

See Judge Act

The role of Social Analysis in helping us discern our call to mission.



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Development of See Judge Act Methodology

As a Christian community how do we make sense of the world around us?

- Joseph Cardinal Cardijn (1882–1967)
- *Mater et Magistra* (1961), John XXIII: introduction of SJA in CST
- *Gaudium et Spes*: Reading the signs of the times (Mt 16:3)
- Catholic Social Teaching since Vatican II
- *Evangelii Gaudium* (Pastoral Plan for the Church): Realities are more important than ideas
- Most recently: *Laudato Si* and *Fratelli Tutti*

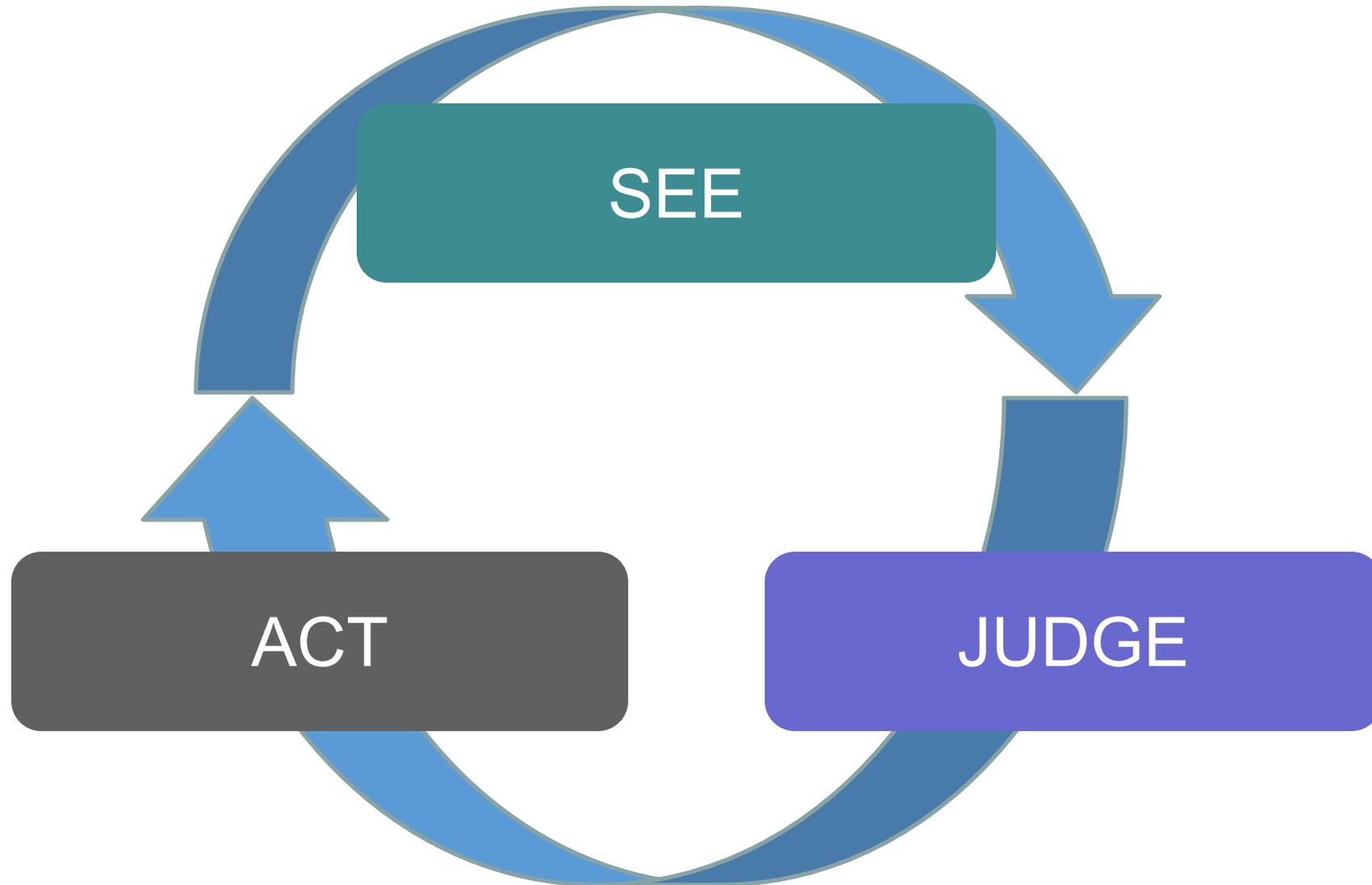
Principles, conclusions, theory, rules

Deductive

Inductive

Reality, observations, experiences, data

SJA / Pastoral Circle



SJA / Pastoral Circle

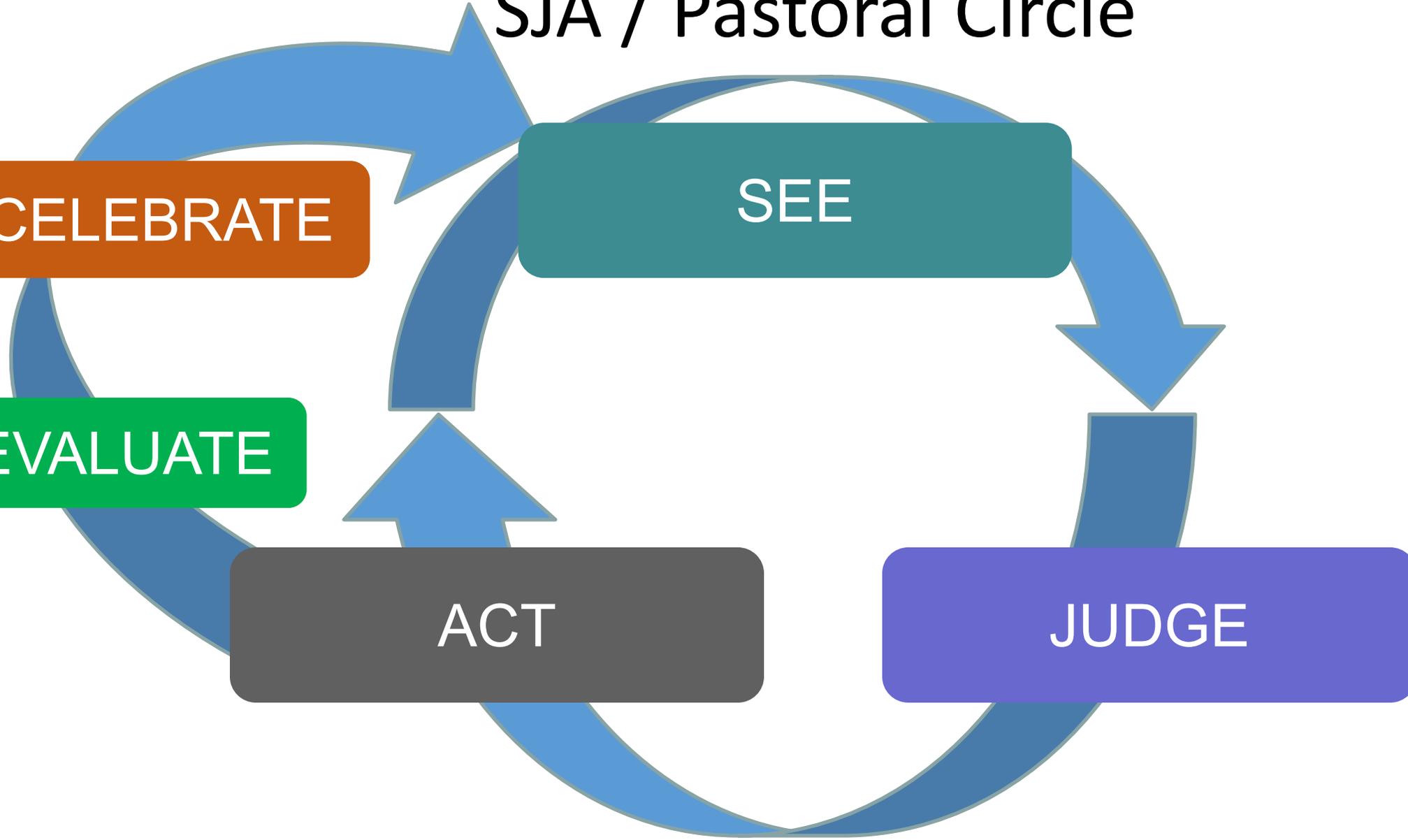
CELEBRATE

SEE

EVALUATE

ACT

JUDGE

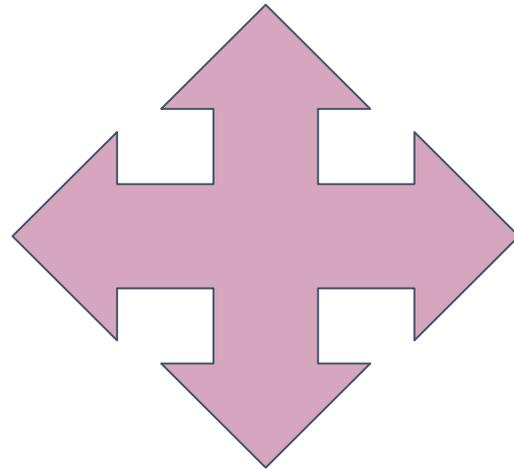


Proclaiming the Reign of God

“The time is fulfilled and the reign of God has come near; therefore repent, and believe in the good news!” Mk 1:15

“Your kingdom come.” Mt 6:10

Has come...



Will come...

Happening now...

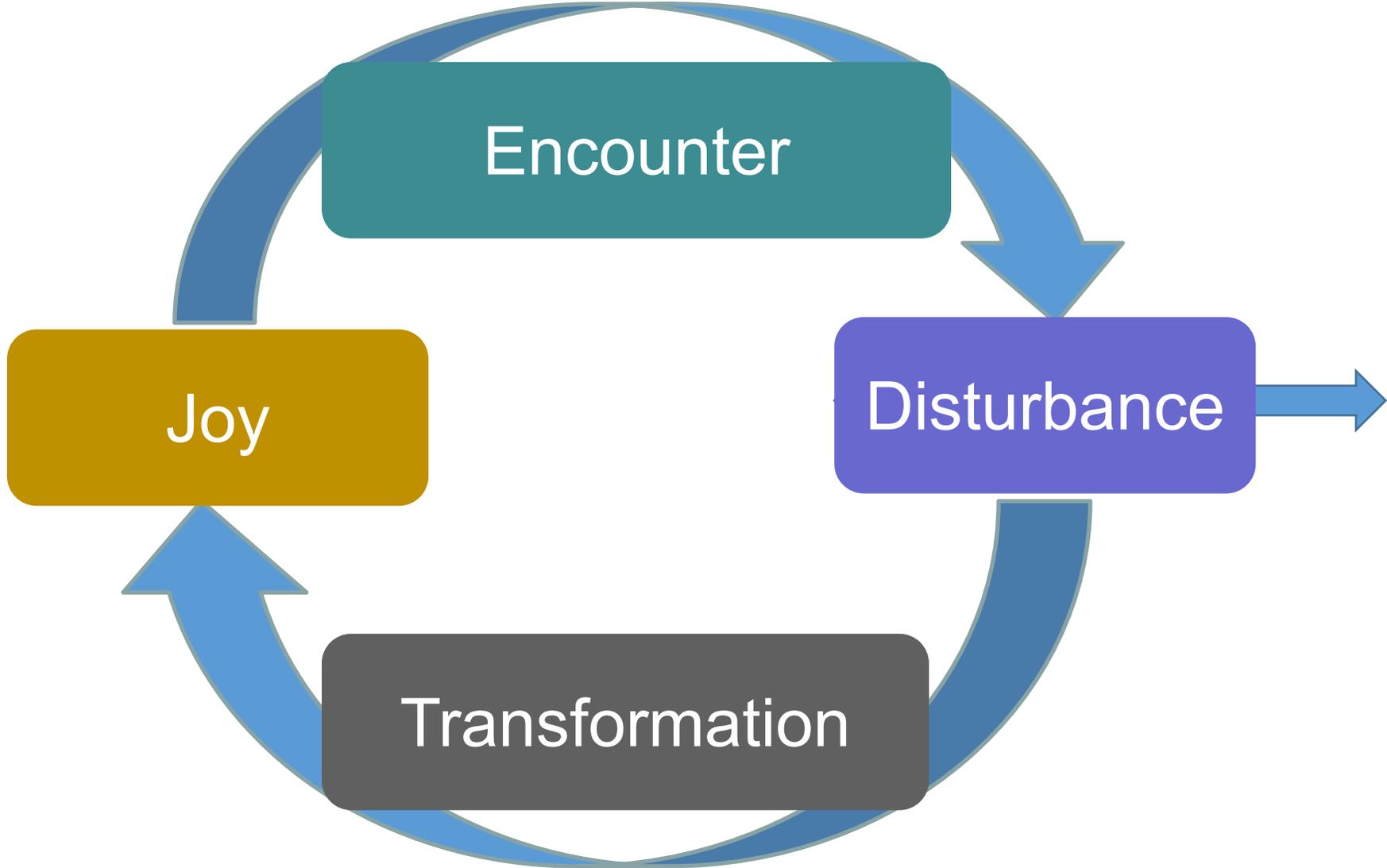
SJA and Mission

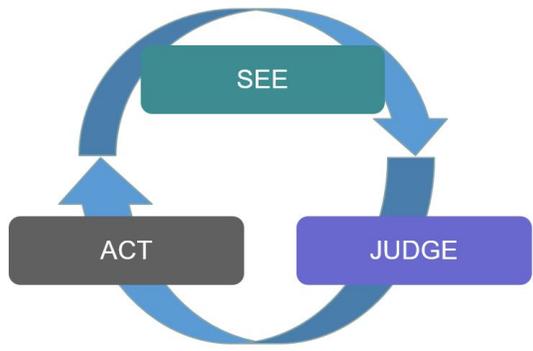
"Action on behalf of justice and participation in the transformation of the world fully appear to us as a constitutive dimension of the preaching of the Gospel, or, in other words, of the Church's mission for the redemption of the human race and its liberation from every oppressive situation." Justice in the World, 1971 Synod of Bishops

"The joys and the hopes, the griefs and the anxieties of the men of this age, especially those who are poor or in any way afflicted, these are the joys and hopes, the griefs and anxieties of the followers of Christ." Gaudium et Spes (Preface)

"Life grows by being given away, and it weakens in isolation and comfort. Indeed, those who enjoy life most are those who leave security on the shore and become excited by the mission of communicating life to others" Evangelii Gaudium 10

Evangelii Gaudium: Missionary Discipleship Dynamic





SEE



SUBJECTIVE
(NARRATIVE-STORY)

OBJECTIVE
(CONTEXTUALIZATION)



SELF

OTHERS

SOCIAL
ANALYSIS

Social Analysis: Contextualization

- Social analysis examines causes, probes consequences, delineates linkages and identifies actors. It helps make sense of experiences by putting them into a broader picture and drawing connections between them.” Joe Holland and Peter Henriot, *Social Analysis: Linking Faith and Justice*.
- Elements
 - Historical dimensions
 - Structural elements (formal and informal)
 - Divisions within society (economic, racial, religious, political, cultural)
 - Connections between multiple levels of issues (local to global)
- Bias, danger of uncritical use

Political

Social

Economical

Cultural

Environmental

SOCIAL ANALYSIS

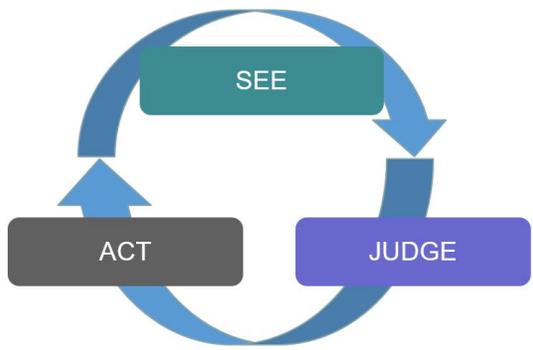
Religious

Biological

Race, ethnicity

Psychological

Gender, Orientation



Discerning and reflecting on what God says, thinks, feels, etc.

JUDGE



Scripture

Gospel, Old Testament, Acts, Letters



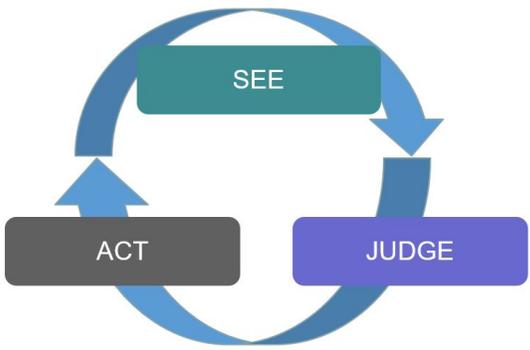
Tradition

Catholic Social Teaching



Lived Faith

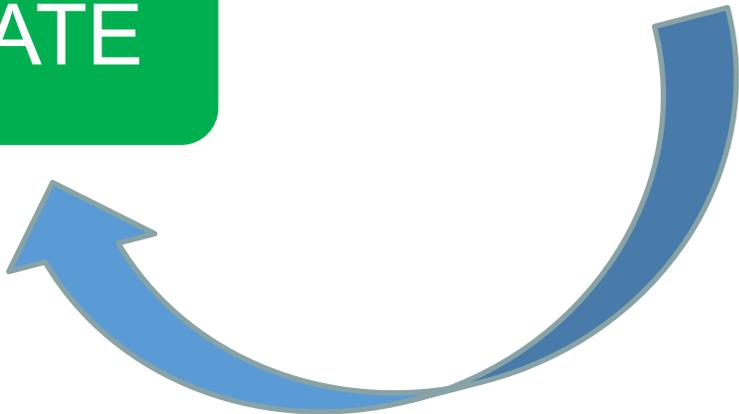
Devotions, practices, religiosity



CELEBRATE



EVALUATE



ACT



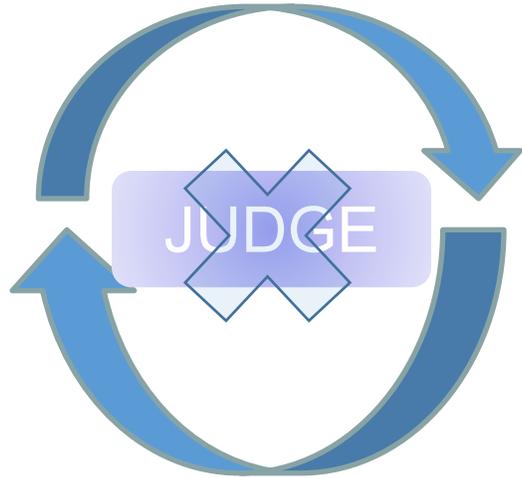
Individual



Communal

#1

SEE

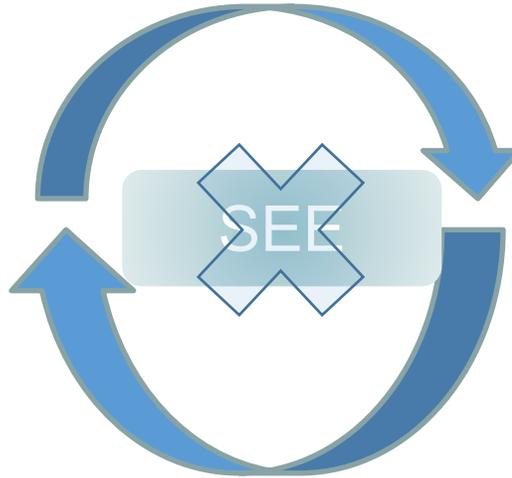


ACT

Secularism,
relativism

#2

JUDGE

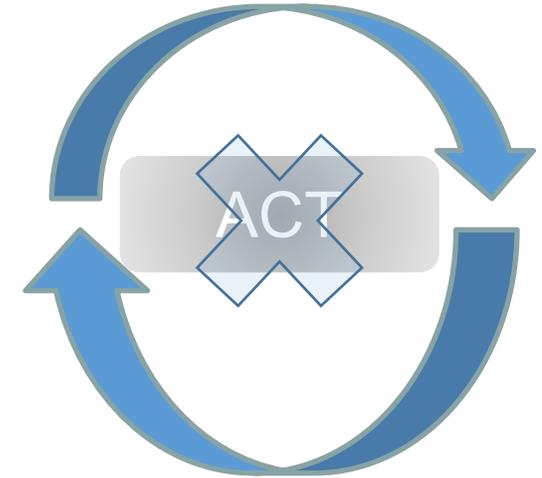


ACT

Fundamentalism

#3

SEE



JUDGE

Armchair
Christian

Applications

- Catholic Social Teaching
- Strategic Planning and pastoral management
- Teaching and faith formation
- Small/base Christian Communities
- Personal spirituality

Scenario

[LINK TO SCENARIO](#)

Apply the SJA method as a Parish Council

1. Introduction

- a. The purpose of this exercise is to introduce you to the SJA process. By its very nature it is a dynamic process in which each step lays the foundation for the next. While it is not possible in this exercise to fully experience the process, it will highlight some of the elements in order to give you a better sense of how the pieces work and fit together.
- b. Introduce yourself to other folks in your breakout room with your name, where you're from, what group or community you belong to, and your area of ministry. (3-5 minutes)
- c. Identify a facilitator for the group and someone who will report back to the large group

2. Issue

- a. You are members of a Parish Council. Most of the members of the parish belong to the same social, political, economic and racial communities.
- b. In the community you notice a small but growing number of immigrants from Togo.
- c. A Togolese couple, Ahmed and Abla, start attending mass. At coffee and donuts they share that they are struggling to find jobs, adequate housing and facing discrimination in the community.
- d. Their concerns are brought to the Parish Council for consideration. As a council you decide to use SJA to address the issue

See

1. See (20 minutes)

a. Subjective: Self (5 minutes)

- i. Briefly identify and share your own immigration status, (i.e., my grandparents were migrants from Germany and Italy) and one feeling you have sometimes when you see new migrants in the community, (i.e. it makes me uncomfortable.)
- ii. As a group discuss together what blind spots you might have as a parish council when it comes to immigration.

b. Subjective: Others (5 minutes)

- i. Discuss briefly what questions and process you would use to interview Ahmed and Abla to learn more about their story.

c. Objective: Social Analysis (10 minutes)

- i. Discuss and develop a list of political, social, economic, cultural questions you think that you would need to explore in order to better understand the broader context of migration and the challenges faced by migrants.
- ii. Discuss and develop a list of resources that could be used to answer those questions.

2. Report back to Large Group (15 minutes)

- a. Share in the large group the questions and resources you discussed to do social analysis.

Judge

1. **Judge** (10 minutes)
 - a. In discerning “where God is” in this situation, discuss what sources and processes you might use to do theological reflection. What scripture stories, Catholic Social Teaching principles, etc. would help you discern how the Spirit is inviting the community to respond?
2. **Act** (5 minutes)
 - a. Assuming the Spirit called you to respond, what kind of process do you think would work best for developing a pastoral plan to address the situation. What would be key considerations? Who would need to be involved?
3. **Report back** to the Large Group (15 minutes)
 - a. Share in the large group the sources and processes you’d use for theological reflection and what considerations would be important for developing a pastoral plan.

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