	32	39	13	9	40	37	9	11	43	50	10	18	21
Sex																
Male (n = 804; 918; 397; 399)	49	18	8	24	46	12	10	32	45	10	9	36	61	10	16	12
Female (n = 1,060; 1,103; 566; 512)	33	20	9	39	32	14	8	46	30	9	11	50	41	11	19	29
Formal education ^a																
Less than high school diploma (n = 227; 283; 119; 112)	14	28	15	43	18	16	18	47	22	13	9	56	33	18	27	22
High school diploma (n = 507; 632; 296; 260)	34	19	11	37	36	13	9	42	26	14	19	41	44	15	18	22
Some college (n = 607; 550; 243; 258)	41	19	9	32	41	13	8	38	41	8	7	44	52	7	22	19



Characteristic	2006				2008				2010				2016			
	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know
Bachelor's degree (<i>n</i> = 346; 356; 205; 175)	52	17	4	27	49	10	5	36	49	4	4	43	60	7	12	22
Graduate or professional degree (<i>n</i> = 176; 200; 100; 104)	63	14	2	22	53	13	1	32	53	6	7	34	65	6	7	22
Science and mathematics education ^b																
Low (<i>n</i> = 1,050; 1,199; 236; 500)	29	22	11	39	31	14	11	45	30	14	11	46	43	12	20	25
Middle (<i>n</i> = 354; 340; 130; 180)	49	19	8	24	47	14	8	31	43	8	7	42	55	9	16	20
High (<i>n</i> = 390; 395; 103; 179)	63	13	3	21	60	11	3	27	55	5	2	38	71	9	8	12
Family income (quartile) ^a																
Bottom (<i>n</i> = NA; NA; NA; 212)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	42	11	26	21
Third (<i>n</i> = NA; NA; NA; 184)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	47	13	19	21
Second (<i>n</i> = NA; NA; NA; 222)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	53	10	16	21



Characteristic	2006				2008				2010				2016			
	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know
Top (<i>n</i> = NA; NA; NA; 211)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	62	8	13	17
Age (years) ^a																
18–24 (<i>n</i> = 157; 173; 53; 59)	45	22	13	20	44	20	14	23	32	18	18	32	67	12	18	4
25–34 (<i>n</i> = 341; 346; 179; 160)	41	20	9	30	41	15	9	35	41	14	7	38	60	10	12	19
35–44 (<i>n</i> = 382; 377; 165; 135)	38	23	5	34	38	14	9	39	40	7	15	38	41	12	24	23
45–54 (<i>n</i> = 386; 421; 183; 158)	44	16	10	30	38	14	7	41	43	8	6	43	49	10	21	20
55–64 (<i>n</i> = 272; 335; 173; 168)	41	17	9	33	44	10	7	39	35	6	13	46	50	14	19	17
65 or older (<i>n</i> = 321; 354; 204; 228)	30	16	7	47	29	6	7	58	28	7	7	58	44	7	15	34
Trend factual knowledge of science scale (quartile) ^c																
Bottom (<i>n</i> = 351; 375; 202; 168)	13	24	13	50	20	8	12	60	14	8	20	58	29	16	24	31
Third (<i>n</i> = 489; 521; 223; 241)	26	19	13	41	28	14	12	46	30	11	8	51	45	12	22	21



Characteristic	2006				2008				2010				2016			
	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know	Benefits greater	Benefits and harms about equal	Harmful results greater	Don't know
Second (<i>n</i> = 545; 566; 290; 296)	45	22	7	26	38	16	8	39	42	9	10	38	52	8	18	22
Top (<i>n</i> = 479; 559; 248; 206)	64	13	2	21	61	12	5	22	54	9	5	31	72	8	8	13

NA = not available; question was not asked.

^a For science and mathematics education, "low" equates to five or fewer high school and college science or mathematics courses, "middle" is six through eight courses, and "high" means nine or more courses. Categories do not add to total *n* because "don't know" responses and refusals to respond are not shown.

^b Categories do not add to total *n* because "don't know" responses and refusals to respond are not shown.

^c See notes to Appendix Table 7-2 for an explanation of the trend factual knowledge of science scale.

Note(s)

Data represent responses to the question *Nanotechnology works at the molecular level atom by atom to build new structures, materials, and machines. People have frequently noted that new technologies have produced both benefits and harmful results. Do you think the benefits of nanotechnology will outweigh the harmful results or the harmful results will outweigh the benefits?* Percentages may not add to 100% because of rounding.

Source(s)

NORC at the University of Chicago, General Social Survey (2006–16).

Science and Engineering Indicators 2018