ENG4C-A

The Social and Personal Consequences of Crime

Introduction

In this lesson, you will be looking at the general social and personal consequences of crime. Although the lesson will focus mainly on prisons, there will also be some discussion of crime's general effects on society.

What You Will Learn

After completing this lesson, you will be able to

- compare ideas, values, and perspectives in texts about prison life
- investigate potential topics for an essay and a documentary
- select and use an appropriate organizational pattern to structure a media presentation
- use specialized and technical language in the development of a storyboard
- design a film or video documentary based on ideas, themes, and issues examined in the lesson, regarding aspects of prison life
- write a descriptive essay

What Are Some of the Social Effects of Crime?

Even if you are not directly involved with crime, crime affects your life profoundly. First, you hear about it all the time, so your mind is full of it. And every time you see a police officer, you think of crime. You live your life differently because of crime. You lock the door of your house or apartment. You lock the door of your car. You keep an eye on your suitcase in case someone wants to steal it. You think twice about what to put into your suitcase for fear you'll get stopped at the airport and possibly miss your plane. You know someone who is taking a self-defence course, and there are probably places that you do not want to be alone in, late at night.

Second, all of this translates into a decreased quality of life. The feelings associated with crime are unpleasant ones—who wants to be anxious, fearful, and suspicious all the time? Some of the thoughts aroused by crime are not the best, either. You may find yourself stereotyping people, looking askance at someone because he or she belongs to a group (or looks like they do) that you associate with crime. Or you may be on the receiving end of stereotyping, watching people avoid you because you belong to an identifiable group. You may be in danger because some people (including the police) may be so alert to the danger they think you represent that they react excessively to every small, innocent gesture you make.

The existence of criminals means that there is a basic division in society—that between criminals and non-criminals. This is not just a matter of perception—someone in jail does not have the same rights as someone outside. Convicted criminals are second-class citizens, and they may continue to be so, even after they have served their time. You may ask whether society is being fair in this regard.

Finally, there is the expense that crime involves. It costs money to lose your property, your health, or your life. It costs money to try to preserve them. There is also all the lost productivity to think of—the work that is *not* being done by people who are

criminals and those who are their victims. And there is the huge expense of the whole legal apparatus—the court and legal fees, the police salaries, and the cost of building and maintaining prisons and halfway houses.

Crime will always be with us, but that does not mean that the adverse effects are completely beyond our control. We *can* make changes. Read the following summary of the cost of crime from the Government of Canada, and think about the cost of crime in Canada.

The Cost of Crime in Canada

Government of Canada

In Canada, crime has traditionally been dealt with through reactive measures—the apprehension, sentencing, incarceration, and rehabilitation of offenders. Police, courts, and correctional services cost our governments an estimated $10 billion each year. But this amount represents only a portion of the total cost of crime.

If the personal and physical costs are included, such as for the pain and suffering of victims or lost productivity, the cost of crime in Canada is estimated to be $46 billion per year. Furthermore, this figure does not include the cost of white-collar crimes, such as tax evasion and stock market manipulation.

It is clear that crime costs Canadians dearly:

- The $46 billion that we spend on crime is more than every level of government spends on education in Canada;
- It costs us $100 000 to incarcerate a young offender for one year—that is more than double the cost of putting a young person through university for four years.

There are other costs that cannot be quantified. Crime hurts people and makes them feel unsafe; it decreases our quality of life; and it changes the face of our communities.

The ripple effects of crime touch all areas of our lives, including health, social services, education, labour, and employment.

Support Question
(do not send in for evaluation)

12. Crime is expensive! That is the message in the last article. What can we do about it?

    Think about the degree to which society can control the effects of crime, and about the trade-offs involved in any change of policy. There usually are trade-offs. For example, if we try to increase our safety and security, we have to pay for it in time, money, and convenience, and we may also lose some of our personal freedom. Efforts to reduce crime may actually make people feel *less* secure. And if we try to clamp down on crime too much, we may end up with something close to a police state and an increased sense of social division. On the other hand, if we ease off on crime by reducing the size of the police force or by reducing the penalties for various crimes, criminals may have a field day, and we would all suffer.

    Make a table like the following one. For each social effect of crime listed, think of something that would reduce the effect, and write it in the middle column. Then, think of the possible consequences if society decided to follow your suggestions.

Social effect of crime	One possible course of action	Secondary effects
Public fear		
Suspicion of others		
People with criminal records can't get jobs		
Personal expense to victims		
Cost of prisons		

There are Suggested Answers to Support Questions at the end of this unit.

Life Inside

There is a saying in prison that everyone does his or her own time, and that is true in the sense that every individual's experience of jail is different. That is partly because people themselves are different, and so they experience things differently. But there is also a lot of variation in *what* people experience. The prison system is almost as complicated as the larger society around it. Different prisons have different security levels, and there are different levels within the same prison. Thus, one prisoner may live in solitary confinement, while another may have a key to his own cell and the freedom to leave prison practically at will. There are long sentences and short ones, prisoners of different age and gender, and people pursuing different programs. Finally, the system—again like society itself—changes over time so that at one time conditions may be harsh, while at another they may be almost pleasant.

The general orientation of Correctional Services of Canada today is to protect the public by rehabilitating the prisoner. In CSC's own words, "The greatest protection that can be offered to the community is to assist the offender, throughout the sentence, to change his or her criminal behaviour and to learn to live by the rules of society."

The Correctional Officers (the prison guards) who are supposed to make the policy work do not necessarily share this deliberately benevolent attitude. In 1994 a survey showed "that 23.3% of COs exhibited empathic views of offenders, 76.2% held punitive views of corrections, and 53.6% supported rehabilitation." These statistics have probably changed in the last 10 years. It is interesting to note that a large majority saw prison as punishment and did not feel much sympathy for the inmates. Nevertheless, close to half of these officers did support rehabilitation, indicating that they saw no contradiction between punishment and rehabilitation. Did they think that prisoners would learn by being punished, or that the two activities would occur side by side? The survey does not go into that, but it looks as if the attitudes of guards to inmates are as complex, and possibly as confused, as the attitudes of everyone else.

Here is one man's account of "doing time."

The real world of imprisonment

by David Cayley

In the fall of 1995, I attended a conference at McMaster University's divinity school called "Crime and Its Victims: A Christian Response." There I met Jim Cavanagh and was intrigued to learn that the courteous and mild-mannered man with whom I was conversing had once been, according to the person who introduced us, "the meanest man in prison" and had served altogether twenty-five years in Canadian penal institutions. Today he's the director of the Kingston chapter of Prison Fellowship Canada, a nondenominational ministry to prisoners and ex-prisoners. I later visited him in Kingston, and he told me his story.

Cavanagh was born in Halifax. His father was "a good provider," but he was also an alcoholic, and when he was drunk, Cavanagh says, "he would beat on my mother, and I would start running the streets to find the hospital where my mother was." He learned to steal food and panhandle for money in order to survive. When he was eight years old he was sexually molested by someone whom he thought had befriended him. "I withdrew more," he says, "and I wouldn't tell anyone and I would strike out at things in society. I'd vandalize cars, I'd vandalize homes that I would break into and steal food from."

By age ten he was in the Shelburne School for Boys, one of the three Nova Scotia reform schools now facing more than 1250 claims for past physical and sexual abuse. He recalls:

> In the reform school, there were adults who were supposed to look after me, give me guidance and help correct me and put me on the right path. But what I learned was that all there was in the reform school was

> physical abuse, psychological abuse, and sexual abuse. And this hardened me and I withdrew ... The only ones I associated with and felt I was accepted by were others who were hurting like me. So, then we would form a nucleus and ... encourage one another and strike back at authority ... It was a vicious circle. Society's answer to it was just lock them up and punish them. What they were really doing was taking a problematic child and saying we'll warehouse this boy for X number of years in a prison under harsh conditions, and that should change him. Well, it doesn't. It doesn't change anyone. It hardens them worse ... So, I ended up becoming a career criminal, and I ended up becoming one who didn't care for myself. I hated myself. I hated everyone else, and I felt life wasn't worth living ... I just gave up.

As a teenager Jim Cavanagh escaped from the reform school, and, while he was out, committed a series of automobile thefts. He was arrested, raised into adult court, given three concurrent three-year sentences, and sent off to the federal penitentiary in Dorchester, New Brunswick, at the age of only fifteen.

> When I was being driven up in the car, the one policeman said, "Kid, they'll fix you up there. They'll use you as a woman." And so forth. And he was trying to frighten me. And my response to him was, "The first one bothers me, I'll kill him." But I was scared. Then I started settling in to the prison, and the first prisoner that did stroke my hair and say, "You're a cute kid," and that, I smashed him in the head with a chair. It was in a classroom, and we got in a fight. I poked another guy with a wire that I had made to a point at one end. And the word spread that that kid won't take it, so if you're going to deal with him, you're going to get hurt unless you're going to

> hurt him first. And others looked at me then and sort of took a liking to me and said, "That kid's got a lotta spunk. He's fighting for himself."

At Dorchester, Cavanagh fell in with men from the Montreal area who taught him "how to safecrack and plan and execute armed robberies." He was in and out of prison several times. During one hiatus, he was able to get a job as freight handler in a dairy factory.

> Then a policeman whom I had had a run-in with earlier in my childhood found out I was working there. He told the employer and he had me laid off and fired. And I had been happy. I wasn't doing any crime or anything when I was working. I felt self-worth. The paycheque was low, but I was happy and I was getting by. My father said, "Well, you'll get another job." And I said, "It'll be the same thing all over again. I've had it." So then I went back to the streets. I picked up the gun, and I went back to that sort of life.

Eventually, during a robbery in Montreal, Jim Cavanagh shot and wounded a police officer, for which he received a fifteen-year sentence. He escaped and was recaptured, which lengthened the sentence. Eventually he ended up in the Special Handling Unit at Millhaven Institution in eastern Ontario. This was in the early 1970s, and Millhaven was then a new maximum security institution, built to house many of Canada's most dangerous prisoners. There, in 1975, he killed a fellow prisoner.

> He was sexually imposing himself on another young prisoner, who I knew, and when I found out about it, I approached him and I asked him to leave the guy alone. I said the guy had enough to do with serving his sentence, and it isn't right, what you're doing. He mouthed off to me and got very abusive. I won't use the language here. And he got off his bed, and he reached into his locker, where a weapon was

and he tried to intimidate or threaten me with this weapon. And that made me angry and upset, and I wanted to get into an altercation with him right then and there, but in the back of my mind, I said just wait. And I backed out of the cell, and I let it go for a while.

And then I finally decided after I seen he was still bothering the person. I went and got a weapon and I came back. I confronted him. I gave him the opportunity to say, "Okay, I'm sorry for what I said to you. I'll leave him alone." His choice was, "No, I'm going to do what I feel like I want to do, and that's it." And I said, "That's too bad." And I pulled out my knife, and we got into it and I did kill the man.

When I reflect back on it years later, as a changed person, I believe that I was taking out on him what I couldn't take out on others who perpetrated themselves on me when I was younger. And it's sad because, like, there was nobody to come and claim his body. He had no family members. Nobody. And when I reflect that this man had a messed-up life, like I did, I think it was unfortunate that we locked horns. Due to my anger and his anger, we got into that altercation and I killed him. It's sad.

Here is an account of going to jail, American-style.

A no-win situation

Paul A. Delgado

Going to prison was definitely not on my mind, but, of course, when you are living the crazy life, thinking about your actions and the possible consequences are the least of your thoughts. Not in my lifetime did I ever think I was going to end up in prison at nineteen years old, nor do I think those with whom I was close pictured that either. Growing up Mexican-American is

hard enough in a racist society, because people are going to throw stones at you any chance they have. So, I guess I added fuel to the fire when I started living for my own selfish desires ... selling and doing drugs, which, of course, led me to go to prison for four years.

March 16th, 1998 began as a usual day for me. I woke up to my routine of getting high and selling drugs, not knowing this was going to be my last day of freedom for quite some time. I knew that the police were looking for me for the crime I had committed, but I didn't have a care in the world, until two detectives came knocking on the door, and that is when reality hit me like a ton of bricks. At that precise moment, I had to act fast. Before the detectives could enter the house, I took matters into my own hands and jumped out the back window, making a run down the alley. I didn't run to be rebellious, but because I was completely terrified. I did not know what else to do; it was instinct. When I finally stopped running, I had made it to a nearby park where I sat down to regain my composure. Weighing the situation, I came to two possible scenarios, I could keep running or turn myself in. My final conclusion was to do the right thing and turn myself in. I called my mom and told her there was a problem, and I needed to speak with her immediately. Her motherly instincts told her I was in trouble, so she told me to stay put, and she and my step-dad would be there within the hour.

Upon their arrival, I got into the car and the next hours seemed like an eternity. Both of them were giving me the third degree, and the only thing I could tell them was what happened and that I was innocent of the crime I was accused of. They must have known I was guilty because they were very calm about the whole situation, and they knew that my life was in shambles and I was on my way to meet death right in the face (only time would tell). As we were driving, I told them I was going to turn myself in. It was time to face the music and get this

cleared up, knowing in the back of my mind this was the end of the road and I was headed into the unknown. I had to explain to my parents I was tired of living this lifestyle and it was time to change. I had become a totally different person, someone that my family did not even know. Both of them agreed I was making a wise and humbling decision, and whatever the outcome was they were behind me one hundred percent regardless of the past. The words my step-dad spoke are still etched in my mind:

"It takes a real man to do what you are doing."

From there it was off to the police station on 39th Avenue and Cactus. When we pulled into the parking lot, my step-dad went in first to explain to the officer that I was outside and I wanted to turn myself in. At that point, while he was inside, I started to have second thoughts and I was about to run again when I heard the most beautiful voice telling me, "Don't worry, I will be with you and see you through this whole ordeal." I did not realize it at the time, but the small voice was God giving me reassurance. So instead of running, I stood my ground as the officer came out of the station. At that point, the officer told me to come with him; he just needed to ask me a few routine questions. As we proceeded into the station, I told him I wanted to say goodbye to my mom, because I knew my freedom was coming to an end. Giving my mom a hug, I noticed she was beginning to cry and of course that started a chain reaction, and the tears began to run down my face like a waterfall. I told her she had to be strong like she always had and that this was for the best; everything was going to be all right. As I let her go, I walked with the officer into the station and when the door shut behind me, he stated: "Paul Delgado, you are under arrest for the charge of a class two felony, armed robbery."

The four and a half years of my incarceration were very difficult for me, but the hardest part was the court proceedings I had to deal with. Nothing

compared to the hatred I felt from everyone. In their eyes, I was already guilty for the simple fact that I was a Mexican. Of course, I put myself in this predicament, but I did not deserve being singled out by those around me.

In the beginning of the court proceedings, I was looked upon as being nothing but a little gangster; they did not even think to look into my past and all the good I did in my life. All they wanted to see was another Mexican go to prison, and for a long time at that. I was the only Mexican in the courtroom; everyone else was white ... the judge, the prosecutor, my lawyer, the detectives, and the victims. It seemed from my eyes that I had nothing going in my favor. No matter what, I was going to prison ... the question was for how long. In a situation like I was in, all I could do was sit back and wait, hoping that my lawyer would help. Of course my lawyer was against me, telling me that if I did not sign the plea for twelve years they would take me to trial. Going to trial was the last thing I wanted because I knew I would lose. My lawyer did not even want to hear what I had to say; the only thing he wanted was to get the matter over with so he could get paid by the state. I did not have thousands of dollars to pay him, so he had no empathy about my freedom. All he saw was a Mexican kid who sold drugs and went out and committed a crime. Then one day things took a wild turn, and, all of a sudden, I did not have a lawyer anymore. He stepped down, claiming conflict of interest. I thought I was going to get someone worse, but instead I got a "real" defense attorney who took my case pro bono and was willing to fight for me. This was such a relief!

After a month of everything being put on hold, the both of us sat down and had a long discussion. He told me that there was no possible way I would escape from going to prison, but I would not get the twelve years. His goal was to get all the charges dropped except the armed robbery, which would carry the term of no less than four years. He also

stated that I was not liked at all, and even though I was nineteen years old, he could not believe I had such a racist group of people trying to convict me. He reassured me that he would be there for me ... to fight for me, and be fair with me. Throughout the whole proceedings, the lines were drawn by both sides. I was a troublemaker who deserved no leniency, but my lawyer said I had made a mistake. I was young and deserved another chance since this was my first offense. It was a battle; however, the both of us felt we were losing. In the end, all we could do was put it in the judge's hands, because the final decision belonged to her.

Finally, the big day arrived, and I was scheduled for sentencing. The prosecutor requested a prison term of eight years and my lawyer requested four years. At the sentencing, I got the chance to plead my case along with all the family support and letters I received on my behalf. I told them that I had made a mistake and I was extremely sorry for it. I was not a bad kid; my parents had raised me right.

Nothing can change the crime I committed, and I was ready to take responsibility for my actions. I did the crime so I knew I would have to "do the time." All I asked was that they take everything I said into account and not turn their back on me. Then the prosecutor pled her case, stating that for the crime I committed I deserve the maximum sentence of eight years. Maybe that time in prison would do me some good, and I could reflect on my actions. The judge gave us a thirty-minute recess so she could make a decision since neither side could come up with an agreement for a sentence. After a half-hour of me being on the verge of a nervous breakdown, the judge came out with her decision. We all rose in anticipation as she read the sentence to be handed down. "In the case of Paul Delgado vs. the State of Arizona, I hereby sentence the defendant to the term of four years in the Arizona Department of Corrections for the charge of Armed Robbery and four years of probation to be run consecutively

after his release from prison. The other charge of Kidnapping has been dismissed with prejudice, meaning it cannot be brought back up again in a court of law." I felt I had been given a second chance even though I had to go to prison for four years, and, deep down, I know I was very fortunate.

In conclusion, this whole ordeal was brought upon because of a stupid mistake I made, but I have learned from all I have had to deal with. My life will never be the same, but I can make it better by showing everyone that I can make it in life. I am a new person with a new attitude. I fully realize that if I did not take responsibility for my actions then I would have been worse off in the end. Being in the position I am in is truly a blessing. I have so much potential to make it in life, and I know that, no matter what obstacles I face, there are people who believe I will succeed. Most importantly, I believe I will succeed.

Support Question
(do not send in for evaluation)

13. Two purposes of prison, besides keeping criminals away from non-criminals, is to punish them and to change their behaviour. You have read two accounts of life in prison. The question you need to answer now is whether the things that happened in those accounts a) punished the criminals, b) changed their behaviour, c) did both, or d) did neither. Pick out three incidents. First describe the incident, and then explain what it did to the prisoner involved.

Confronting the Criminals— The Life of a Prison Guard

Being a prison guard is a demanding, difficult, and often thankless job. Imagine having to deal with and control a constantly changing prison population of people who do not want to be there, who often do not like one another, and who resent you. They are stuck in jail, and you are stuck with them. You want to be a decent person; you want to help the inmates, but you know you can't be too friendly—the prisoners are watching and judging you, and so are your fellow guards. How does all this change you? What do you become?

Prison guards, like prisoners, are a mixed lot. Some become brutal, and some become corrupt. Many, if not all, are afraid, and it does not help that they are sometimes told by their superiors to do things that put them in danger. Despite this, many guards are fair and do their best to bring out the best in the inmates given to their charge.

The next readings are about the life of a prison guard.

The effects of prisons on prison guards: A review of *Newjack* by Ted Conover

by Elaine Cassel

Much is written about the "prisonization" of prison inmates. But what about prison guards? How does prison change them?

Social psychologists are concerned with social influence, the way in which people and social institutions influence the behavior of individuals. Prisons are a world like no other in modern life, a world in which gangs and wardens struggle for control, and a world in which the slightest affront to a prisoner or guard can lead to violence, even death. Many books and articles have been written about the adjustment prisoners have to make to prison life in

order to get out alive (those that are not sentenced to life in prison or the death penalty).

But award-winning journalist Ted Conover wanted to know what happened to prison guards. So he went undercover and got a job as a guard in New York's infamous Sing Sing Prison. He tells his story in *Newjack* (2001, Vintage Books). ("Newjack" is the term used for rookie prison guards.) Conover had little preparation for what confronted him.

The first thing he confronted was constant fear and anxiety for his life. He realized that being a prison guard was among the most dangerous jobs in the world, second only, perhaps, to the cops on the street. Prisoners test incoming prisoners to see how they will fit into the prison structure. They do the same to guards. On the first day, Conover was punched in the head as he walked by a cell. The other guards left him to figure out for himself how to deal with it. Prison guards regard prisoners as the lowest form of life; prisoners feel the same about the guards.

Conover discovered that every day on the job was filled with stress. Part of the stress arose from most days being monotonous, punctuated by the occasional violence. Changes took place in Conover's basic information-processing activities—he was constantly wary and watchful.

Conover found how hard it was to see the prisoners as human beings and to stay true to his humanistic roots. He understood how guards could adopt a stance of beating and bullying prisoners. Often guards felt that they were the ones being held hostage by prisoner's threats and taunts.

Conover found that prison guards have almost as little respect outside of prison as they do inside. He learned that the public lacks respect for people who do this job that requires generally only a high-school diploma and pays barely above minimum wage. Stress on the job spills over into the home. Conover

was shocked to find how often he came home sullen and angry. He was unable to get outside of his "role" as a guard. He wondered what would have happened to him, his marriage, and his family if his job were not going to end in one year.

In 1971, Stanford psychologists Philip Zimbardo and Craig Haney conducted their famous "Stanford Prison Experiment." They recruited psychology graduate students to play "guards" and "inmates." Zimbardo himself was the warden. The experiment had to be abandoned after several days because the guards quickly got abusive—not physically because the experimenters controlled that. But their emotional and verbal aggressions, their sense of entitlement, got the best of them. They could not just play a part. The part became a part of them.

Students participating in the experiment talked about how having a uniform and a badge encouraged them to treat the "prisoners" like their inferiors. Imagine what it is like to be in a real prison, where some guards carry guns, sticks, and chemical weapons.

The goal of the Zimbardo experiment was to test the notion that most evil is the product of ordinary people caught up in unusual circumstances that they are not equipped to cope with in normal ways. The experiment proved precisely that. It proved what Conover found—that prison guards adopt a group identity and use their power to gain control over their prisoners in any way that the situation allows. Newjacks quickly lose their scruples and adopt group norms, even if it violates their previously held attitudes about how prisoners should be treated.

In Zimbardo's experiment, the student guards were "debriefed." That does not happen when someone stops being a real prison guard. Conover had to go back to living a "normal life," but he reports lingering effects from his days inside prison walls. When Conover's book was published, Sing Sing was not too happy about Conover's trick. He had carried off his subterfuge and now people were standing in line

in New York bookstores to buy his book and hear him speak. Some of his fellow guards felt betrayed as well; but others felt that he had done them a favor by exposing the dangers in their jobs.

Newjack is not judgmental; it is a work of journalism, not policy. But it adds to the body of literature about the terrible toll that the prisonization of America takes on society.

Canadian prison guards forbidden to wear protective gear

NewsMax.com
Monday, March 22, 2004 3:40 p.m. EST

Canada's corrections department will not be letting guards at its highest security prisons wear stab-proof vests because, spokesman Tim Krause says, "If you have that kind of presence symbolized by [a stab-proof vest], you're sending a signal to the prisoner that you consider him to be a dangerous person."

In other words, simply by donning protective gear, you might hurt the feelings of a potentially dangerous criminal locked up in a maximum security facility, and therefore guards are not allowed to do so, reports the *Calgary Sun*.

Oh, and also, according to Krause, "It interferes with what we call 'dynamic security.' We want staff to talk to prisoners, to see how they're doing."

In other words, by trying to protect yourself, you might not be able to ascertain how the inmates really "feel."

Kevin Grabowsky, of the Union of Canadian Correctional Officers, put it most succinctly: The idea a prisoner might be "offended" is a "complete crock."

One guard at the Edmonton Institution has decided to wear his vest anyway, inexplicably valuing his own life over the feelings of convicted felons, to the complete shock and chagrin of Corrections Canada.

The unnamed guard has been threatened with disciplinary action, but he told the *Sun*: "Yes, I'm violating the rules. But management is stepping on my right to defend myself."

Support Question
(do not send in for evaluation)

14. Imagine that you are planning to create a short video (up to five minutes) documenting some aspect of life in prisons. You want to show what life is like either from the prisoners' point of view or from the guards' point of view. The video will be shown as part of a news broadcast on CBC, so your audience will be a cross-section of Canadians who, we will assume, are interested in detailed, accurate, and intelligent reporting of news and information about their world.

    Write a list of ideas that you might want to put into your video. For example, do you want to do some interviews with prisoners or guards? Do you want to film the daily life or part of the daily life of a prisoner or guard? Do you want to highlight the feelings of the people; for example, fear, boredom, anger, or depression? Do you want to highlight the way in which prisons are helping or not helping prisoners rehabilitate?

    Then under each idea, describe in point form how you might show this. (This is called the treatment.) For example, will you show scenes of prison life, interactions with prisoners and guards, or interviews with prisoners? Will you show a contrast of scenes inside and outside a prison, or show how guards look and act when they are not at work? (These are just ideas to get you thinking; try out anything that occurs to you and that you think might work.)

You could set up your page like this:

Ideas	Treatment

Getting Out

Most prisoners do get out of prison; often, rather quickly. Then what? Re-entering society is not always an easy process. Many inmates ended up in prison in the first place because they could not function well in society, and now they carry the stigma of incarceration as well. Prison may have helped them to learn to control antisocial behaviour, but it may also have hurt their ability to act independently. Many released prisoners do not stay out of jail for long—this is called "recidivism." In some cases, the re-offending prisoner is a hardened criminal, and that is that. In other cases, however, the person may simply not be able to make it in the outside world. These people may, consciously or unconsciously, re-offend as a way of coming "home" to prison.

Read the following article to learn more about the difficulties that a prisoner released into the community may have, when looking for a job.

Finding a job on the outside

Sharda Prashad
September 13, 2003

Getting hired with a criminal record is a challenge—Employers are allowed to ask about your past

With a 10-year prison record, Josephine was certain she would be fired if her boss knew about her criminal past.

Her employer, who had also become a good friend, would often say that ex-cons shouldn't be living or working in the community. So, Josephine (who asked her real name not be used) didn't say anything.

She didn't mention that she had a record. She didn't mention that her certificate in floral design had been earned during her stay at the Burnaby Correctional Centre.

Josephine enjoyed her job as a florist and didn't want to lose it.

"I have seen women going along great once they get out of jail," says Josephine. "Then, it will come out somehow that they have a record and they'll be fired. It's a devastating blow to recover from."

While Josephine's boss never asked if she had a criminal record, employers are within their rights to ask potential employees about their criminal records.

"For any federal criminal act, a potential employer can ask a prospective candidate if they have a conviction for which they have not been pardoned," says Richard Nixon, a senior partner in the labour and employment law group at McCarthy Tetrault LLP.

"An employer would be totally within their rights to ask (convicted serial killer and rapist) Paul Bernardo this. The employer would also be totally within their right to deny him employment based on this," adds Nixon.

While a prospective employer in Ontario, under the Ontario Human Rights Code, can discriminate based on a federal criminal record—which consists of any crime under the Criminal Code of Canada including murder, theft and assault—the same is not true for provincial offences.

"For instance, the Highway Traffic Act is provincial. If you have some tickets, a prospective employer can't deny you employment based on the record. The exception is if it's job-related. If you are applying to be a bus driver, then the employer can discriminate," says Nixon.

While a prospective employer is typically not allowed to ask a prospective candidate about pardoned criminal convictions, the employer is allowed to ask about ones relevant to the job being applied for.

"Take the case of a pedophile," explains Scott Waterhouse, employer and labour group associate at Osler Hoskin & Harcourt, LLP. "If the candidate is applying to work with children, then the employer can ask if they have a pardoned conviction for pedophilia. The employer has reasonable grounds to ask for information for a conviction which has been expunged from someone's record because it relates to the job."

Josephine's new employer is aware of her criminal record and doesn't care. Josephine has been working for the past two and a half years at Life Line and is an end-reach worker who assists women in prison.

"I have a very rewarding career, despite my employer's knowing about my criminal record," says Josephine. "I hope to show other women that there is hope when you get out."

There are other careers people with a criminal record can consider, including medicine, law and chartered accountancy.

"Some of the people who apply for their licence do have criminal records," says Jill Hefley, associate director of communications for the Ontario College of Physicians and Surgeons. "We assess each of these applicants on a case-by-case basis. We use three main criteria: recency of conviction, seriousness of offence and relevance to practice of medicine."

Depending on the individual and the situation in question, a driving under the influence offence, for instance, could prevent a new physician from being licensed—but it doesn't have to.

"Every situation is unique," Hefley emphasizes. "We'd have to see if the driving under the influence charge was indicative of other issues such as substance abuse. Without knowing all of the facts specific to a candidate, a DUI charge may or may not prevent a physician from being licensed."

For lawyers to be called to the bar in Ontario and for accountants to be admitted to the Ontario Institute of Chartered Accountants, candidates are asked about their criminal background. In both cases, the situations are dealt with on a case-by-case basis—similar to the process for licensing physicians.

Brian Chadderton, the director of media relations for the Institute of Chartered Accountants of Ontario, explains, "The student application committee reviews any criminal convictions to judge if they constitute grounds for refusal. Typically, such criminal convictions dealing with fraud, tax evasion or theft would exclude a candidate. Other criminal convictions would be reviewed to determine if the action demonstrated less than good character."

When an employer does hire someone with a criminal record, experts advise they treat these employees like the rest of the staff.

"We don't have tattoos and swear all the time," says Josephine. "We're normal people, who had jobs and who were mothers and wives before we were in jail.... We just want to be treated like everyone else." ...

Despite the existence of employers who are willing to work with those who have a known criminal record, Josephine acknowledges it is not easy to rebuild a life after leaving prison.

"Of the people who got out of jail with me six years ago, only about 30 per cent of us are working," she says. "The other 70 per cent are on welfare or on disability. ... I have a friend who has sent out 85 applications and still can't find a job.... When you come out of jail, you don't even know what street you're walking down. You're insecure. You think no one is going to like you. You don't have a home. You feel like everyone is leering at you and that there is a stigma." ...

"I know I've been extremely lucky," Josephine says. "But there are so many other people like me who want to be productive members of society. They want to have a job and want to pay taxes. They don't want to be on welfare. But the opportunities aren't there."

Planning a Film or Video Treatment

Useful Terminology

In Support Question 14, you had the opportunity to start thinking about creating a short documentary film or video related to prison life. You started by brainstorming some ideas that you might want to use as the focus of your documentary. Then you suggested some ways in which you might bring your idea to life on the screen. Now you are going to have a chance to carry the process a step further, by creating a storyboard that plans how your film/video (or part of it) will look.

Before you begin, there are a number of terms that you should be familiar with, since they will be used in the instructions that follow.

Shot: A shot is what is recorded in one operation of one camera. It consists of everything that is recorded from the moment the camera starts filming until it stops again. So, the shot may move around, or it may back up or move in close, but it is not interrupted, and there is no change in the point of view shown. Usually, shots are short—a few seconds—but a shot could linger on a scene or move slowly over an area to slow down the action, create suspense, or draw attention to a detail. A tracking shot follows one character or thing as it moves around. A pan shot moves sideways across an imaginary horizon line, as in a panorama. A zoom shot moves in close on a subject, or backs away from a subject, while remaining fixed on the subject throughout.

Scene: A scene is a series of shots, all related to the same place or the same part of the action or story. For example, one scene might take place in a room of a house, and might be made up of any number of shots that focus on one person and then another, or on different items in the room. This could be followed by another scene at the front door of the house, and a third scene showing a car leaving the house, each made up of many shots.

Cut: A cut is literally a cut in the action that happens when the camera stops, or the film is cut through editing. It is the end of a shot, and can be sudden or gradual (as in a picture that fades or dissolves into a new picture).

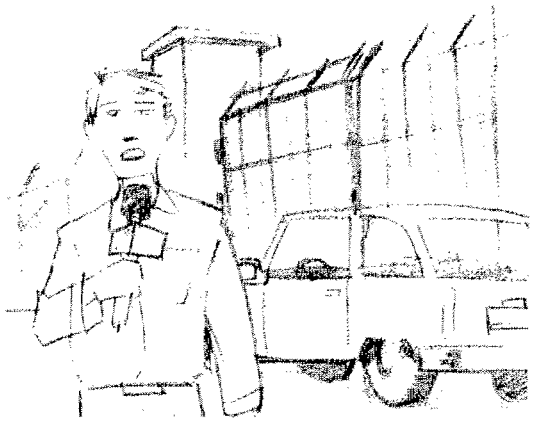
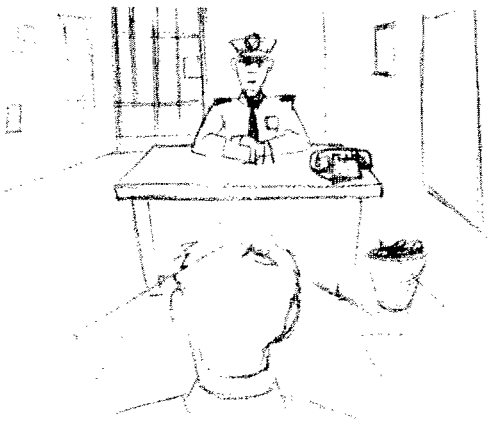
Sequence: Related scenes, in the order that they occur, form a sequence of scenes. When you create a storyboard, you create a sequence of scenes.

Making a Storyboard

When you are planning a movie, you start by creating a series of drawings that show the camera shots you will have in it, and listing the characteristics in the shots, along with the sounds or music that should accompany each shot. The storyboard should consist of the sketch and all the information needed to set up and do each shot.

Draw each shot as if you are looking through the camera lens. Your pictures can be stick figures or they can be as detailed as you like. Don't worry if you are not a graphic artist!

Here is an example of a storyboard. See if you can figure out what is taking place.

Storyboard	
Shot 1.  	1. Description: sign outside prison, road in 2. Camera distance: long shot 3. Camera angle: eye level 4. Camera movement: slow zoom towards sign 5. Shot duration: five seconds 6. Sound and/or script: traffic and quiet car, radio news report
Shot 2. 	1. Description: person standing beside car at prison gate, holding microphone 2. Camera distance: medium 3. Camera angle: eye level 4. Camera movement: zoom in to person (full body) as he/she begins to speak 5. Shot duration: 30 seconds 6. Sound and/or script: person introducing visit to prison, stating purpose of show (to interview warden, guards, and prisoners about rehabilitation programs)
Shot 3. 	1. Description: hallway inside prison, moving to reception desk 2. Camera distance: medium 3. Camera angle: eye level 4. Camera movement: track interviewer, pan to show walls and reception area, and personnel who are there 5. Shot duration: 30 seconds 6. Sound and/or script: interviewer describing what the process is for entering the minimum security prison, and who he/she is meeting

Support Question
(do not send in for evaluation)

15. Choose one of the story ideas that you described in Support Question 14, or choose a new one, if you have given this some more thought. Create a storyboard for the first four shots in your documentary movie about some aspect of prison life. Remember to provide information about each of the six elements listed in the sample storyboard. (*Sound* and *script* can both be regarded as #6.)

Key Question

Save your answers to the Key Questions in your Course Journal or e-Journal.

9. In this lesson, you have been developing an idea for a documentary about some aspect of prison life. Write an essay in which you state the main points that you want to tell about in your movie, and explain how you would develop each of them in a film or video treatment. You are not describing the technical aspects of your treatment here, as you were in the storyboard. Instead, you will explain what you will show or what things you will try to get people to tell on camera, that will illustrate and support the points you want to make. For example, if your topic is rehabilitation programs in prison, you will want to have them described, demonstrated, and discussed by people in the movie. What would that look like in the movie documentary that you would make?

   Start your essay with an introductory paragraph in which you state what your topic is, and three main points that you want to say about it in your movie.

   Then, use a paragraph to explain each of your three main points, and describe how they will be developed in the movie. You can talk about the pictures you will show, the people you will interview, the statistics you will present in tables on the screen, the historical footage you will use, and so on. The list of possibilities is endless. (For inspiration, watch the documentaries on CBC's news program, "The National," or other news broadcasts, or watch documentaries on other subjects on television.)

   End your essay with a fifth paragraph—your conclusion. You should either restate your three main points or summarize the ways in which you want to emphasize your points in the documentary. Your essay should be **500 to 750 words** long. Look at the following rubric before you begin to write, to see how your essay will be marked. **(100 marks)**

   Your answers to the Key Question will be marked according to the following rubric.

Rubric for Key Question 9

Categories	Below Level 1 (0–49%)	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge/ Understanding	does not clearly identify a significant point related to the topic chosen	clearly identifies one significant point related to the topic chosen; other points may be presented but are not clearly identified or are not significant	clearly identifies two significant points related to the topic chosen; a third point may be presented but is not clearly identified or is not significant	clearly identifies three significant points related to the topic chosen	clearly identifies three significant points related to the topic chosen; at least one of the points is controversial or warrants public discussion
/25	0–12	13–14	15–17	18–19	20–25
Thinking/Inquiry	does not describe and explain relevant, logical, and plausible treatment of any main point	describes and explains relevant, logical, and plausible treatment of one main point; other points not appropriately treated	describes and explains relevant, logical, and plausible treatments of two main points; other point not appropriately treated	describes and explains relevant, logical, and plausible treatments of three main points	describes and explains relevant, logical, and plausible treatments of three main points; at least one of the treatments is interesting and/or original
/25	0–12	13–14	15–17	18–19	20–25
Communication	no discernible essay structure: introduction, body, conclusion; little organization evident	introduction, body, and conclusion paragraphs may be discernible but do not all fulfill their roles, even mechanically	introduction, body, and conclusion paragraphs are discernible and all fulfill their roles, at least mechanically	introduction clearly presents topic and three main points; body paragraphs each explain a main point and describe how it will be presented; conclusion restates or summarizes to close essay	introduction engages reader while integrating topic and three main points; body paragraphs are unified and linked by transitions; conclusion provides an effective closing
/25	0–12	13–14	15–17	18–19	20–25
Application	spelling and/or grammar errors obscure meaning in at least one place	spelling and/or grammar errors distract the reader	some errors in spelling and grammar, but they do not distract the reader	few errors in spelling and grammar	no, or almost no errors in spelling and grammar
/25	0–12	13–14	15–17	18–19	20–25

Now go on to Lesson 10. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 2 (Lessons 6 to 10).