

## CASEBOOK

All students will be required to keep a *torimonochō*, or casebook. Within this book you will be required to make notes on cases as well as on particulars about Japanese culture as dictated by the assignments throughout semester. This book will be turned in periodically for evaluation.

### Anatomy of the Detective

Designate Crime scene

Examine details of/Explore crime scene

Talk with witnesses

Extrapolate based on data

Consult experts

Take a preliminary stance on potential culprits

Interrogate suspects

Vet suspects' alibis

Explain solution based on data provided

**Project:** Deducing the "I" in Detective

**Semester Project Overview:** The detective is not always a cop and the best of the best are, more often than not, simply a private citizen with an ability to deduce the answers to impossible crimes through wits, keen intellect and personal style. In other words, every detective has their own way of doing things and rarely is a case solved "by the book.". Through **5 engagements throughout the semester**, students will determine what kind of detective they are and illustrate how their own set of personal skills/experiences contributes to their unique way of solving cases.

**GOALS:** By the end of this assignment students will:

- a. Identify personal talents, abilities and skills they specifically have cultivated in their own lives that could be of use as an amateur detective (and in any case where a question needs answering).
- b. identify potential biases they may have and discover tools for traversing such biases.
- c. Apply their own sleuthing methodologies and primary questions when examining Japanese culture (as a culture not our own) and the time periods the class covers, along with relevant social, political, economic, religious, and personal identities that we encounter.

### 1. DAY ONE: Introduction to Data Gathering (SECOND CLASS)

**Overview:** The detective is not always a cop and more often than not, they are simply a private citizen with an ability to deduce the answers to impossible crimes through wits, keen intellect and a little luck. In other words, every detective has their own way of doing things. So, today we are going to begin to consider what kind of Detective YOU are and what methods you already have at your disposal when trying to solve a mystery.

**PRIMARY QUESTION: How do YOU solve a mystery?** (Where are my keys? what happened to my metrocard? What classes should I take?)

**PART ONE:** In pairs, students will speak with another student to learn all they can about who the person they are talking to is and what their process for determining information is. 10 MINS

**PART TWO:** Students will relay this information to the class based on their understanding of the information presented. During this time instructor will note key questions that are unique to the students' processes as well as bigger questions that others may find value in. REMAINDER OF CLASS

## 2. DAY TWO: Dealing with Bias (THIRD CLASS)

**Overview:** Any good detective is able to identify their biases in advance. If we can determine our biases, we can know how to keep them out of our investigation.

### 1. PRIMARY QUESTION: How does bias inform or hinder investigation?

**PART ONE:** Return to the pairs you were in. Was the information you asked your partner relayed in a manner that reflected what they told you? What did you miss? How do the differences in approach reveal bias (if any) between the pair? Discuss what potential biases may exist in the interrogation process that occurred. This requires you to be candid about your own personal biases. 10 MINS

**PART TWO:** We will discuss the results of the conversation and note biases that may be present and strategize together how we might avoid such biases. This information, along with primary questions, will be applied to overall approach of how we will interact with Japanese culture and Japanese detective fiction over the course of the semester. REMAINDER OF CLASS

## 3. DAY THREE: How did you solve the mystery? (AFTER FIRST MYSTERY)

**Overview:** This will be a short response paper which asks students to evaluate how well they did in deducing the solution of the first book we read. Students will write a 1-2 page summary of their process.

**PART ONE:** Students will identify what allowed them to solve the case and/or mistakes they made (if any) that caused them to miss the solution. They will also provide 3 primary questions to consider when approaching the next case.

**PART TWO (PEER REVIEW):** Students will swap papers with another student. Each will provide a response to the other's methodology and note good ideas and provide advice for the next crime we try to solve. The student may take or leave this advice.

## 4. DAY FOUR: How did you solve the mystery? Part 2 (AFTER MID SEMESTER)

**Overview:** Another short paper after the 3<sup>rd</sup> book we've read. Students will write a 1-2 page summary of their process.

**PART ONE:** They will identify what allowed them to solve the case and/or mistakes they made (if any) that caused them to miss the solution. They will note any new tactics they tried and evaluate their success. They will provide 3 NEW primary questions to consider when approaching the next case.

**PART TWO (PEER REVIEW):** Students will swap papers with another student. Each will provide a response to the other's methodology and note good ideas and provide advice for the next crime we try to solve. The student may take or leave this advice.

**DAY FIVE: What kind of Detective am I? (TOWARDS END OF SEMESTER)**

**Overview:** Students will introduce the class to the kind of detective they are. They will note the things that make them unique and the processes by which they discover the solution to mysteries. Students are also free to note their biases (if any) and how they may have influenced their processes of deduction up to this point. This information will be used to pair up the students into final groups as well solve the last mystery book. These groups will endeavor to have members who apply different strategies in order to create the highest rate for success. **FULL CLASS (possibly 2 classes)**