

**SUBJECT-OBJECT CASE STUDIES****Case study 1**

One day you were heading out for lunch, when you heard yelling around you. You noticed students were starting a fight. You couldn't tell at the beginning what was happening. It seemed there were two groups of students fighting. When one student was pressed onto the wall, you could see that it was actually four students against one. He couldn't fight them off and you weren't sure that he was even trying. None of the students standing around did anything. When teachers approached, the students who were fighting ran away. Only the student who was attacked stayed there, but the teachers assumed he was to blame. The teachers started asking bystanders if they had seen who was fighting. The student who was attacked was terrified and too afraid to say anything. The rest just said they didn't know anything. This was obviously a lie since everybody knew who the attackers were but didn't want to get called snitches. The teachers told the students that they would punish the student, since they thought he had started it. After the teachers left, the attacked student asked some of the bystanders why they didn't tell the truth, but everybody said that it was none of their business and that everybody was old enough to take care of themselves.

**QUESTIONS FOR A DISCUSSION:**

- Are any of the persons in this story treated as an object? If yes, which one and by whom?
- Is this person's dignity fully respected? Why or why not?
- In this case, what behavior would be consistent with respecting human dignity?

**Case study 2**

The school year started and there were several new students in your school, including a girl in your class who transferred from a nearby town. She seemed quite shy and introverted. She is not very talkative and doesn't approach other students, but rather, waits for others to approach her. She is not very confident and is always hiding her face with her dark hair. You think this makes her look strange and a bit scary. One day you met with a friend who attends the new girls' former school. During the conversation, you mentioned the new girl and your friend recognized her name. She told you that she transferred to your school because she was weird, she looked funny, and is awkward when people try to befriend her. The way she described her made you laugh because those were precisely the things about her that bothered you and you were glad that you weren't the only one who found her strange. The next day, when you came to class, you told the classmate who sits next to you about the things you learned about the new girl. She also found it funny. Soon, everyone in the class knew about the funny stories. During a lunch break, you noticed she tried to sit with other classmates at the table, but other students told her there was no room for her. She came to your desk too, but you laughed and your friends told her your desk was full, although there were a few empty chairs.

**QUESTIONS FOR A DISCUSSION:**

- Are any of the persons in the story treated as objects?
- Is this person's dignity fully respected? Why or why not?
- In this case, what behavior would be consistent with respecting human dignity?

**Case study 3:**

You joined a school journal club a year ago. Since it is a very small club, each person carries a lot of responsibility. Because of this, a few students quit the club. A few months later, you were chosen as president, which resulted in even more responsibilities. This year, a very enthusiastic student joined. He is a great help to you and you talk to each other often, but you don't think you value his friendship as much as he values yours. Still, you spend time with him as you don't want him to feel rejected and leave the club. You also don't want the responsibilities falling onto you again. You continue to make him think that you are good friends and give him more and more tasks to do in the club. At one point he starts saying that he doesn't have so much time anymore to help with the club and he would like to take a break. You said you understand but flatter him to make him feel happier and more appreciated. You also invent a story about the English teacher saying to you privately that those who will be most engaged in the book club will get a higher grade at the end of the year. You know that having the highest grades is important to him and that this will motivate him. After a few days, you tell him that if he wants to get a higher grade, he should take on some additional responsibilities. So, you give him some tasks you don't feel like doing. He also doesn't like doing them, but still does them, thinking this will help his grade. Later, he talks to you and says that he really has a hard time doing all the tasks and that they are really stressing him out. You appear to be very understanding but bring up the fake story about the teacher asking you to report the most active students in the club so that they could be rewarded at the end of the year. Obviously, this is a lie, but you want to make sure that the student stays in the club and does the tasks that need to be done.

**QUESTIONS FOR A DISCUSSION:**

- Are any of the persons in the story treated as objects?
- Is this person's dignity fully respected? Why or why not?
- In this case, what behavior would be consistent with respecting human dignity?