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BOOK-IN-COMMON TEACHING GUIDE

2018-2019

Collin College Book-in-Common Committee



2017-2018 BOOK-IN-COMMON

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EDITOR'S INTRODUCTION

The *2018-2019 Teaching Guide* exemplifies the Collin College Book-in-Common Committee's commitment to the goal of a year-long, college-wide engagement with an important book and its author. In fact, this year's content is especially comprehensive—its dimensions include:

- Content for a wide range of disciplines, including the visual arts, music, English, history, economics, journalism, criminology, political science, humanities, INRW, working class studies, and environmental science.
- Support for a variety of teaching modalities including class discussion, journaling and reflection, essay and research paper assignments, annotated bibliographies, and creative assignments.
- Connection with many "hot-topics" including urban crime and justice, the trade-offs between environmental and economic concerns, dysfunctional government bodies, and even "fake news."

The materials contained here will deepen our thinking and strengthen our teaching. Please join me in thanking the contributors who have generously made this year's *Guide* a reality.

--Marta Moore

FROM THE PUBLISHER

ABOUT THE AUTHOR

Kate Winkler Dawson joined the University of Texas at Austin's School of Journalism as a senior lecturer in 2009. Before then, she was on the faculty of Fordham University's Marymount College for two years. A seasoned documentary producer, news writer and TV news producer, her work has appeared in the New York Times, the Washington Post, United Press International in London, WCBS News, ABC News Radio, Fox News Channel, "PBS NewsHour" and "Nightline." She's on the board of the Texas Center for Actual Innocence and lives in Austin, Texas with her family.



BOOK SUMMARY

In winter 1952, London automobiles and thousands of coal-burning hearths belched particulate matter into the air. But the smog that descended on December 5th of 1952 was different; it was a type that held the city hostage for five long days. Mass transit ground to a halt, criminals roamed the streets, and 12,000 people died. That same month, there was another killer at large in London: John Reginald Christie, who murdered at least six women. In a braided narrative that draws on extensive interviews, never-before-published material, and archival research, Dawson captivantly recounts the intersecting stories of the these two killers and their longstanding impact on modern history.

CREATIVE RESPONSES

LETHA CLAIR ROBERTSON -- QUESTIONS PROMPTED BY MONET

Between 1899 and 1901, Claude Monet visited and painted London several times. As Dawson cites on page 77, Monet was enchanted with the London fog. He described the smog as hanging on the city's architecture like a giant cloak. In effect the smog made the inorganic organic. The artist painted some 40 canvases during these visits, such as this one from the Metropolitan Museum of Art:

<https://www.metmuseum.org/art/collection/search/437128>

How does Monet's impression compare or contrast to Dawson's text? Which do you find more impactful – the image or the written word?

Compare and contrast Monet's *Houses of Parliament...*



With photographs of London during the Great Smog....



Why might Londoners not have initially been concerned with the smog?

CASEY L. CARTER -- AN ACCOMPLICE TO DODDS' SMOG: MUSIC AND REFLECTION

"His announcement sent a shock wave through Churchill's ministries – the death toll was incredibly high... The fog "was a catastrophe of the first magnitude in which, for a few days, death-rates attained a level that has been exceeded only rarely during the past hundred years.""¹

Movie and television producers have used music to influence how audiences perceive what is happening on the screen. Think back to Chapter Nine, Squeezed, in Dawson's *Death in the Air*. Jot down your perceptions, initial thoughts, and the rough facts. Take a moment and repeat the steps for Chapter Eleven, Illumination. (If you need to review the chapters briefly, do so in a quiet space.)

After collecting your thoughts on paper, take a few days and get away from the material. Then, download the two instrumental tracks included in this module:

- London Fog
- The Fog of War

REFLECTION ONE:

- Using Glass' *London Fog*², play the track on constant repeat until you have read enough of the Chapter Nine to advance through the action prompts.
 - Reread three different sections of Chapter Nine.

¹ Kate Winkler Dawson, *Death in the Air* (New York: Hachette Books, 2017), 206.

² Philip Glass, *Dracula: London Fog* (n.p.: Orange Mountain Music, 2006), CD Track 12. CD.

- After you are finished with your second read, jot down your perceptions and the rough facts of the pages you just reviewed.
- Compare your initial thoughts and notes to the second version.
 - How did the music effect your perception and feelings during the second read?
 - Did the music add another element of context to the words on the pages?
 - Did the music add a sense of urgency that was missing for your first read, and if so, how did this shift in urgency frame the subject matter in a new light for you?

REFLECTION TWO:

- Using Glass' *The Fog of War*³, play the track on constant repeat until you have read enough of the Chapter Eleven to advance through the action prompts.
 - Reread the following sections:
 - Starting on Page 237 with the words, "MP Norman Dodds tapped on his typewriter slowly," through page 240.
 - After you are finished with your second read, jot down your perceptions and the rough facts of the pages you just reviewed.
 -
- Compare your initial thoughts and notes to the second version.

³ Michael Riesman, *Philip Glass Soundtracks: the Fog of War* (n.p.: Orange Mountain Music, 2008), CD Track 10., CD.

- The Fog of War begins by introducing a three-note motivic element – yah da da. The pace quickens at about a minute into the piece and the three-note pattern returns for the final third.
 - Does this motif shape the typing of Dodds during this read?
 - How did the music reframe the dialogue when reading the passage, “the hellish and dismal cloud of sea coal which is over this august and opulent city of London.”?
- Context is integral in shaping meaning. This composition by Philip Glass is not about the wars of Europe, rather, about the nuclear bomb dropped on the Japanese city of Hiroshima during the second civil war.
 - How does a nuclear event, such as the Hiroshima bombing, effect the environment? What does such an event do people, plants, animals and structures?
 - How are a nuclear blast in Hiroshima and the deadly coal-induced smogs of London similar? How did the smog become a killing machine?
 - Start the track on repeat a second time knowing that the music you are listening to is about the bombing of Hiroshima and proceed with the next prompts.
 - Starting on page 247 with the words, “It was five-thirty in the morning,” continue reading through the top of page 249 ending with the words, “Macmillan smugly replied.”
 - Does the motivic element, the yah da da, shift your perception as it builds to a faster eight-note rhythmic figure as you read about Beryl and Jeraldine Evans?
 - As you read about “the putrid gasses” seeping out, does knowing the musical element foretells of the nuclear radiation seeping through irradiating everything it comes in contact with cause more intense reactions?
 - Does the return to the slower motivic element in the music shape the words with a sense of dread or a feeling of release as you finish the text?

CASEY L. CARTER – DO YOU HEAR ME? NO!

In Kander and Ebb's musical theater masterpiece, *Chicago*, the audience encounters the plain, almost invisible, Amos Hart. If it weren't for the alter-ego of Amos, Mr. Cellophane, you might well forget about the husband of the accused murderous Roxie Hart walking home from the show.

Mr. Cellophane was modeled after the archetype of the Tramp Clown, and the audience experiences this good-to-a-fault guy doing his damndest to get noticed in the world. Roxie told Amos she was pregnant before her unfortunate incarceration for murder. She spends half an act pulling the poor chump along, so he will fund her trial defense dumping him as she reveals her treachery the day she is released from her jail cell.

Watch ⁴ - https://youtu.be/WKHzTtr_INk

In *Death in the Air*, Reg walks around London unnoticed even though the headlines are filled with details about the scandalous murders along with his photo. "Even though every policeman in the city was searching for him, no one seemed to notice that he was right there – sitting nearby. Reg, was invisible, as he had been much of his life...this mild-mannered fellow sitting like a blandly benign evil spirit...was not particularly intimidating [for a murderer]." ⁵

FOR FURTHER REFLECTION:

- Would you agree that outside of his murderous tendencies, John Reginald Christie has a great deal in common with *Chicago's* Amos Hart?
 - List two examples from the text that support your position and expand on the notion.

⁴ John C. Reilly, Fred Ebb, and John Kander, "Mr Cellophane," Youtube.Com, February 4, 2009, https://youtu.be/WKHzTtr_INk.

⁵ Kate Winkler Dawson, *Death in the Air* (New York: Hachette Books, 2017), 232-40.

- List one incident in the text that could be used to counter your position about Reg and Amos.

FRAMING JOHN REGINALD CHRISTIE MUSICALLY:

Mr. Cellophane Lyrics, Chicago. Kander and Ebb.

Lyrics	Syllables
Cellophane, Mister Cellophane	8
Should have been my name, Mister Cellophane	10
'Cause you can look right through me	7
Walk right by me and never know I'm there	10
I tell ya, Cellophane, Mister Cellophane	11
Should have been my name Mister Cellophane	10
'Cause you can look right through me	7
Walk right by me and never know I'm there. ⁶	10

Song Lyric Rewrite:

- Using the rhyming and syllabic structure of the chorus from Mr. Cellophane, write a new chorus telling a bit of a tale about the murderous Reg Christie.

⁶ Fred Ebb, Bob Fosse, and John Kander, *Chicago: a Musical Vaudeville*, French's Musical Library (New York: French, 1976), 1.

- Using the rhyming and syllabic structure of the chorus from Mr. Cellophane, write a new chorus telling a bit of a tale about the strangling yellow fog of London.
 - Submit your lyrics to Prof. Casey L. Carter
 - The best lyricists will perform, or coach, a vocal rendition Spring 2019.

Love that chorus you've just written? Feeling a bit more ambitious?

Why not rearrange the song writing your own lyrics about one character or them in the number?

- Be careful, though! Make sure to follow the number of syllables per line and any rhyming structure so your new arrangement will sing musically.

Mr. Cellophane Lyrics, *Chicago*. Kander and Ebb.

Verse One

If someone stood up in a crowd
And raised his voice up way out loud
And waved his arm and shook his leg
You'd notice him

If someone in the movie show
Yelled, "Fire in the second row
This whole place is a powder keg"
You'd notice him

And even without clucking like a hen
Everyone gets noticed, now and then
Unless, of course, that person it should be
Invisible, inconsequential me

Chorus

Cellophane, Mister Cellophane
Should have been my name, Mister Cellophane
'Cause you can look right through me
Walk right by me and never know I'm there

I tell ya, Cellophane, Mister Cellophane
Should have been my name, Mister Cellophane
'Cause you can look right through me
Walk right by me and never know I'm there

Verse Two

Suppose you was a little cat
Residin' in a person's flat
Who fed you fish and scratched your ears?
You'd notice him

Suppose you was a woman wed
And sleepin' in a double bed
Beside one man for seven years
You'd notice him

A human being's made of more than air
With all that bulk, you're bound to see him there
Unless that human being next to you
Is unimpressive, undistinguished, you know who

Chorus Reprise

Should have been my name, Mister Cellophane
'Cause you can look right through me
Walk right by me and never know I'm there

I tell ya Cellophane, Mister Cellophane
Should have been my name, Mister Cellophane
'Cause you can look right through me
Walk right by me and never know I'm there

Never even know I'm there

CASEY L. CARTER -- THE CREEPING MOTIF OF DEATH IN THE AIR

Composers have tied together both larger works and smaller art songs with brief, often melodic, thoughts via that musical motif to signal the listener of a thought or thematic material. Throughout the pages, Dawson weaves a tale of death, mystery and tragedy using recurring thematic elements of the indiscriminate strangulating, deadly fogs of London and the garroting hands of a bland, not particularly intimidating, middle aged murderer.

Chapter Ten, Buried, begins with words penned by Thomas Hardy's "*The Darkling Thrush*." This stanza of the poem frames the chapter with the imagery of night, trees stripping of leaf, fruit and flower naked in Winter's cold grip, as we encounter a people ravaged and dying exposed to the smog of coal fire while the reader ponders when, and if, Reg will eradicate his next victim.⁸

Patrick Hawes setting of *The Darkling Thrush*⁹ uses motif to remind the listener of the fragility, littleness and exposedness of the thrush in his bare tree as the dark and dangerous night descends. Listen. Immerse yourself. The line of the piano carries the reminder as the line of the baritone voice brings the text to life wending Hardy's words into a tale that is both dark and hope-filled. Find the motif Hawes uses as thrush, as funeral march, and the pulling of heartstrings refusing to give up hope in the face of gloom.

⁷ Fred Ebb, Bob Fosse, and John Kander, *Chicago: a Musical Vaudeville*, French's Musical Library (New York: French, 1976), 1.

⁸ Kate Winkler Dawson, *Death in the Air* (New York: Hachette Books, 2017), 206.

⁹ Elin Manahan Thomas, Julian Lloyd Webber, and Patrick Hawes, *Fair Albion: New works by Patrick Hawes: Visions of England* (Perivale, Middux: Signum Classics, 2009), CD 14 track.

The Darkling Thrush

Thomas Hardy

Patrick Hawes

With quiet calm
(but with movement) ♩ = c. 66

Baritone

Piano

p legato

8^{va}

I leant up- on _____ a

10

Four notes – three short followed by one longer – serve as the motivic element for Hawes. At first reminding the listener of birdsong, this musical motif for the setting of *The Darkling Thrush* focuses the journey upon the fragile, diminutive woodthrush as the grey winter smoke of household fires lays out her dead.

FURTHER REFLECTION:

- How would you compare Winkler Dawson's use of motif in *Death in the Air* to that of Hawes in *The Darkling Thrush*?

The last stanza of Thomas Hardy's, *The Darkling Thrush*, finishes with,

"That I could think there trembled through
His [the woodthrush] happy, good-night air
Some blessed Hope, whereof he knew
And I was unaware."¹¹

¹⁰ Patrick Hawes, *Incipit: The Darkling thrush. For Baritone* (London: Novello & Company, 2011), meas. 1-3.

¹¹ Thomas Hardy, *The Darkling Thrush* (Chicago: Poetry Foundation, 2018), under "Winter Poems," <https://www.poetryfoundation.org/poems/44325/the-darkling-thrushC>.

For further reflection, begin by listening to the recording again.

- How does the composer shift the motif from one of death, despair and find the redemption of hope?
- Where do you encounter a glimmer of hope for the flailing environment and a suffocating people wrapped in the death grip of smog in Winkler Dawson's text?

MARTA MOORE – DESCRIBING OUR EXPERIENCES

Kate Winkler Dawson's *Death in the Air* contains many descriptions of the experiences of Londoners confronting their environment, attempting to effect change in their government, or getting help from their healthcare system. Using these descriptions as models, write a 1500-word essay using one of the prompts below:

1. Describe your experiences or those of others faced with problematic environmental situations such as ozone alert days in Dallas, swimming in a polluted lake, drinking contaminated drinking water, taking children to a trash-filled playground, or other challenging conditions.
2. Describe your experience or those of others in trying to effect change in government. The level of government could be that of a student organization or a civic group, as well as city, state, or national governmental bodies.
3. Describe your experience or those of others in struggling or succeeding in getting needed care from a health care system.

KHIMEN COOPER – TWO-PART ASSIGNMENT

In Kate Winkler Dawson's text, *Death in the Air: The True Story of a Serial Killer, The Great London Smog, and The Strangling of a City*, both environment and historical events clearly drive the narrative. For this two-part assignment, you will practice composing something similar.

PART 1: ANNOTATED BIBLIOGRAPHY

3 sources (150-200 word annotations each)

For this assignment you will first do a little research of your own. Consider how Winkler Dawson, made use of the London's infamous fog and smog which became defining factors in the novel and ultimately drove much of the narrative. Research different geographical areas and historical times where environmental elements and/or environmental events were (or could have been) significant to the lives of those living in that place and/or time. Once you've decided on a specific environmental element or event you will find three sources that discuss the environmental element/event so you can better contextualize it for the second part of your assignment.

For Part 1 of your assignment you will compose an annotated bibliography. You will annotate each of your sources in approximately 150-200 words. Each annotation will:

- 1) Introduce the source (Why is it a reliable and useful source?)
- 2) Explain the purpose of the source (What argument does it make?)
- 3) Detail the methodology (How did it make that argument?)
- 4) Connect it to your own project (How will it help you write your story?)

PART 2: CREATIVE COMPOSITION

Length- 1500 words

Now that you've done your research and you feel confidently knowledgeable about the environmental element/event that you chose, you will write a narrative that details one day in the life of a character of your creation. As the smog in Dawson's text becomes significantly influential to the many Londoners exposed to it daily, the environmental element/event that you chose to research will do the same for the character you write about. Your piece will make use of the solid research you did for your annotated bibliography so, while the character you've created will be the focal point of the narrative, the environmental element/event surrounding that character will greatly impact that character's single day. Have fun with this story and be as creative as you'd like!

LINDA SEARS – *DEATH IN THE AIR: A COMMENTARY ON THE EFFECTS OF THE ENVIRONMENT ON CULTURAL REPRESENTATIONS*

Examining the culture of a specific area can reveal much about the kind of physical environment the people live within. In Kate Winkler Dawson's *Death in the Air*, we learn that fog and even smog had long affected the city of London (39-41). Because fog/smog has been a consistent natural phenomenon in London for centuries, we should find cultural representations that resemble the fog/smog's effect on people's psyches. There are two fictional genres that are especially associated with London. These genres are the horror genre and the detective story. Why is that so?

As author Dawson vividly shows us, an atmosphere of smog/fog conceals much of the scene. During the day when we should feel safe; the fog/smog creates the same menace that we feel in the dark—someone could be lurking there, ready to pounce. Both the horror genre and the detective story use this sense of not knowing to their advantage. In the horror story, the dim unknown makes us feel fear, and in the detective story, the mystery will be solved through the piercing light of logic.

Some of the most famous horror stories are set in London. Certainly, there are all the books based on the still unsolved case of the Jack the Ripper. Victorian England had a host of gothic works that shocked audiences of the time. *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson is the tale of a man who, upon drinking a solution, transforms from a respectable doctor to a dark, cruel figure who commits murder. In Oscar Wilde's disturbing novel, *A Picture of Dorian Gray*, the protagonist, like Dr. Jekyll is a divided man. On the exterior he appears beautiful and refined, but his true image, which can only be seen in a painted portrait of him that is hidden away, is aged and deformed by the evil things he does. Both short novels revel in the dark secret lives of their protagonists.

Going further back is Shakespeare's tragic and horrific play *Hamlet*. Although it is set in Denmark, Shakespeare lived in London. The play could easily have been about a ghost stalking through the miasmas of bad air in London, while the "something rotten" that Hamlet uses to describe the state of Denmark might also refer to the murky political situation in London. After all, Shakespeare

wrote this play when the Church of England was still relatively new, having been re-introduced by Queen Elizabeth after her Catholic older sister Queen Mary died. The crown, which was resolutely Protestant, had executed Catholic agents believed to be involved in political plots to overthrow Queen Elizabeth. Catholic families could lose their status if they practiced openly, so some remained Catholic in secret while appearing to be Anglicans on the outside. The rise of the Puritans, Protestants who felt the Church of England had not separated enough from Catholicism, furthered religious and political factionalism. Shakespeare's England, once unified under Catholicism, was fragmented and unstable. Perhaps, this sense of insecurity helps explain why the play reeks with despair. If nothing else, the dreary atmosphere of the London Shakespeare inhabited was conducive to dreaming up one of the great tragic plays of English literature.

Sweeney Todd, the Victorian era fictional serial publication turned melodrama, film, drama, and then musical as well as film again is another example of a London-based horror story. Todd, the barber and murderer, uses the services of a baker, who is attached to him romantically, to serve up meat pies made from the remains of Todd's dead victims. Like Hamlet, Todd, in the drama by Christopher Bond and subsequent musical by Stephen Sondheim, is propelled by a desire for revenge. But unlike Hamlet, Todd does not hesitate to vent his anger.

All these works have appearance versus reality as a dominant theme. How do we know the true intentions of a person? Can someone "smile, and smile, and be a villain" (*Hamlet*, Act 1, Scene 5, 108)? Just because someone speaks well or has a pleasing appearance does not mean he or she is to be trusted, and a tasty meat pie might have unexpected ingredients. Our understanding of a person's nature can shift depending on how much is concealed just as something perceived through the fog/smog is obscured. When the subject at hand is foul play, it is the job of the detective to get to the underlying truth.

The best-known fictional detective is London resident Sherlock Holmes. Famed for his analytical powers and detachment, he is the ideal hero for a world plagued by treachery, sinister motives, and lack of scruples. His mental eye can penetrate through the haze of deception and find the evidence that so many others overlook or cannot perceive. Surely, there were late Victorian era Londoners who must have longed for a person with this ability to save them

from the miseries of crime, poverty, alcoholism, and abuse they were afflicted with.

It may be hard to imagine what it would be like to live in a place, like London, where people experienced this recurring murky and foul atmosphere as normal and expected. Yet, such a way of thinking is not unusual, for example, a child who has grown up in a dysfunctional family often believes that the abuse and neglect she suffers are natural for all children unless she has experiences that teach her otherwise. Additionally, those living in squalor are often resigned to that reality.

In conclusion, though we may find it troubling to contemplate life in a "peasouper," and ask ourselves "how could they live with that and not doing anything about it," we should remember that humans are very good at rationalizing or justifying their experiences as normal.

Questions we might want to ask ourselves are:

1. What about our own environment in urban Collin County might be disconcerting to someone used to seeing lots of large green spaces, wildness, and hundred-year-old trees?
2. Are miles of highways, access roads, concrete parking lots, big stores, gas stations, and restaurants repeated ad-nauseum normal?
3. What about the increasing heat in the summer, the higher incidences of storms, and instability caused by climate change?
4. What type of stories does our environment encourage us to create?
5. How does this environment that we go to school in, work in, and live in affect our mental, emotional and physical health?

ASSIGNMENTS AND QUESTIONS FOR DISCUSSION

GARY H. WILSON -- TEACHING PERSPECTIVES AND STUDENT ASSIGNMENTS

THREE KEY NARRATIVES AND THEIR IMPACT ON READERS

Kay Dawson's book can be characterized as a factual account with vivid descriptive details that conveys three key narratives. Considered individually, these three key narratives portray factual accounts of a **homicidal sociopath**, **a pervasive urban smog** generated by coal-burning domestic heating, and **a political cover-up** involving top governmental leaders. Individually, each of these narratives highlights how unbridled evil of a sociopath and political conniving can produce tragic consequences for the men, women, and children residing in post-World War II London.

Death in the Air, while a non-fictional work, engages readers with the incontestability of research-based facts and with a dramatic undertone that entices readers to anticipate what new facts and revelations the author will surface on each page. Dawson weaves together her three key narratives, a creative craft that serves to heighten the angst of the reader who may feel he or she is seeing history *not retold, but unfolded for the first time*. Except for a very few investigators, perhaps, in the world, who of us in the academic community fully appreciate that 12,000 people were killed by a deadly 1950's urban smog in London? The author's straightforward way of presenting these horrifying events also builds a sense of dread in her readers' imaginations that serve to rivet our attentions toward the sheer evil unfolding in her accounts.

Importantly, the author dramatically parallels each of the three key narratives and, in so doing, creates a setting and a complex dark atmosphere that underscores the book's overall evil tone. By paralleling the events taking place in each narrative, Dawson elevates their imaginative impact on her readers' minds and emotions. Dawson does not fictionalize her facts, but they resound dramatically and powerfully in her readers' imaginations. Such artful writing produces a very engaging narrative structure that foregrounds the psychological and sociological effects of the story upon our psyches.

While non-fiction, the book exemplifies what is known in literary criticism as a dramatic (objective) correlative and conveys an atmosphere of malignant evil,

much like the witches' evil conjuring in Shakespeare's *Macbeth*. The witches perform their rituals of evil as a correlative Shakespeare uses to vividly dramatize the inner evil thoughts and emotions of Macbeth and Lady Macbeth. Likewise, John Christian's maniacal homicides find their dramatic correlative in the narratives that describes London's "killing" smog and the accompanying political intrigues to cover-up (or at least delay) the deadly effects of man and nature on a naïve and helpless citizenry. The author's research presents in dramatic fashion the two "killers" of human and natural origin that beset London, as well as the political chicanery of those leaders whose actions clearly fall short of moral turpitude. As a consequence, Dawson's writing presents her factual research in ways that produce powerful emotional undercurrents in her readers—a true testimony of a gifted writer.

STUDENT STUDY/DISCUSSION QUESTIONS, WRITING PROMPTS AND TEAM-BASED ASSIGNMENTS

1. It is true that John Reginald Christie was a very evil and complex socio-psychopathic killer. What *other forms of evil* do you find occurring in the book? Identify several and argue in an essay how these occurrences of evil might affect you today living in a society that is no stranger to global climate change, mass killings, and terrorism.
2. Based on the facts presented in the book, argue in an essay what you believe might be the reasons causing John Reginald Christie to be a homicidal maniac. What attributes of John Reginald Christie's character do you find particularly *ironic*? Be specific and don't generalize. In-text cite passages or pages in the book to support the credibility of your own critical claims.
3. In your **assigned team-based learning group**, collaborate with your group members *so you can individually post responses in your class blog in Canvas to the following questions*:
 - How could someone like John Reginald Christie function as employee and husband in society? Consider that until he was eventually caught by the London authorities, he had an employment history and was also a World

War I veteran. What reason or reasons could be intelligently argued that his wife and friends did not report his strange ways to the police?

- Based on your reading of the book, argue how the government in England might have prevented or lessened the deadly effects of the smog that eventually killed 12,000 people living in and around metropolitan London. What were the reasons surfaced by the author's research that suggest the government was guilty of not acting forthrightly and in a timely manner?
- *Morality and immorality* are themes and concepts that echo on almost every page of Dawson's book. Argue how morality and immorality function in the story by describing the major characters and events that highlight moral and immoral actions. Be specific and don't generalize.
- Based on the factual information provided by the author, argue why you believe that the general population in London did not react sooner and seek assistance from authorities as deaths caused by the smog increased so greatly in such a short period of time.
- Even though Dawson presents factual accounts about the people and events in her book, her quoting of spoken words adds dramatic impact, almost as if she was creating fictional characters in a story. What are the benefits of using this writing technique?

4. **Questions for class discussions:**

- How would you characterize the British government's role or position in handling or responding to the developing deadly smog situation in metropolitan London?
- Based on the factual accounts provided by the author Kay Dawson, do you believe that the London police did its job effectively in uncovering John Reginald Christie's homicides?
- In America, we have witnessed, particularly in the last 10 years, an increasing number of mass shootings in public venues (churches, schools,

shopping malls, parades, and movie theaters). Do you see any similarities or commonalities between the events occurring today and those that occurred in London in the early 1950s?

- Do you believe *technology* is playing a helpful or negative role in the mass shootings and terrorism we currently see in America? Is technology a key solution? Are there other solutions that might work effectively in reducing such horrible and tragic events in our society?
- Global climate experts have argued for several decades that current human practices are upsetting our weather patterns and are destroying life forms on the planet. Do you believe our government is doing enough to reduce pollution and other harmful effects that affect humans and other life? Do you believe that more grass-roots activism is required? How might such activism be improved and used in our contemporary culture?
- The Trinity River that flows through our communities down to South Texas is considered to be one of the most contaminated bodies of water in Texas. Nearly all of the contamination was caused by human practices. Even though Texas has put into place very stringent anti-pollution standards, periodic water sample tests of sections of the Trinity River show alarming amounts of chemical toxins, some of which in higher amounts are lethal to wildlife and humans.

Also, consider this fact. In 2013, the Exide Battery Plant was closed in Frisco, Texas as a result of numerous EPA violations regarding the handling of cancer-causing chemical contaminants being improperly stored and disposed in the local environment. Further investigations showed management oversights and even the disappearance of records regarding Exide's actions to comply with state and federal standards. The plant was shut down. However, trace amounts of toxic chemicals still persist in an area near watershed and drainage close to new residential homes and businesses. Without being overly dramatic, these local situations demonstrate how pressing ecological disaster is to our own communities. What are our elected officials doing about this? What are you doing about this?

- The loss of anyone's life due to climate issues is significant. But, when we consider that 12,000 men, women, and children died as a result of the harmful effects of London's smog problem, we have to wonder what were the conditions that were present to cause such a huge loss of life? While the scientific and technological resources were not available in the 1950s as they are today, could the general public, the scientific community, and the government have been more proactive in meeting this crisis so that so many people did not have to needlessly die? What might have been some solutions that could have been put into place to help the general population?
- If you become an elected local or state official, what **changes** would you implement to help more effectively identify persons who might be at-risk in causing harm to themselves or others?

WILLIAM BRANNON – ELEMENTS OF FICTION AND NARRATIVE

ASSIGNMENT: ELEMENTS OF FICTION

Demonstrate an expanded understanding of at least one of the elements of fiction studied this semester used by the author in the historical narrative *Death in the Air*. You should analyze the usage of this element of fiction in the text. You should include the following in your essay:

1. A clear concise identification of the topic of your essay in the form of a thesis statement
2. Development demonstrating why your topic is of importance to the text
3. Sufficient use of material from assorted texts to support the development of your topic. This material should be cited according to MLA style.
4. A conclusion

Elements of Fiction (Choose one or two)

- Plot
- Point of View
- Character
- Setting
- Tone and Style
- Theme
- Symbol

NARRATIVE

In a brief response of at least 250-500 words describe your experience reading *Death in the Air*. The following sets of questions may prove useful as you compose your narrative:

- How would you describe your experiences reading the novel? What did you enjoy? What did you not enjoy?
- What activities did you find most effective when discussing the novel in class? What changes would you suggest?

- How did the novel compare to your expectations? How has reading the novel impacted you?

You are not required to answer each of the questions. The questions are intended to aid you in drafting your narrative describing your reading of the novel.

STEPHANIE JAMES -- CRIMINOLOGY ASSIGNMENT

ASSIGNMENT: THREE ESSAYS - FIVE TO SEVEN PAGES EACH.

Identify an applicable criminological theory. Summarize each element of the theory. Use examples from *Death in the Air* to demonstrate evidence of the criminological theory. APA citations required.

JOAN KENNEDY – DISCUSSION TOPICS AND GENERAL REFLECTIONS

DISCUSSION TOPICS

1. Identify the literary genre that Dawson uses to tell her story.
2. Discuss the narrative strands that Dawson interweaves throughout the story. What is her purpose in creating the braided narrative? How does she interweave the narrative details throughout the book?
3. Why did Dawson write this book? What is her purpose? Examine her ethos in shaping the narrative. (Prologue)
4. How does Dawson use famous literary authors from the past throughout the book? Are they relevant to the story?
5. Who were the members of the Royal Family in Britain in 1952? Discuss their history. (Prologue)
6. Describe the post-World War II conditions that faced London in 1952. Identify the parallel stories that Dawson uses as the basis for the narrative. (Prologue)
7. What is the Gulf Stream? What effect does it have on the climate of the United Kingdom? (Ch. 1)
8. What were the series of disasters that struck England in 1952? (Ch. 1)
9. What was the fate of Ruth Fuerst? (Ch. 1)
10. Who is Rosemary Sargent? Who are Maura and Stanley Chrichton? (Ch. 2)
11. Explain the history of coal usage in England since the thirteenth century. What role did the British Royals play in its usage? (Ch. 2)
12. What are the two main coal byproducts that scientists discovered which became deadly to susceptible Londoners? How were they spread? (Epilogue)

13. Define the term "peasouper."
14. What caused the London fog disaster in 1952? (Ch. 7)
15. Discuss the studies of researchers who examined the effects of fog/air pollution, John Brimblecombe and John Evelyn. How were children affected? (Ch. 2)
16. What have recent studies found about the long-term effects of the 1952 smog? (Epilogue)
17. How did the British Parliament's response to the concerns of the National Smoke Abatement Society contribute to the air pollution problems in London? (Ch. 2)
18. What were the effects of the fog on Scotland Yard Police? Explain the history of Scotland Yard. (Ch. 3)
19. Who is John Reginald Christie? What were his environment and temperament? (Ch. 3)
20. What were the effects of the great London fog on Rosemary Sargent's family? (Ch. 4 & 9)
21. What is the significance of 10 Rillington Place? (Ch. 5)
22. Who is Timothy Evans? How is he linked to John Reginald Christie? (Ch. 5)
23. Describe the major challenges that occurred throughout London during and in the aftermath of the great fog of 1952. (Ch. 6)
24. How many estimated deaths occurred because of the fog?
25. What role did the politician Norman Dodds play in focusing on the fog disaster of 1952? Who was Harold Macmillan? What role did he play in response to air pollution? (Ch. 10, 11)
26. Explain the role of the Beaver Committee? What were the results of its study? (Ch. 13)

27. Discuss the Clean Air Act of 1956 that the British government passed.
(Epilogue)
28. What was the significance of the 1930 Belgium judicial inquiry into air pollution? What was the significance of the 1948 Donora, Pennsylvania, fog? (Ch. 7)
29. What role should the following entities play in addressing air pollution: national government, state and local governments, private enterprise?
30. What other countries today have major air pollution issues? What is the response of the national governments? (Epilogue)
31. Explain the “macabre legacy” of John Reginald Christie. (Ch. 12)
32. What were the journalists and media response to the discovery of the Christie murders? What does this imply about public attitudes? (Ch. 10)
33. What was the media’s response to the great fog? What does this imply about their attitudes? (Ch. 8)
34. What was the defense attorney’s (Derek Curtis-Bennet) strategy in the course case of John Reginald Christie? (Ch. 13)
35. What was the fate of Christie?

GENERAL REFLECTIONS ON THE TEXT:

Identify the two lethal killers in 1952 London. As different as the murderers were, what were their striking similarities?

What challenges did the London institutions such as police, medical, transportation, mortuaries face during the 1952 Fog?

Discuss the British government's apathy toward air pollution. Why did the government continue to evade the severity of the great fog of 1952? What other disasters seemed to take precedence over air pollution concerns?

Compare the journalist and media responses to the fog disaster of 1952 and to the serial killings of John Reginald Christie. Why do you suppose they pursued this type of reporting? What does this imply about the public's attitude toward these tragic events?

LISA A. KIRBY – DISCUSSION QUESTIONS FOR WORKING CLASS STUDIES AND ENGLISH

1. Working-Class Studies is the study of working-class experience, culture, and life. How is the working class represented in *Death in the Air*? How does Dawson highlight the working class in the book?
2. How does Dawson draw comparisons between the London smog and the actions of serial killer John Reginald Christie? How does Dawson organize the book to move from the story of the smog to that of Christie?
3. In recent years, the genre of true crime has sparked a great deal of interest (for instance, the podcast *Serial*). Why do you think we are so fascinated with this genre?
4. Though it took place in a very different time period, what messages do you think *Death in the Air* might have for readers today?
5. What potential research topics might you find from reading this book, especially thinking about contemporary issues that might be related?

DALLIE CLARK -- SUGGESTED HUMANITIES CURRICULUM QUESTIONS

Choose any two of the following questions and/or prompts:

1. Disciplines under the humanities umbrella (literature, art, architecture, etc.) often overlap and connect with the social and physical sciences. How does Dawson showcase these unique connections in her book? Discuss two examples.
2. Dawson introduces many chapters with epigraphs about *fog* from acclaimed novelists and poets. How do these quotations from novels and poems add to the overall effect of Dawson's non-fiction book?
3. Why do you think novelists, poets, and artists are inspired by the characteristics of fog? Discuss several examples.
4. Dawson employs colorful adjectives, similes and metaphors in her non-fiction book. Choose two examples and explain how her technique enables readers to experience the book in more vivid detail.
5. Impressionist Claude Monet is referenced in Dawson's book as an artist "bewitched" by the fog in London. Discuss why and how Monet's paintings were influenced by fog.
6. Architectural icons such as the Palace of Westminster are mentioned frequently in Dawson's book. Choose two examples when architecture or iconic areas of the city are discussed and how Dawson integrates historic fog conditions into her descriptions.

DEBRA ST. JOHN—POLITICAL SCIENCE RESEARCH PAPER ASSIGNMENT

RESEARCH PAPER:

- A. Research the different sides of the debate regarding Global Warming. Examine scientific data, the causes of Global Warming and its impact on the planet (provide examples). Compare the policy views and how and why they differ between Democrats and Republicans. Identify the efforts to address the issue as well as the means used to deny a need to address Global Warming. Note both sides' view of the causes and what if anything needs to be done. What data is used to manipulate the "facts?" That is, what are the pro and con arguments?
- B. Next, in *Death is in the Air*, follow the unfolding political debate over the use of coal in London. Reexamine the both sides of the argument laid out before parliament regarding the effects of coal use and the fog. Examine the data (provide examples). Compare the policy views and how and why the views differ. Identify the efforts to address the issue as well as the efforts denying a need to address Global Warming. Note both sides' view of the causes and what if anything needs to be done. What data is used to manipulate the "facts?" That is, what are the pro and con arguments?
- C. Finally, compare and contrast the similarities and differences between the two environmental concerns. Do you find the reasoning used in both case comparable, if so how. Do you think data was or has been concealed or re-interpreted? What was the major force driving resistance to discussing the factors contributing the environmental concerns?

REQUIREMENTS:

Cover sheet

Work Cited page (minimum of five scholarly sources)

You may use MLA or APA

12 pt. font and 1 inch margins

The paper should be a minimum of five pages.

Lab 1 Issues:

Choose one of the problems presented in *Death in the Air* and compare it to a related current problem. How are these problems similar? Do they differ in any significant ways? What might we learn from looking at these problems in relation to each other? Be sure to refer to specific sections of the book (paraphrase/quote) and cite page numbers. Also, be sure to cite any sources that help you consider a related current problem. Your response should be at least a page long in MLA style and may require a Works Cited page.

The following are some problems to consider:

- Pollution (air, water, food sources) and other environmental problems—for this one, you might look into these two links:
<https://theconversation.com/increased-deaths-and-illnesses-from-inhaling-airborne-dust-an-understudied-impact-of-climate-change-96625>
and <https://www.npr.org/2018/06/24/622959117/what-the-eyes-don-t-see-in-flint>
- The psychological effects of environmental disasters
- Post-war “shell shock”
- Narcissistic killers
- Abuse in the family (also, how abusive partner can become violent to others—domestic violence getting outside of the family)
- Sexism/misogyny and imperiled masculinity
- Immigration, anti-immigrant sentiment, and racism (scapegoating the other to cover one’s own crimes, hypocrisy—blaming immigrants for being dirty and sexually depraved)

- Poverty and poor housing
- How poverty/loss of provider can impede young people from pursuing their dreams (such as college)
- Recession/poor economy and austerity measures
- Government apathy or pretense of concern
- Government favoritism towards corporations
- Press being fickle when it comes to stories, chasing the next splashy thing, misrepresenting/sensationalizing
- Capital punishment and innocence

LAB 2: CHARACTERS

This book has many characters, a good number of whom represent particular institutions (the press, court system, members of parliament) and industries in British society. Consider the following questions to develop an analysis of the characters, being sure to refer to specific sections of the book (paraphrase/quote) and cite page numbers. Your response should be at least a page long in MLA style.

- Who are the “villains” in *Death in the Air* (including these institutions)? What motivates them? For example, do you believe that the smog motivated John Reginald Christie to continue his killing spree and, if so, why? Can you sympathize with any of the “villains” given their circumstances? Why or why not?
- Who are the “heroes?” In what way do their responses to these crises reveal heroism? Did you relate to any of the characters? Would you act the same as any of them? Would you act differently? Why?
- Why do you think Dawson chose to present the dead women as if they were conscious? Does she present them simply as “victims”?

- If you were to choose one character to be the protagonist in a fictional work (such as a movie or novel), which one would you choose and why? Remember that a protagonist doesn't have to be a "hero."
- How do the specific details (such as clothes, home furnishings, food) of the characters' lives and the setting impact your experience of the book? Do the photographs add to your understanding of the characters? How?

LAB 3: THEMES

There are numerous themes, or ideas, that *Death in the Air* develops. Choose at least one of the following themes and examine how it is developed in the book and determine what point(s) Dawson may be making. Be sure to refer to specific sections of the book (paraphrase/quote) and cite page numbers. Your response should be at least a page long in MLA style.

- Appearances versus reality, lies versus truth, spin and exaggeration, visible versus invisible
- How learning the truth takes time and may never be completely clear, yet we have a desire for easy truths/answers
- The "romance" around tragedy or problems, such as serial killers (Jack the Ripper) or fog (all of the literary allusions the book uses). Why do we beautify that which is ugly, scary, deadly and depressing?
- The way humans "normalize" that which is ugly, scary, deadly, and depressing—it has always been that way, so carry on, don't complain, and deal with it. Is this attitude especially prevalent in Britain, and if so, why?

LAB 4: ORGANIZATION

Examine the organization of *Death in the Air*. Consider the following questions to develop an analysis of the organization, being sure to refer to specific sections of the book (paraphrase/quote) and cite page numbers. Your response should be at least a page long in MLA style.

- This book is a kind of history. Is it always chronological? If not, give examples when the book isn't and explain why you think the author chose not to make it so?
- What do you make of the book's overall organization, that is, the fact that much of the book and many of the chapters are largely divided into three stories (those of Rosemary Sargent, of John Reginald Christie, and of Norman Dodd, the MP)?
- What role(s) do the prologue and epilogue play in the book? Are they necessary? Why? Why not?
- Why do you think Dawson started the book from Rosemary's perspective?
- What do the titles of the chapters reveal? Do they and the literary allusions at the beginning of each chapter prepare you for that chapter's focus? Or not?

LAB 5: SOURCES

Dawson uses many sources to construct her book, including photographs and literary allusions (the quotations from works of literature that begin each chapter). Most of the sources are cited by chapter in the "Notes" section of the book (303-33). Focusing on one chapter, discuss the sources related to that chapter. Use the following instructions to help you, being sure to cite any sources you rely on in your analysis. Your response should be at least a page long in MLA style and may require a Works Cited page.

- Research the source of the literary allusion for this chapter. What kind of text is it? Who was the author? What was the author's relationship to his or her subject in this quotation? Does this literary text have any interesting correlation to *Death in the Air*?
- Go to the Notes section and find your chapter. Answer some of the following questions, referring to specific sources. What kind of source is it? Book? Interview? Newspaper articles? Witnesses? National archives? Government reports and acts? Is this a primary source? A

secondary source? (You may need to do some research to better understand exactly what the source is). Why do you think the author used these kinds of sources? Which of these sources seem most reputable to you? Which least so? See if there is any explanations included among the notes for that chapter. If so, what are they about? Do they help you understand the validity of the information? Were you surprised by the number of sources used for that particular chapter? Why or why not?

- Search the section with photographs (approximately the middle of the book). Choose one of the photographs that relates to your chosen chapter (if one does) and explain how that source adds or doesn't add to the information presented in the chapter.

GERALD SULLIVAN – THREE ASSIGNMENTS

ASSIGNMENT #1

Kate Winkler Dawson (2017:26) writes as follows:

On Friday, December 5, Londoners awoke to a blanket of grey fog covering the city. Along the River Thames, the smoke was not merely thick, but impenetrable. Just a few hours earlier, the government shut down all traffic on the river. Ships were ordered to stay docked. Commuters shivering on the platform of the Liverpool Street Central Underground Station could see less than fifty yards. But they still stepped onto their trains, ready for a full day of work. As the morning dragged on, instead of dissipating, the fog thickened. By early afternoon, the Underground trains were running on their normal schedule, but the public buses were beginning to experience delays. The city's coal-burning railway engines vomited smoke. Traffic in Central London slowed as drivers navigated through the fading daylight. Richmond Bridge was closed. In some parts of the city, all bus and trolleybus services were suspended indefinitely. At homes and in offices, Londoners hoping to stave off the frigid temperatures sparked more than one million fireplaces, piled with that brown coal. The city's power plants churned out electricity, fueled by cheap, lower grade coal. Smoke poured from their chimneys.

In no less than three (3) and no more than five (5) pages, discuss. Please make sure your discussion takes up the combination of factors, both human and other-than-human, which came together to produce such thick fog, the various sorts of immediate consequences of the fog for Londoners and the longer term political follow-on from the fog. Your discussion can go in any number of directions. You may want to take up portions of the history of Londoners and the fog, or the rhetorical devices British authors found expedient in their invocations of the fog, or the difficulties posed to public order by the fog. But, you may not take up John Reginald Christie in this context.

ASSIGNMENT #2

Kate Winkler Dawson (2017:131) writes as follows:

"I then slipped downstairs and opened the back door, then went up and carried my wife's body down to the washhouse and placed it under the sink," he said. "I then blocked the front of the sink up with pieces of wood so that the body wouldn't be seen. I locked the washhouse door. I come in and shut the back door behind me. I then slipped back upstairs. The Christies who live on the ground floor were in bed."

The details in Tim's confession seemed to match the evidence, according to the police. But a curious note—Tim never mentioned bringing a piece of metal to open the latch to the washroom to hide his wife's body. He might have forgotten that detail, though that seems unlikely—it would have been difficult to carry a body while fiddling with a broken lock. Someone else might have left the door ajar earlier, but if not, Tim would have been unable to open the door without the instrument. Investigators seemed to ignore that detail.

In no less than three (3) and no more than five (5) pages, discuss. Please make sure your discussion takes up the procedures the police in London and elsewhere followed as they sought to find the perpetrators of various crimes. Your discussion can go in any number of directions. You may want to take up the evidence of lying and how that influenced detective work or various police failures when examining crime scenes. But, you may not take up John Reginald Christie or Tim Evans except as the objects of police investigation in this context. That is, your emphasis must be on how the police went about seeking clues to criminal activity rather than the actions of this or that criminal.

ASSIGNMENT #3

Kate Winkler Dawson (2017:123) writes as follows:

One of the most astonishing things about this deadly fog was who it first alarmed—not politicians, reporters, or even doctors, but undertakers. Across London, funeral directors reported a surge in bodies, so many that the demand for caskets was insatiable. It became a logjam. And even when a family was lucky enough to purchase one, there were few burial spots left for them to

claim. Undertakers walked around the backstreets, responding to calls from worried families who feared their friend or relative was dead in bed. Sometimes the police would break in, or perhaps neighbors would have a key. Undertakers removed multiple bodies from the same home. Soon florists were alarmed, too. They couldn't stock funeral wreaths and flowers quickly enough. The demand was enormous. Something was wrong. But when the fog cleared, there were no bodies lying in the streets, as there had been during the Blitz. There weren't hundreds of dead people floating in the Thames, like during a massive flood. The dead were concealed inside homes, morgues, and hospitals. The backlog caused terrible delays. Albert Sargent had nowhere to go, so there he lay, in the parlor--for weeks.

In no less than three (3) and no more than five (5) pages, discuss. Please make sure your discussion takes up the patterns of communication by which concern about the death and ill health following on the fog spread through British society. Your discussion can go in any number of directions. You may want to take up the ways newspapers in Britain and elsewhere reported on the fog or the discussions in parliament proceeded. Your emphasis must be on the spreading of information, modes of communication and the growth of concern given the apparent lack of evidence of mass death as was the case in other circumstances. But, you may not take up John Reginald Christie or Tim Evans except as the news of their crimes spread in conjunction with news about the fog and its public health consequences.

ADDITIONAL INSTRUCTIONS FOR EACH ASSIGNMENT

Your essay must have the citation and bibliographic forms appropriate to the disciplinary conventions of your class. Above you see an APA style citation, but you may need MLA citations and a works cited page for an English class. Avoid formulations such as "I feel," "I think" or "In my opinion." Instead, provide examples supported by quotations from Dawson's text in support of your observations and your larger argument.

GLORIA COCKERELL – ESSAY QUESTIONS

1. Kate Dawson describes the high level of competition among newspapers in England, especially in London itself, as she adds details to her narrative about the deadly fog that enveloped the capital of England and the United Kingdom. With such extreme competition, why did the journalists fail to report, even as both the fog and their stories about it continued, the actual situation that was occurring?

What do you think is the author's opinion of the British journalists during the timeframe about which she writes? Be sure to support your opinions and points with specific examples.

What do you think is the author's opinion of the politics of the day, and of some politicians whom she names? Be sure to support your opinions and points with specific examples.

In what ways is Dawson's opinion about either the political scene or the journalists different 65 years after the fact than it would have been if she had written her book during the time of the fog, or even three years after it? Be sure to support your opinions and points.

2. Why did no one in medical, political, or journalistic bodies acknowledge the severity of the ramifications of the fog for so long? Why did members of the public not acknowledge the severity of the ramifications of the fog for so long?
3. The author presents two storylines. How did she succeed or fail in connecting the two? Be sure to give details to support your opinion.
4. Does the addition of historical facts add or detract from the narrative that Dawson presents? Give specific details to explain your assertion.
5. What are the prevailing perceptions of various ethnicities in the narrative? How do some of the persons presented use those perceptions for personal reasons? Use specific examples as you explain how the perceptions of the day affected the types of statements made by some of the persons whom the reader comes to know.
6. What are the prevailing perceptions of people who hold various types of jobs in the narrative? Do those perceptions affect decisions made by the people

to whom the author introduces the reader? Use specific examples as you explain how the perceptions of the time affected the types of statements made by some of the persons whom the reader comes to know.

7. If communication technology during the time presented in Dawson's book had been the same as in current times, what are some key differences in how people in responsible positions would have handled the situation, and why would those differences have occurred? Consider the time immediately before, during, and in the first months after the fog. Address (all, or a number of) these areas, and support your points with details:

- politics
- medical considerations
- household utilities such as heating and air conditioning
- crime prevention
- journalism
- "public education" as the term is used in the U.S.

RYAN FLETCHER – QUESTIONS

1. Kate Winkler Dawson begins each chapter with a literary quote. Pick one and discuss how it relates to the chapter. What's the connection/relevance? Use examples to support your ideas.
2. Throughout the narrative, Dawson describes London as well as the different areas of London. How is this significant? Does the city play a role in the narrative? If so, what role?
3. Which person's story do you mostly relate to? Why?
4. In a few sentences, describe Rosemary's journey. Does she change throughout the narrative? In what particular way does she change?
5. There are several themes, such as family, government, environmental science, forensics, social class, and city life, within the book. Choose one and discuss its overall meaning or message.
6. What is the relevance or significance of the fog, besides its harmful effects on one's health?
7. Who or what is the protagonist and antagonist? Why?
8. Why do you think the serial killer is successful in his endeavors?
9. How would you describe the serial killer?
10. Define Dawson's writing style. Is it effective or ineffective? Why?

STUDY GUIDES

KAY MIZELL – STUDY QUESTIONS BY DISCIPLINE

POLITICAL SCIENCE/GOVERNMENT

1. What two main political parties controlled the House of Commons in Britain in 1952? What views did each represent? Conservative party (Tories) 4, 11-12, 158, 238, 294 and Labour Party 190-192, 214-216
2. What role did politics, especially between the Labour Party and the Conservative party (Tories), play in the fog crisis in 1952? 158, 181, 182, 189-191, 194, 198, 209-210, 213, 216, 240, 244-246, 274, 278-80, 289
3. What were “the politics of Big Coal”? 4-5, 39, 98, 118, 214; mention the Smoke Abatement Advocates 270
4. What positions did each side take and how did those positions affect the five days of the crisis? See pages on #2 above.
5. What eventually moved the Conservatives to make recommendations for reform and what were those recommendations? 245-246
6. What do the details about Winston Churchill, Queen Mary, and Queen Elizabeth II add to the story? (see index for pages).

CRIMINAL JUSTICE

1. What entities made up the criminal justice system in Britain in the late 1940s and early 1950s? ie, Scotland Yard, detectives, police,
2. How are the police portrayed throughout the book? 3 (outnumbered), 49 (crippled),
50 (efficient), 53, 184, 224-25.
3. What errors in judgment or failures to gather evidence did the police and detectives make in the case of Tom Evans? 86, What lack of evidence

contributed to not solving the murders by John Reginald Christie earlier? 109, 112, 113, 115, 131,

4. How did the case of Tom Evans affect the practice of issuing the death penalty in England?

5. Draw up a profile of John Reginald Christie given Dawson's description of him and today's science of criminology's understanding of a serial killer. Include his view of corpses. 22, 66-67, 70, 71, 137, abusive father, unemployed 145-148, 161, being "invisible" 232, "anxiety-ridden" 256, "attention he craved," "no longer invisible" 257, career of murder 258, arrogance 258, 268

6. What was the correlation between crime and the fog? 26, 43, 46, 85, 101, 143

7. Describe Christie's "perfect murder"—the lure, the style of his murder, his disposal techniques, and his overall attitude. 45, 47, 71

8. What did the victims have in common? 212-213, 226, 265

ECONOMIC

1. What was the economic condition of London after World War I? 14-15, rationing, debt, rickets, 41, vitamin deficiencies 40, rag and bone men and thefts, 85, using nutty slack 215-216, slumlords 10

2. What was the source of the word "smog"? 41

3. What role did immigration play in post WWII 65-66

JOURNALISM

1. Why did the newspapers not pick up the story of the fog crisis in the days leading up to it?
2. Why did the story of the fog not become headlines? Why did the flood gain media attention? 51, 88, 90, "The press didn't ask if people were

- dying" 91; overlooked the real story" 96; "Nowhere was printed the real truth, the evidence hidden within hospitals and inside homes" 99; 116; 120, 149, 156, 175, 208, 211, 219, 227, 230, 274, "The press drifted to its next big story" 287, global press 291,
3. What was the press's fascination with the story of Christie? 161, 236, 281
 4. What caused the press to seize the story during the second fog crisis in 1953? 291
 5. How did the journalists gather the news related to John Reginald Christie after his arrest?
 6. What was Harry Proctor's methodology of gathering news with one technique known as the "checkbook journalism"? 255; A member of the "Murder Gang," "a provocateur," "part sleuth and part hack" 234-35, 237, 255

SCIENCES

1. What chemicals combined in the fog and proved toxic? 4, 28, 41, 61, 76, 154, 272, 290
2. What were the sources of these compounds? Nutty slack 5, 38; sea coal 39-40, 238, 33 glue, chimneys 39
3. Describe the meteorological forces that lead to the deadly fog in 1952, mentioning the Gulf Stream and "its deadly companion"? 8-9, 19
4. Discuss the cardiac and respiratory diseases that "nutty slack," a cheap but low grade coal, caused. 38, 41, 61, 84, 119, 125-126, 150, 152, 276

RHETORIC OR LITERATURE

1. Determine the claim that Dawson is making related to the fog crisis in 1952 and by extension what is she arguing for today? 41, 153-154, 154-155, 200, 217, 238, 296-297
2. How do the two narratives of the fog and Christie, the serial killer, braid together to show death by strangulation? ie, "The fog was murdering Londoners" 62. 129,
3. Describe the "rhetoric" of Norman Dodds. 17, 216, 248

4. Discuss the structure of the thirteen chapters with the prologue and epilogue. Each chapter has segments within related to the themes of the House of Commons, the media, the police and detectives, John Reginald Christie, the fog's devastation, etc. In what ways do these subsets weave together? See chart below.
5. Each chapter begins with an epigram drawn from a known British author, except for Hawthorne, who was traveling abroad. Using some of the passages, show how those short quotations suggest the theme for that chapter
6. What does the story of Rosemary Sargent that opens the book and concludes in the Epilogue add to the narrative? 1, 32-33, 57, 93, 223, 249, 251
7. Maura and Stanley Crichton earn a thread in the overall narrative. What does their story contribute? 36, 84, 87
8. Dawson uses the technique of comparison and contrast throughout with such dichotomies as the two political parties represented by Dodds and Macmillan [his "nemesis in Parliament"] 97, the two accused stranglers Christie and Evans 129, the US fog disaster of 1948 and the UK one in 1952 153-154; secrets and disclosers/concealed and revealed 123, 173, 174, 239, 281, missing chart 292; news covered and news not covered; and lying and truth telling 117, 242, 254, 261; the fog crisis and the storm and flood, 207. Choosing one of these binaries mentioned above, describe the conclusion from the comparison/contrast.
9. In addition, Dawson uses structural comparisons and juxtapositions for effect. Comment on a few of these.
 - "There was a delicate relationship between Met press officers and journalists—neither trusted the other" 89
 - "But if weather outside that night was brisk, the political climate inside the Commons was biting" 15.
 - "The Fog was a murderer, and the government was callous" 183
 - "The hoodlums and the police shared the same frustration—neither could see a thing in that wretched fog." 53.
 - "The cause of death was strangulation in both cases" 129;
10. Dawson's style is very journalistic in that she gives the facts and detailed descriptions. She does not seem to interject emotions into the stories but allows readers to have their own reactions. Discuss this journalistic style represented in two or three passages.

11. While Dawson does not use figurative language effusively, she personifies the fog and uses alliteration for particularly effective analysis. Select from the passages below to discuss this technique. Using these descriptors, characterize the fog.

30 "unwanted visitor lurking outside," 42 symbol of confusion and claustrophobia, 43 "The fog was his accomplice, such a reliable conspirator," 55 "an adversary defending criminals," 95 "the fog was murdering Londoners" 62; "The fog circles the outside of the house slowly, like a pacing predator? (71). "It [the fog] thrived on being underestimate."; 96 "The fog was so fickle," 119 "They had been trapped for days by a phantom killer," 230 "a mass murderer that had slaughtered thousands"

12. Dawson creates suspense throughout the story particularly in foreshadowing events to come. Describe this technique and its effect by referencing some examples from the story.

5 "couldn't possibly have known there was a deadly killer gaining strength across London"

23 "Even more alarming—she wasn't alone," [said of the burial of Ruth Fuerst]

48 "And yet quite soon, they [beautiful memories of deaths] would resurface."

79 "They [Beryl and Geraldine Evans] weren't significant to Reg—not just yet, soon, their lives would become tangled, and for such awful reasons.

141 "There seemed to be no obvious motive for Reg to be the killer— at least not yet";

185 "What would be even more upsetting is that Reg would be the one to tell him [that his wife was under the floor boards]";

209 "And still he wasn't finished [stuffing women into the cabinet]"

13. Describe the setting of London in the late 1940s and early 1950s. 10-11, 73

14. Dawson weaves the writings of Charles Dickens into her work. What is the effect? See index.

15. Study the compiled italicized passages and discuss the role they play in the message of the story. ie. 109

16. The bodies of the women are often spoken of as if they were alive 19, 23, 113, 211, 248. At the trial Reg is spoken of as if "he were already dead" 263
Why does Dawson use this technique?
17. Explain the significance of the title, *Death in the Air*.
18. Analyze the style indicated by the following examples of effective language usage: Braided narrative 7, deadly companion (Gulf Stream and Soot) 9, trappings of history and tradition 15, soot worked in concert with the mist 27, "But hospitality quickly turned to hostility" 65, "There were no pieces about overcrowded morgues and overtaxed doctors" 90, " Kathleen was helpless—then dead" 203.

STRUCTURE OF THE BOOK

Indicate the main topic of each subsection. Afterwards analyze the pattern of the work and the way the narratives are woven together. See Question 4 under "Questions for Rhetoric/Literature"

Chapter	Section	Section	Section	Section	Section	Section	Section
Prologue							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
Epilogue							

ANSWER KEY

Chapter	Title	Section	Section	Section	Section	Section
	Prologue	Rosemary Sargent	London 1952	Serial killer	Parallel killers	
1	Pressure	Gulf Stream	London 1952	House of Commons	Meteorologists	Victim: Ruth
2	Blackout	Admiral Nelson	Fog/smoke	Rosemary	Maura and Stanley	Fog/smoke
3	Restrained	Police	Rosemary Sargent	Fog/Deaths Donald	Reg and Ethel Christie	
4	Trapped	Rosemary Sargent	Fog/art	Victims (Tom) Ethel, Geraldine	Rosemary Dr. Walker	Stanley
5	Bodies in the Mist	London Fog Journalists	Reg Detectives	Tim Evans Detective Evans		
6	Postmortem	Fog cattle show	London Fog	Rosemary	Fog/Coal Tim Evans Reg	Maura and Stanley
7	Smothered	Reg	Fog Deaths	Fog Media Government	House of Commons	Reg Victim Ethel
8	Hearth and Home	Journalists	Rosemary Albert Sargent	Reg Ethel post mortem	Fog Journalists Coal	Labourite Dodds
9	Squeezed	Len Police Reg	House of Commons Fog Deaths	Journalists Fog	Course of Commons	Rosemary Sargent family
10	Buried	Flood/Fog House of Commons	Victim Ina	Fog House of Commons	Queen Mary Queen Elizabeth	Reg Reillys Renters
10	Con't	Police Len	London/Reg Journalists	Reg Police		

LUBNA JAVEED – INRW STUDY GUIDE

Dr. Javeed will use Book-in-Common to teach INRW 0315. Following is the reading guide for her class

PRE-READING -- BACKGROUND INFORMATION

FRONT LOADING

Day 1	<p>View images from National Geographic: https://www.nationalgeographic.org/encyclopedia/smog/</p> <ol style="list-style-type: none">1) What do you see in these images?2) What ideas come to mind when viewing the images?3) What colors do you see?4) How would you feel being in this environment? <p>View and discuss TED-ED video by Kim Preshoff: https://www.youtube.com/watch?v=CdbBwIgg4rs</p> <ol style="list-style-type: none">1) What is smog made of?2) What caused the smog in LA?3) What else can governments do to tackle smog?
Days 2 & 3	<p>Potential articles to read and discuss:</p> <ol style="list-style-type: none">1) https://www.healthline.com/health/dangers-smog-what-you-need-know-about-air-pollution <i>The Dangers of Smog: What You Need to Know About Air Pollution</i>2) https://www.usnews.com/news/best-countries/articles/2017-01-13/the-health-effects-of-beijings-smog <i>The Clear Thing About China's Smog</i>3) https://www.washingtonpost.com/news/monkey-cage/wp/2017/11/11/delhis-been-hit-with-toxic-smog-why-its-political/?noredirect=on&utm_term=.7d05b3a6f284 <i>Delhi is blanketed with toxic smog. This is why.</i>

	4) http://time.com/5269683/hawaii-vog/ <i>The Kilauea Eruption Has People Worried About Volcanic Smog. Here's How Dangerous 'Vog' Really Is</i>
Day 4	1) Review the text features in the novel. How can these features aid with comprehension? 2) Examine the image on the cover of the novel? Why do you think the woman's face is covered? What do you see around her? 3) What could the title mean? How can death be in the air? 4) Who is the author? What, if any, are her qualifications to write regarding this topic? 5) What is a prologue and its purpose? An epilogue?
Day 5	Possible scientific words to address before reading: Gulf stream, high pressure system, peasouper, anticyclone, smog, fog, coal, air pollution, Gulf Stream
Day 6	Possible historical terms to explore and discuss before reading: Palace of Westminster's House of Commons, WWII, Winston Churchill, Cabinet Labour Party, Member of Parliament (MP), The Conservative, the Commons Chamber, coronation, Elizabeth II

SQ3R -- ACTIVE READING

Survey	Survey the novel before reading. Complete front loading activities, explore the layout of the chapter and text features.
Question	Go through the table of content and try turning the chapter titles into questions. Try turning the book title into a question. Possible questions: How can the air cause death? What kind of death is in the air? What causes death in the air? How can death be in the air?
Read	Assign chapters to read. Read once for comprehension

Re-read	Encourage students to read the assigned chapters more than once. Re-read to annotate and look for a deeper meaning. What does this mean? Why does this matter?
Review	Use the study questions to review and discuss during class. Have students compose a summary for each reading.

DURING READING -- CHAPTER STUDY QUESTIONS

Prologue

- 1) What is a prologue and its purpose for readers?
- 2) What was the current state of England at this point?
- 3) Who or what are the two killers the author refers to in the prologue?
- 4) How are the two killers similar?
- 5) Why did England depend heavily on coal?

Chapter 1

- 1) Who were Reg's first two victims? (comprehension)
- 2) Describe the London scene post war.
- 3) What political party was Norman Dodd a part of and what was its goal?
- 4) How did the atmosphere begin to change that December?

Chapter 2

- 1) What were the causes and effects of using sea coal?

- 2) Why did England continue to produce large amounts of smoke during both world wars?
- 3) What was different about the fog encroaching England on December 5th? How did the public respond to it?

Chapter 3

- 1) How did the smog affect the police force?
- 2) What did the papers lack of smog coverage suggest?
- 3) What were three effects of the smog?
- 4) Describe the Sargent family relationship?
- 5) How did Rillington Place change over time?
- 6) What is your impression of Reg?

Chapter 4

Making inferences

- 1) What does the doctors' response to the smog tell readers about the city's situation?
- 2) What did the lack of public attention to the worsening smog suggest?

Chapter 5

- 1) In what ways did the government contribute to the smog?
- 2) What is your conclusion with the Evan's case?

Chapter 6

- 1) Can two murderers live in one building?

Chapter 7

- 1) How did America handle the 1948 smog opposed to England?
- 2) "she was so naïve-and vulnerable. She trusted Reg implicitly, despite his alarming past" (145). What does this quote reflect about Ethel's character? What does the quote foreshadow?
- 3) What does Reg's past reveal about his character?
- 4) Why would the press be more concerned about the effect rather than the cause of the smog?
- 5) How was Norman Dodd planning to gain political response to the smog crisis?
- 6) "lawmakers refused to blame pollution-and coal-for turning the clouds toxic" (158). What does this quote reflect about English lawmakers at that time in history?

Chapter 8

- 1) In what ways did Sargent's death effect his family?
- 2) After Ethel's murder, what did Reg do to cover up his crime?
- 3) What challenges did the country face with energy use?
- 4) What steps did Norman Dodd begin taking to be aggressive with Parliament regarding the smog crisis?

Chapter 9

- 1) New facts begin to unfold regarding the smog deaths. How does Harold MacMillan view these facts as opposed to Norman Dodds?
- 2) "It was time to squeeze Iain Macleod and the Health Ministry" (188). What does the author imply in this quote?
- 3) How has the media interest shifted in this chapter?
- 4) What was the government planning to do with PIPPA and what does it reflect on the government?
- 5) What were the differences between Harold MacMillan and Norman Dodds backgrounds? How may this have played a role in their reaction to the smog crisis?
- 6) In what ways does Dodds begin to pressure MacMillan?

Chapter 10

- 1) How was the government reaction to the coastline floods different from the smog crisis response?
- 2) In what ways did Reg's situation in life begin to go downhill?
- 3) How was Reg finally exposed of his crimes?

Chapter 11

- 1) How did the public respond to Reg's crimes?
- 2) Why was the government still struggling to create a cohesive plan for smog control?

- 3) What was the goal of Dodd's thirty-minute speech?
- 4) What historical event took place to mark a new period of hope for England? (comprehension)

Chapter 12

- 1) What was the reaction to Reg's publications?
- 2) Who was Harry Procter? (comprehension)
- 3) What was Reg's sentence? (comprehension)
- 4) How was Reg's trial connected to the Evans case?

Chapter 13

- 1) What was the Beaver report?
- 2) In what ways was tension continuing to build between Macmillan and Dodds?
- 3) What was the government's temporary solution to protect the public against the smog?
- 4) "The real death toll of the Great Smog of 1952 would remain buried for more than fifty years" (281). What does this fact infer?
- 5) Describe the committee Macmillan organized to investigate the Great Smog.

Epilogue

- 1) How does Reg's story eventually connect back with Norman Dodd?

- 2) In the prologue the author mentioned that although different, the two killers are similar in many ways. After reading the novel, do you agree or disagree with these similarities?
- 3) What have present day researchers discovered about the Great Smog of 1952?
- 4) In what ways is air pollution still a crisis today?

DIALECTICAL JOURNAL

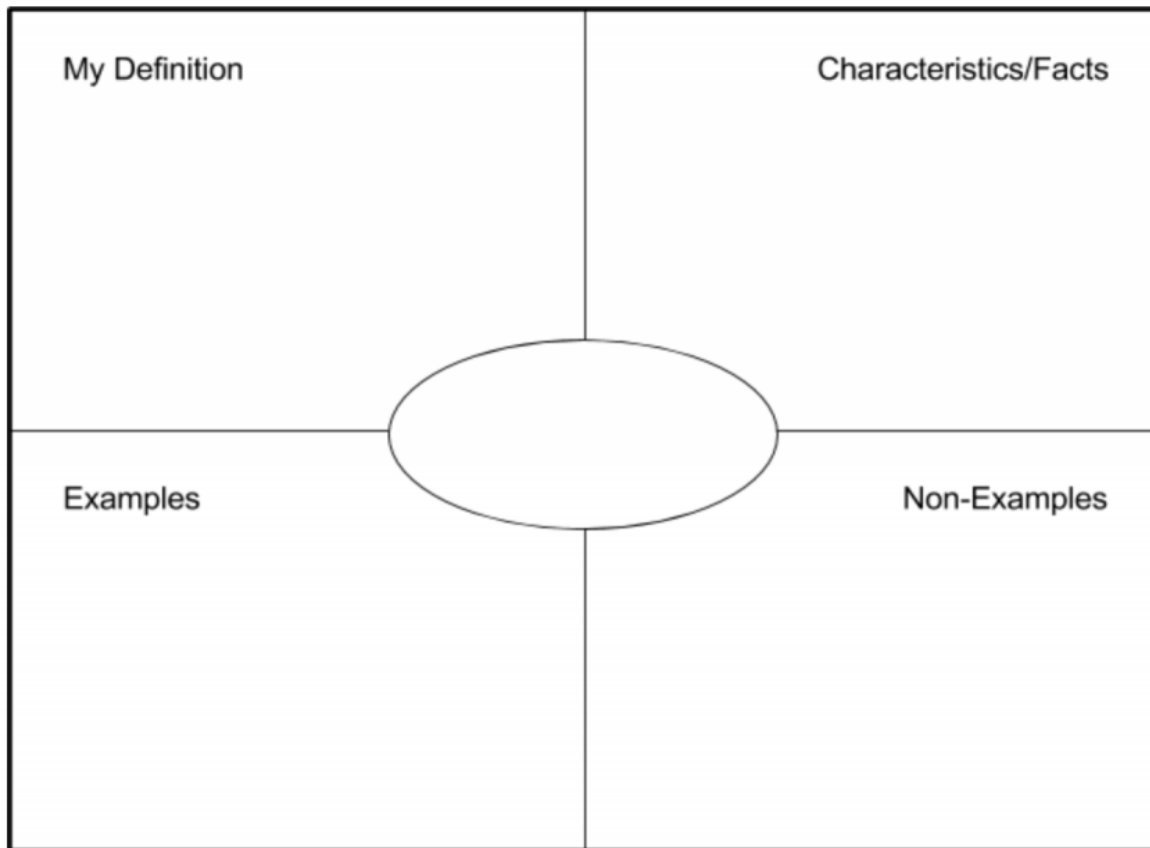
Directions: As you read, select one significant passage to reflect on. Be prepared to share in class.

Text (author and page number)	Thoughtful and insightful reflection

VOCABULARY JOURNAL

Directions: Keeping track of vocabulary can be personal and different for students. Consider having students keep a vocabulary journal as they read the novel as a way to actively explore new words and concepts.

My Definition	Characteristics/Facts
Examples	Non-Examples



AFTER READING-- RESPONSE ASSIGNMENTS

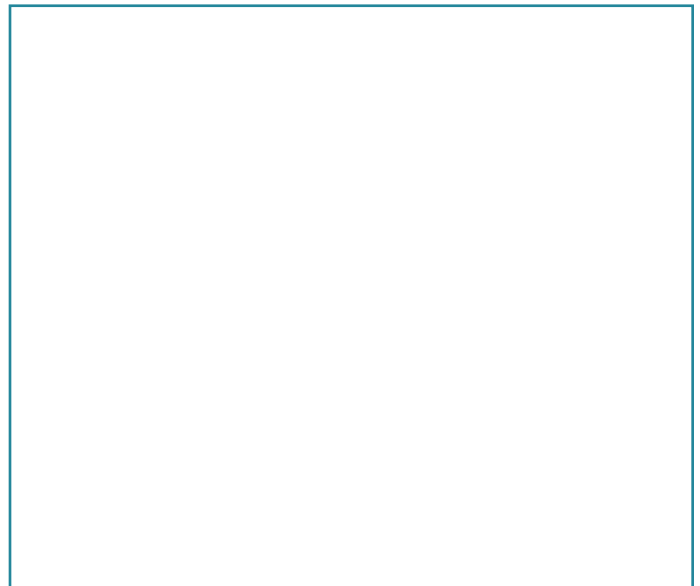
ESSAY OPTIONS

Directions: Use the graphic organizer to explore the causes and effects of the Great Smog of 1952.

CAUSES

A large, empty square box with a thin blue border, intended for students to write the causes of the Great Smog of 1952.

EFFECTS

A large, empty square box with a thin blue border, intended for students to write the effects of the Great Smog of 1952.

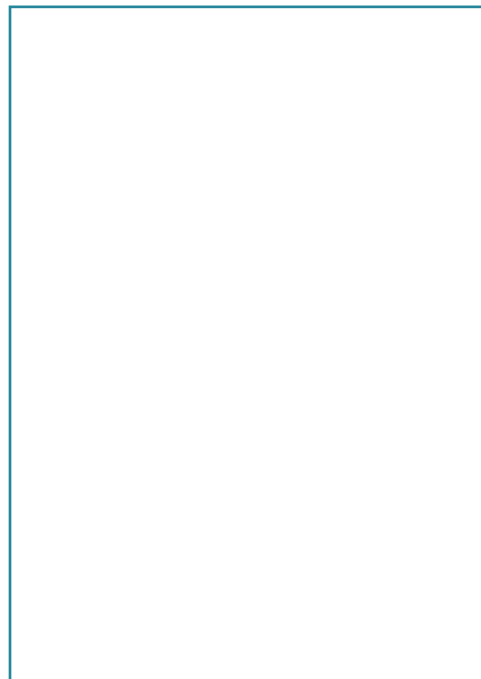
COMPARE AND CONTRAST GRAPHIC ORGANIZER

Directions: Compare and contrast the public and government's response and reaction to the Great Smog.

SIMILARITIES



DIFFERENCES



RESEARCH: SYNTHESIS

Directions: Research the causes and effects of air pollution in our current society.

Cause	Effect	Possible Solutions

Next, in a concise paragraph, with signal phrases, explain the causes and effects of air pollution and possible solutions for improvement in our society.

RESOURCES

MELISSA JOHNSON – POWERPOINT SLIDES

Please contact Professor Melissa Johnson directly for the Powerpoint slide presentation containing the slides below:

2018-19
Book-in-Common
Selection

"It was a thick fog, predicted to blow over within hours, but it held London hostage for five days. Less than a week after it dissipated, serial killer John Reginald Christie strangled his wife and buried her under the floorboards of their parlor. He would soon kill three more women."

1

Millions were heating their homes with cheap, dirty coal that released sulphur dioxide. There were 40 coal-powered stations in London, including the Turbin. In addition, some 20,000 households were chugging out smoke daily.

2

The fog settled in over London for 5 days in December, ultimately killing 12,000 people.

3

"The yellow fog that rubs its back upon the window-panes...licked its tongue into the corners of the evening."

4

"One of the most astonishing things about this deadly fog was what it first attracted – not politicians, reporters, or even doctors, but undertakers. Across London, funeral directors reported a surge in bookings, so many that the demand for coffins was insatiable."

5

The estimated number of deaths during the Great Smog of December 1952, based on data from the Registrar General, 1952-1953.

6

The fog was once his accomplice, such a reliable conspirator. He drew inspiration from its noxious fumes.

DEATH IN THE AIR
BY KATE WINSLET DAWSON
ON SALE OCTOBER

7

"All across London, women were going missing – gone women, forgotten women. Their disappearance caused little alarm, but each of them had one thing in common: they had the misfortune of meeting a quiet, unassuming man, John Reginald Christie, who invited them back to his decrepit flat during their dark winter. They never left."

8

Since again, December's deadly fog was mentioned in the newspapers. A serial killer on the run now overshadowed a mass murderer who slaughtered thousands.

DEATH IN THE AIR
BY KATE WINSLET DAWSON
ON SALE OCTOBER

9

10

11

12

Clean air policy cuts smog death rate

By our Parliamentary Staff

The lower level of smoke pollution seen since a new transport strategy, along with the clean air policies introduced in 1955, has helped to reduce the number of deaths in the London area. In 1952, the number of deaths in the London area was 12,000. In 1955, the number of deaths in the London area was 1,000. In 1958, the number of deaths in the London area was 1,000. In 1961, the number of deaths in the London area was 1,000. In 1964, the number of deaths in the London area was 1,000. In 1967, the number of deaths in the London area was 1,000. In 1970, the number of deaths in the London area was 1,000. In 1973, the number of deaths in the London area was 1,000. In 1976, the number of deaths in the London area was 1,000. In 1979, the number of deaths in the London area was 1,000. In 1982, the number of deaths in the London area was 1,000. In 1985, the number of deaths in the London area was 1,000. In 1988, the number of deaths in the London area was 1,000. In 1991, the number of deaths in the London area was 1,000. In 1994, the number of deaths in the London area was 1,000. In 1997, the number of deaths in the London area was 1,000. In 2000, the number of deaths in the London area was 1,000. In 2003, the number of deaths in the London area was 1,000. In 2006, the number of deaths in the London area was 1,000. In 2009, the number of deaths in the London area was 1,000. In 2012, the number of deaths in the London area was 1,000. In 2015, the number of deaths in the London area was 1,000. In 2018, the number of deaths in the London area was 1,000. In 2021, the number of deaths in the London area was 1,000.

HELEN MCCOURT AND MELISSA JOHNSON -- VIDEOS

YOUTUBE

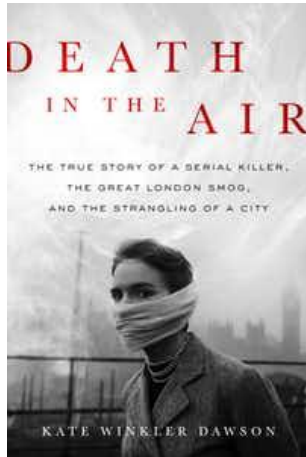
- "A Brief History of: The Killer Smog of 1952" (4.31 minutes)
<https://www.youtube.com/watch?v=pX4uqLIJn5c>
- "London Smog December 1952. Archive Film 99418" (:46)
<https://www.youtube.com/watch?v=R78WBIVz0v4>
- "The Great Stink II – The Smog of London 1952" (43.39 minutes) <https://www.youtube.com/watch?v=nQVdDO33hoY>

BBC

- "The Great London Smog" - BBC Eyewitness
<https://www.bbc.co.uk/programmes/p05qz9xv>
- "The Great Smog of London Remembered 60 Years On"
<https://www.bbc.com/news/av/uk-england-london-20615186/the-great-smog-of-london-remembered-60-years-on>

LISA HULL FORRESTER – BIBLIOGRAPHY OF ONLINE RESOURCES

By Lisa Hull Forrester



The images in this document are a small bibliography or collection of online representations of many of the subjects of Kate Winkler Dawson's book *Death in the Air*. Some of the images are photographs, but others are slideshows, TV series, videos, maps, and works of art. Users of this bibliography should find the entries helpful in curriculum development but also as a jumping off place for new paths of study.

The images will work well for anyone creating presentations or assignments related to the Book-in-Common. Art courses might want to recreate the images through any number of artistic media like painting, photography, or collage. History, economics, and government courses could benefit from using the images to better engage students with the subjects of post-WWII history, politics, and the economics of environmental policies. Criminal justice courses could use the images to discuss the history of criminal investigations and crime statistics during crises. Health courses could use the images to teach students about the medical effects of air quality. Geography and meteorology courses could use the images of maps to begin a discussion of the effects of Europe's industrial pollution and how it interacted in deadly ways with the weather on a daily basis in 1952 through 2018.

The asterisk beside a caption denote the image's inclusion in the photograph section of Dawson's book.

PHOTOGRAPHS



*Hampstead Heath, London, England, on Dec. 8, 1952

<https://www.dallasnews.com/arts/books/2017/11/01/skies-poison-killer-stalks-streets-death-air-fiction>



*A motorcyclist, London on Dec. 6, 1952

<https://www.dallasnews.com/arts/books/2017/11/01/skies-poison-killer-stalks-streets-death-air-fiction>



*Trafalgar Square Dec 5, 1952

<https://www.dallasnews.com/arts/books/2017/11/01/skies-poison-killer-stalks-streets-death-air-fiction>



London

10 Rillington Place Notting Hill,

<https://www.flickr.com/photos/brizzlebornandbred/4803874647>



John Reginald Christie

<https://www.thescottishsun.co.uk/living/193875/the-true-story-behind-brutal-serial-killer-john-christie-the-subject-of-bbc-drama-rillington-place/>



John Reginald Christie and his wife, Ethel

Christie

<http://grotesqueandarabesque.blogspot.com/2012/05/?view=snapshot>



Smog in London, 1952

<https://www.express.co.uk/news/nature/468085/Return-of-the-KILLER-SMOG-Worst-pollution-in-60-YEARS-to-strike-Britain-TOMORROW>



Information Center

Metropolitan Police New Scotland Yard

<http://www.qsl.net/zl1cop/Exhibits/Control%20rooms/60-70/60s%20ops%20room.htm>



UK Prime Minister Winston Churchill,

1952

<https://www.gettyimages.com/detail/news-photo/portrait-of-british-prime-minister-winston-churchill-great-news-photo/535780775#/portrait-of-british-prime-minister-winston-churchill-great-britain-picture-id535780775>



Morrison Bomb

Shelter

<http://ww2today.com/20th-september-1940-morrison-air-raid-shelter-invented>

SLIDESHOWS

<https://www.thescottishsun.co.uk/living/193875/the-true-story-behind-brutal-serial-killer-john-christie-the-subject-of-bbc-drama-rillington-place/>

<https://www.theguardian.com/environment/gallery/2012/dec/05/60-years-great-smog-london-in-pictures>

VIDEOS

"Great Smog Attack of London." Uploaded to YouTube by Arron 1912 on Nov. 23, 2012 Length 6:10

<https://www.youtube.com/watch?v=bSlwGIapFJI>

"Great Smog of London Documentary." Uploaded by CwnEnvironment on Feb. 15, 2012 Length 13:48

<https://www.youtube.com/watch?v=Vkx-2mT1-q4>

DRAMA SERIES



BBC One Drama Series— *Rillington Place*, 3-part drama premiered Nov. 29, 2016 in UK

<https://www.imdb.com/title/tt5568438/> image for series poster

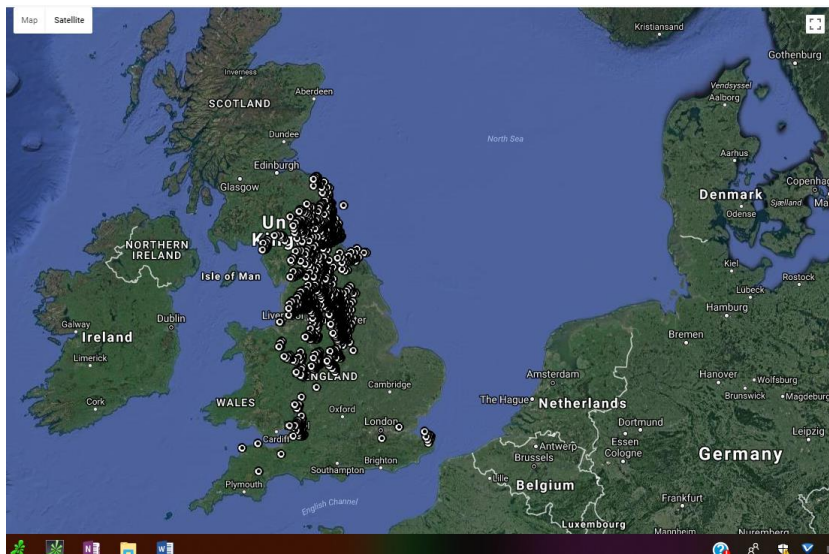
<https://www.bbc.co.uk/programmes/b084k4p1> BBC One series information

MAPS



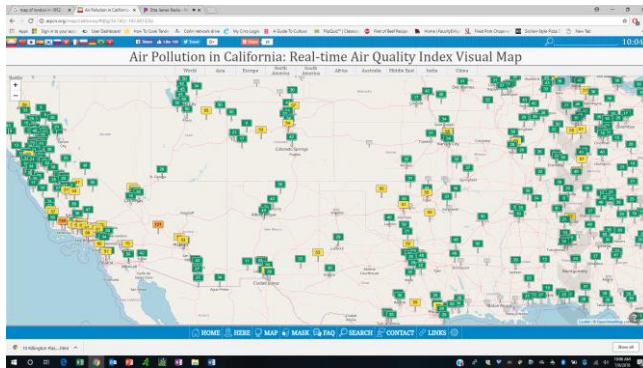
Europe 1952

<https://www.amazon.co.uk/EUROPE-Ethnographic-Racial-BARTHOLOMEW-1952/dp/B00GDHCJGC>



Locations of Coal Mines in England

<https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/collieries-of-the-british-isles/coal-mines-england/>



Air Quality Map US

Site offers real time air quality of other parts of the world as well.

<http://aqicn.org/map/california/#@g/36.3246/-118.9929/6z>

ART REFLECTING TOPICS IN BOOK



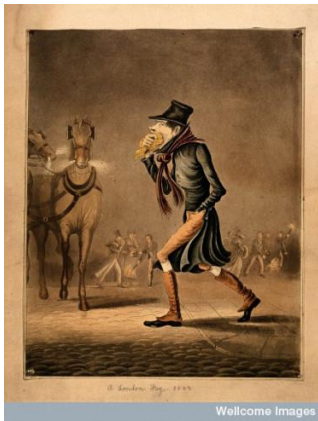
Claude Monet

Le Parlement de Londres, soleil couchant, 1903, [National Gallery of Art](https://www.nga.gov/artist/monet-claude-1840-1926.aspx), Washington, DC.



From a calendar at RadioWissen

<https://www.br.de/radio/bayern2/sendungen/radiowissen/great-smog-london-nebel-monet100.html>



Anonymous

<https://londonspulse.org/thegreatsmogof1952/>



Giuseppe de Nittis

Westminster, 1878. Private collection



Charles Albert Ludovici

A London Fog, National Museum of Wales, National Museum Cardiff



James McNeill Whistler

A Foggy Night in London, Shipley Art Gallery, Gateshead, England

Video: "An American in London: Whistler and the Thames." Uploaded by Freer: Sacker Apr. 30, 2014 Length 5:05

https://www.youtube.com/watch?time_continue=6&v=RG14pcX2vI0

<https://www.smithsonianmag.com/smithsonian-institution/see-19th-century-london-through-eyes-james-mcneill-whistler-one-of-americas-greatest-painters-180951316/>



Erik Thompson

Seaham, Gathering Sea Coal, 2017, Bondsgate Gallery, Bishop Auckland, UK

MELISSA BLACKMORE -- LIBRARY AND ONLINE SOURCES

BOOKS

John Christie of Rillington Place: Biography of a Serial Killer by Jonathan Oates
HV6248.E75 O288 2017 (PRC & SCC) *Also available as an e-book (requires CougarWeb username and password off campus)
<http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=612913&site=ehost-live>

Ten Rillington Place by Ludovic Kennedy
HV6248.E75 K4 1961 (SCC)

Frenzy!: How the Tabloid Press Turned Three Evil Serial Killers into Celebrities by Neil Root
HV6535.G4 R66 2012 (SCC)

Murder and the Making of English CSI by Ian A. Burney
RA1051 .B87 2016 (CPC & PRC)

Forty Years of Murder: An Autobiography by Keith Simpson
RA1025.S5 A33 1980 (SCC)

London Fog: The Biography by Christine L. Corton
QC929.F7 C57 2015 (PRC & SCC)

Life in 1950s London by Mike Hutton
DA688 .H845 2015 (SCC)

Johnson's Life of London: The People Who Made the City that Made the World by Boris Johnson
DA676.8.A1 J64 2013 (SCC)

Inventing Pollution: Coal, Smoke, and Culture in Britain Since 1800 by Peter Thorsheim
TD883.7.G7 T48 (CPC & SCC)
*Also available as an e-book (requires CougarWeb username and password off campus)
<http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1791261&site=ehost-live>

Big Smoke: A History of Air Pollution in London since Medieval Times by Peter
Brimblecombe
TD883.7.G72 L663 2012 (SCC)

Smoke of London: Energy and Environment in the Early Modern City by William M.
Cavert
TD884 .C37 2017 (PRC & SCC)

*When Smoke Ran Like Water: Tales of Environmental Deception and the Battle Against
Pollution* by Devra Lee Davis
RA565 .D385 2004 (SCC) *Also available as an e-book (requires CougarWeb username
and password off campus)
<http://library.collin.edu/login?url=http://hdl.handle.net/2027/fulcrum.v692t664d>

Breathing Space: The Natural and Unnatural History of Air by Mark Everard
QC861.3 .E94 2015 (SCC)

Killer Weather: Stories of Great Disasters by Howard Everett Smith
QC943.5.U6 S63 1982

Smogtown: The Lung-Burning History of Pollution in Los Angeles by Chip Jacobs
RA576.6.C2 J33 2015

Don't Breathe the Air: Air Pollution and U.S. Environmental Politics, 1945-1970 by Scott
Hamilton Dewey
TD883.2 .D48 2000 (CPC) *Also available as an e-book (requires CougarWeb username
and password off campus)
[http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&
db=nlebk&AN=49436&site=ehost-live](http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=49436&site=ehost-live)

The Poisoned City: Flint's Water and the American Urban Tragedy by Anna Clark
RA591 .C53 2018 (CPC & SCC)

What the Eyes Don't See: A Story of Crisis, Resistance and Hope in an American City by
Mona Hanna-Attisha
RA1231.L4 H34 2018 (CPC & SCC)

Toms River: A Story of Science and Salvation by Dan Fagin
RA592.N5 F34 2013 (PRC)

First Along the River: A Brief History of the U.S. Environmental Movement by Benjamin Kline

GE195 .K578 (CPC & PRC)

The Environmental Case: Translating Values into Policy by Judith A. Layzer

GE180 .L39 2012 (SCC)

Critical Government Documents on the Environment by Don Philpott

GE180 .P45 2015 (CPC & SCC)

DVDS

The Crown. The Complete First Season

PN1992.77 .C76 2017 dvd disc 2 (SCC)

Episode 4 "Act of God" takes place entirely during the great smog of 1952 in London visually showing conditions in the city.

A Fierce Green Fire: The Battle for a Living Planet

GE197 .F54 2012 dvd (all campuses)

An exploration of the environmental movement--grassroots and global activism spanning fifty years from conservation to climate change.

From the Ashes

TN805.A5 F76 2017dvd (SCC)

Captures Americans in communities across the country as they wrestle with the legacy of the coal industry and what its future should be. From Appalachia to the West's Powder River Basin, the film presents compelling and often heartbreaking stories about what's at stake for our economy, health and climate.

Poisoned Waters

TD420 .P65 2009 dvd (all campuses)

Examines the rising hazards to human health and the ecosystem and why it's so hard to keep our waters clean.

LIBRARY DATABASE SOURCES

(Requires CougarWeb username and password off campus)

Laskin, David. "The Great London Smog." *Weatherwise*, vol. 59, no. 6, Nov/Dec2006, pp. 42-45.

<http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=23190709&site=ehost-live>

"London Fog Tie-up Lasts for 3d Day." *New York Times* 8 Dec. 1952, p. 17.

<http://library.collin.edu/login?url=https://search.proquest.com/docview/112433049?accountid=7969>

Davis, Devra. "The Great Smog." *History Today*, vol. 52, no. 12, Dec. 2002, pp. 2-3

<http://library.collin.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=8567334&site=ehost-live>

"John Reginald Halliday Christie." *World of Criminal Justice*

<http://library.collin.edu/login?url=http://link.galegroup.com/apps/doc/K2425100068/BIC?u=txshracd2497&sid=BIC&xid=ab7a7d40>

"Suspect is Seized in London Killings." *New York Times*, 1 Apr. 1953, p. 12.

<http://library.collin.edu/login?url=https://search.proquest.com/docview/112865385?accountid=7969>

"London Man on Trial in Death of 4 Women." *New York Times*, 23 Apr. 1953, p. 4.

<http://library.collin.edu/login?url=https://search.proquest.com/docview/112855509?accountid=7969>

"New Doubts Raised on British Murder." *New York Times*, 13 Oct., 1966, p. 47.

<http://library.collin.edu/login?url=https://search.proquest.com/docview/116970741?accountid=7969>

WEBSITES

"Kate Winkler Dawson: Photo Galleries"

<https://www.katewinklerdawson.com/photo-galleries/>

Photos of the fog and the killer from the author's official website

"60 Years Since the Great Smog of London – in Pictures" *The Guardian*

<https://www.theguardian.com/environment/gallery/2012/dec/05/60-years-great-smog-london-in-pictures>

"Great Smog" (video, 1 minute, 47 seconds)

<https://youtu.be/k6Ww0ONdhg4>

Museum of London's Senior Curator of Contemporary History talks about the Great Smog of 1952.

"What it was like during London's Great Smog of 1952" (video, 23 seconds)

<https://youtu.be/ngk6euJRxp0>

"Alternative Facts During Deadly Disasters is History Repeating Itself" by Kate Winkler Dawson

<https://news.utexas.edu/2017/11/14/alternative-facts-during-deadly-disasters-dont-help>

Editorial by the author of *Death in the Air*

"Pulling Out of Paris Accord Puts Americans at Risk" by Kate Winkler Dawson

<https://news.utexas.edu/2017/06/23/pulling-out-of-paris-accord-puts-americans-at-risk>

Editorial by the author of *Death in the Air*

"A Conversation with Kate Winkler Dawson, Author of *Death in the Air*" Hachette Books

<http://www.katewinklerdawson.com/wp-content/uploads/2014/10/A-Conversation-with-Kate-Winkler-Dawson.pdf>

"Death in the Air: Journalism Professor's New Book Examines Two London Serial Killers of a Different Kind" –Interview with the author

<https://moody.utexas.edu/news/death-air>

"KUT Interview: Kate Winkler Dawson's 'Death in the Air' on the Great Smog of 1952 & a Serial Killer"

<https://soundcloud.com/kutnews/kut-interview-kate-winkler-dawsons-death-in-the-air-on-the-great-smog-of-1952-a-serial-killer>

Tucker, Chris. "The Skies Are Poison. A Killer Stalks the Streets. And 'Death in the Air' is not Fiction." *Dallas Morning News*, 1 Nov. 2017.

<https://www.dallasnews.com/arts/books/2017/11/01/skies-poison-killer-stalks-streets-death-air-fiction>

"Rillington Place: What John Christie's Residential Burial Ground Looks Like Now" *The Independent*

<https://www.independent.co.uk/news/uk/crime/rillington-place-bbc-john-christie-serial-killer-visiting-the-home-where-he-killed-adaptation-a7035831.html>

Includes many photographs