Laszlo Zsolnai
Corvinus University of Budapest
European SPES Institute, Leuven
Blackfriars Hall, University of Oxford

Beyond Materialism & Reductionism

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Materialist & Reductionist Worldview

Today the mainstream social practices and the professions are based on strong materialist and reductionist assumptions.
Homo Materialis

Humans are material beings having solely material needs and desires and care about only their own material welfare.
„There are more things in heaven and earth, Horatio, Than are dreamt of in your philosophy”.

Hamlet (1.5.167-8)

We need a richer ontology and a more complex conception of humanity in social practices and the professions.
Homo Spiritualis

People are inherently related to nature, to other people, and to the transcendent. They have intrinsic motivation to act and consider both the material and the non-material outcomes of their actions.
Spiritually informed social practices can lead to better and more satisfying results than current practices based on materialist and reductionist assumptions.
Today’s Professional Education

focuses on the scientific/technical aspect and neglects other important aspects (the systemic/ecological, the interpersonal/social, and the existential/spiritual).
What Can We Do?

(i) **Experimental teaching** (using various experimental games and decision-making exercises)

(ii) **Cross-cultural teaching** (always referring to the cultural biases of any given social practice)

(iii) **Whole systems teaching** (exploring the wide range of stakeholders, including nature and future generations)
(iv) **Critical teaching** (making explicit the hidden assumptions of problem formulation)

(v) **Existential teaching** (defining professional problems in terms of self and identity)

(vi) **Introducing new working models** (that conjointly serve human flourishing and ecological regeneration)

(vii) **Organizing meaningful, life-changing, extracurricular activities.**
Living with the Homeless
(Concordia, Montreal)
Building a Solar School
(Zangla, Ladakh)
Whole Person Education

Educating

the spirit, the mind, and the body.
Thank you!

zsolnai@uni-corvinus.hu