

Dominican School of Philosophy and Theology

FALL 2023

RS 2206 Educating from the Heart: Salesian Leadership

3.0 units – Thursday mornings: 9.40-12.30, ISS Classroom 1

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Course Description

The reflection of the Preventive System in a language that claims to be faithful to the Salesian tradition and at the same time seeks an honest dialogue with the current educational context become a proposal that delineates the theme of a strongly unitary personal life project where the catholic educator, as a person, reaches a life lived as a grace of unity.

The intent of the course is to generate a dialogue between an epistemological model, a pedagogical methodology and a reflection of the Salesian Preventive System allowing new paths of understanding the Leader nowadays, and understand the educational-pastoral community that encourages, accompanies and projects the presence of Christ among the different educators.

Goals and objectives

The principal objective of this course is to offer you the opportunity to better understand the educational current context and the Salesian Preventive System from an Educative Leadership approach. You will examine critical issues faced by Catholic leaders on Education like a volatile, complex, uncertain, and ambiguous World. You will analyze key factors of a Catholic Educator (leadership, identity, intentionality) and recent trends on the field of education and their impact on the society. You will be immersed in one of the catholic proposals present in 135 countries around the world for the education of the youth: The Salesian Preventive System and the Leadership that emanates from it.

Expectations

Teaching method: it's an interactive course. My presentations will highlight educative aspects in Education, Intentionality and Salesian Preventive System. I will make use of lectures, PowerPoints, or other means to help you to visualize the topics and key factors that you will be studying; I provide some texts to coincide with my lectures and to develop material at greater depth. I shall also indicate some primary source documents, links and videos that emanate from the educative, social, political, and economics references under examination from an educative catholic perspective. At key intervals we will dedicate time to group work and class discussion.

Student roles: While I hope to provide you with positive input, I want to say that I believe that you and your classmates have the greatest role in creating a good learning environment. I expect that you will attend all the class sessions; if there is a serious reason that prevents you from doing so, I would appreciate your speaking to me about your absence. I expect that you will participate in all group projects, giving everyone a chance to speak and building on one another's contributions (I believe that students add breadth and depth to the course for one another through class participation). Finally, I expect that you will complete reading and written assignments in a timely fashion.

Learning outcomes

By the end of this course, you will have gained an overview of the Salesian Educative Method nowadays and the several issues and opportunities for Leaders to better impact the world through education.

You will have learned the principles of Salesian Leaders, and honed skills in critical analysis of interdisciplinary texts through participation in class/group discussions and by developing a research paper written in a succinct and organized fashion.

Tools for assessment

In addition to attendance and class participation, your learning in this course will be assessed on the basis of class discussions and three key written assignments. The first written assignment will be two book reviews: One based on social trends and education, the second on educational leadership in a community of faith. The second assignment will be conceptual flow chart of the Salesian Preventive System (Criteria, Parameters, Strategies). The third will be a class presentation based on one of the books that you will be selecting for the above-mentioned book reviews. The scope and procedure to be followed, the due dates, and the assignments will be discussed early in the semester.

Scheduling

Texts

1. Rodriguez, Alejandro. *Leading From the Heart. An Educative Preventive Approach*. Berkeley, CA: Institute of Salesian Studies, 2020 [ISBN 978-1-7354283-4-5; paperback \$24.95; E-book Kindle \$24.00]
2. Rodriguez, Alejandro. *Educating from the Heart. Salesian Leadership in the University*. México: Ediciones Navarra- Universidad Salesiana, 2018 [ISBN 978-607-9497-38-5; paperback \$ 12.99]
3. Rodriguez, Alejandro. "Education is an art.", 2020 [Bound photocopy notes, \$25.00].

Sources

In addition to the professor's notes, you are to choose one of the following texts for a personal following of the themes of this course.

1. Bauman, Z. (2006a). *Ética Posmoderna* [Postmodern Ethics]. Siglo XXI.
2. ----- . (2006b). *Vida Líquida* [Liquid Life] (Vol. 143). Paidós.
3. ----- . (2008). *Consuming life*. Polity Press.
4. Bauman, Z., & Bordoni, C. (2016). *Estado de Crisis* [State of Crisis]. Paidós.
5. Bauman, Z., & Donskis, L. (2015). *Ceguera Moral. La pérdida de sensibilidad en la modernidad líquida* [Moral Blindness. The Loss of Sensitivity in the Liquid Modernity] Paidós.
6. Braido, P. (2013). *Prevention not Repression*. Don Bosco. Bengaluru: Kristu Jyoti Publications. Educational System.
7. Braido, P., Da Silva Ferreira, A., Motto, F., y Prellezo, J. M. (Eds.). (1992). *Don Bosco Educatore. Scritti e testimonianze*. Rome, Italy: LAS.
8. Caraher, L. (2015). *Millennials & Management: The Essential Guide to Making it Work at Work*. New York: Routledge.
9. Finamore, R. (2014). *Realismo e Metodo. La riflessione epistemologica di Bernard Lonergan* [Realism and Method. Bernard Lonergan's Epistemological Reflection]. Rome, Italy: Gregorian & Biblical Press.
10. Harari, Yuval. (2019). *21 lessons for the 21st Century*. Random House.
11. Illeris (Ed.), *Contemporary theories of learning: learning theorists in their own words*. Taylor & Francis.
12. Johansen, B. (2012). *Leaders make the future. Ten new leadership skills for an uncertain world*. Berrett- Koehler Publisher.
13. Lenti, A. (2007-2008). *Don Bosco. History and Spirit* (Vol. 1-7). Roma, Italy: LAS.
14. Lonergan, B. (1967). *Cognitional Structure in Collection: Papers by Bernard Lonergan*. Herder.
15. ----- . (1973). *Method in Theology*. University of Toronto Press for Lonergan Research Institute of Regis College.
16. ----- . (1992). *Insight: A Study of Human Understanding* (Vol. 3). (F. E. Crowe, & R. Doran, Eds.) University of Toronto.
17. Meynell, H. (2009). Taking A(nother) look at Lonergan's Method. *New Blackfriars*, 1028, 474-500.
18. Philip, T. M., y Garcia, A. (2013). The importance of still teaching the iGeneration: New technologies and the centrality of pedagogy. *Harvard Educational Review*, 83(2), 300-319.
19. Vecchi, J. E. (1997a). *For you I study...(C 14) Satisfactory Preparation of the Confreres and the quality of our educative work*. 361(77). Rome, Italy: Editrice S.D.B.
20. Viganó, E. (1978, July/December). Salesian educational project. *Acts of the General Council of the Salesian Society of St John Bosco*, 290(59). Rome: Editrice S.D.B.

21. ----- . (1988, April/June). The Letter “Juvenum Patris” of his Holiness John Paul II. *Acts of the General Council of the Salesian Society of St John Bosco*, 325(69). Rome, Italy: Editrice S.D.B.
22. ----- . (1991, July/September). New education. *Acts of the General Council of the Salesian Society of St John Bosco*, 337(72). Rome, Italy: Editrice S.D.B.
23. ----- . (1993, April/June). Educating to the faith in the school. *Acts of the General Council of the Salesian Society of St John Bosco*, 344 (74). Rome: Editrice S.D.B.

Internet sites for document links

Spring Hill College Theology Library: <http://www.shc.edu/theolibrary/>

Salesians of Don Bosco (Official Website): <https://www.sdb.org>

Course Outline - Topics to Cover

Themes to explore: overview and plan for the semester.
A guide to Salesian Leadership: Tradition and renewal.

1. Context
 - Globalization
 - VUCA World
 - UTRU approach
 - "Incompletes" approach
 - Trends on Education
2. Generations
 - TS
 - Centennial
 - Millennials
3. Educative Model
 - Social Constructivism
 - Tools
 - Learner
 - Community of learning
4. Self-appropriation
 - Knowledge
 - Imperatives
 - Intentionality
 - Method
 - Community of inquiry
5. Leadership
 - Theories of Leadership
 - Leader development
 - Leadership development
 - Educational Leader
6. Salesian Leadership
 - Prevention
 - Criteria
 - Parameters
 - Pedagogical Strategies
 - Social parameters
7. Grace of Unity
 - UNLO

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Class Schedule:

The class meets weekly on Thursday mornings

Weeks	Topics	Background Readings
1	Introduction: exploring the themes of Education; overview and plan for the semester.	
1	Context Society of knowledge Globalization	Rodriguez 1 Ch. 1 Johansen, Ch. 1-4 Bauman 1,2,3
2	VUCA World UTRU approach "Incompletes" approach Trends on Education	Rodriguez Ch. 1 Johansen, Ch. 5-9 Harari, Ch. 1-3
2	Generations TS Centennial Millennials	Caraher, Ch. 1-2
3	Class presentation	
4	Educative Model Social Constructivism Tools Learner Community of learning	Rodriguez Ch. 3 Ileris Ch. 1-8
5	Self-appropriation Knowledge Imperatives	Rodriguez Ch. 2 Meynell Lonergan
6	Intentionality Method Community of inquiry	Rodriguez Ch. 2 Meynell

		Finamore
7	Class presentation	
7	Leadership Theories of Leadership	Rodriguez Ch. 4 Northouse Ch 1-5
8	Leader development Leadership development	Rodriguez Ch. 4
9	Educational Leader	Rodriguez Ch. 4
9	Salesian Leadership Prevention	Lenti Vol. 1-2 Rodriguez Ch. 5
10	Criteria Parameters	Lenti Vol. 1-2 Rodriguez Ch. 5
11	Pedagogical Strategies Social parameters	Lenti Vol. 1-2 Rodriguez Ch. 5
12	Grace of Unity UNLO	Rodriguez Ch. 6
13	FLO	Rodriguez Ch. 6
14	Oral presentations of research, shared with class members	
15	Oral presentations of research, shared with class members	
16	Book reviews due	