

## **Assignment: Formulating, Conducting, and Transcribing an In-depth Interview**

**Due Date:** This assignment is due on Friday at 5pm. You will upload your assignment to Canvas.

**Purpose:** The purpose of this assignment is for each student to gain experience with formulating, conducting, and transcribing his/her own in-depth interviews. In-depth interviews can help social science researchers gain a deep understanding of the thoughts and motivations of individual social actors. They can also allow social science researchers to gain an understanding of how an organization or institution works.

**Assignment:** Use the interview guide we developed in class to conduct an interview with two Harvard students who are not in the class. The interviews should last at least 20 minutes. Make sure to record each interview! Once you have conducted the interview, transcribe ten minutes' worth of one of the interviews. By 5pm on Friday you should upload two documents to Canvas: (1) the typed interview transcription; and (2) a typed response to the "Reflecting on Interviewing" questions provided below.

**Topic:** How do Harvard students talk to other people about going to Harvard?

### **Reflecting on Interviewing**

*After completing your two interviews and transcribing 10 minutes of one of them, please type up a response to each of the following questions. Your response to all of the questions should be no more than 1200 words total.*

1. What was the most difficult part of the interview process for you? What was the most enjoyable? Why?
2. If you were to conduct another in-depth interview, what would *you* do differently? Think about how you could improve your interviewing technique as opposed to changing the research design.
3. Based on your interviews, how does context affect self-presentation? In other words, how did you find that your respondents reveal that they go to Harvard differently in different social settings or interpersonal contexts? Provide quotations from your interviews as evidence.
4. To what do you attribute differences in your respondents' self-presentation as Harvard students across contexts? How might these differences in self-presentation be related to the "ascriptive characteristics" (e.g. gender, race, age, and religion) of your respondents? What else might these different presentations be related to? Do you have enough data to know?