

## Tentative Syllabus for

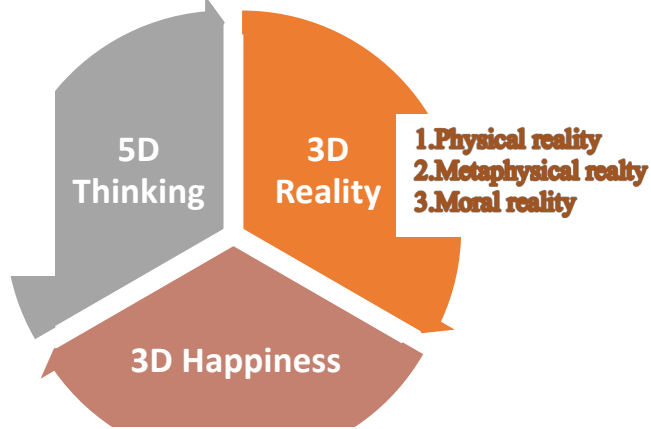
### RNK-PHIL 543: A New Understanding of Science through 5D Thinking: A Practical Approach

(3 credits; 7.5 hours of class time per week for a 6-week semester, 3+0)

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| <b>Course description</b> | <p>This course will use five-dimensions of thinking (5D) as a socio-epistemological perspective to teach a scientific reading of the universe. Each dimension is designed to give the student a new insight first into an understanding of the scientific approach to the cosmos, which will help develop good attitudes towards both scientific knowledge and its object that is our universe. The model assumes that God speaks through His words in various revelations and through His works in His creative acts in the universe. It aims to derive God’s character lessons embedded in scientific studies of the universe. It will link Divine acts manifested in the universe to various Divine names and attributes.</p> <p>The course is based on the “5D thinking model”, which provides a holistic vision to see science and religion as expressions of a single reality. The model consists of the following thinking dimensions:</p> <p>The first dimension (analytical/scientific thinking) demonstrates how to filter embedded atheistic ideology from modern scientific knowledge. It explores a particular cosmic phenomenon based on scientific understanding without ascribing the ultimate reality to material causes, nature, or chance.</p> <p>The second dimension (analogical thinking) compares and contrasts the observed phenomena in the cosmos with human-made phenomena for better comprehension. This dimension is based on the phenomenological approach, assuming that the knowledge of the self is the key to learn everything else. It provides a useful analogy that helps readers learn and interpret unknown phenomena through their knowledge of known phenomena.</p> <p>The third dimension (critical thinking) helps readers question how the observed phenomena might have come into existence. Through critical thinking, it encourages readers to question material causes, natural properties and chance as possible sources of our observed reality. It aims to guide readers beyond material causation and natural properties to pursue hidden realities.</p> <p>The fourth dimension (meditative thinking) helps readers seek the Maker of the observed phenomena and understand the hidden messages/meanings of His acts. It makes an argument that given the interconnectivity of everything in the universe, the Maker of one thing is the Maker of everything. It also shows how to read God’s knowledge by reflecting on His works in the universe like a meaningful book.</p> <p>The fifth dimension (moral thinking) encourages readers to reflect on the benefits of the observed phenomena and emphasizes how everything is custom-made for a specific beneficial outcome. It encourages readers to reflect on God’s creation as a unique and precious gift for them and/or others. It guides them on how to derive character lessons from the observed phenomena as a result of the contemplation included in the previous dimensions. It invites them to feel sincere appreciation for the special gifts granted by the Most Merciful and Most Kind. It encourages them to show kindness to others through good character.</p> <p>In short, the course through 5D thinking approach aims to develop positive views of science from a holistic perspective, as a means for deriving better character lessons. It will show how to gain those lessons by studying the universe for both instrumental and meditative knowledge.</p> |
| <b>Course objectives</b>  | <p>The course aims to provide a new perspective through the five-dimensional (5D) thinking approach to derive character lessons from existing scientific knowledge. The program outputs will likely help scientists, educators, researchers, and theologians to appreciate each other while motivating students to appreciate both as they study the universe and see scientific knowledge as a tool to unleash the deep meaning and character lessons from the universe. It will add new</p>   |

dimensions to existing one dimensional scientific knowledge. As shown in the diagram below, the program is expected to provide 5D thinking which works like 5D glasses showing multi-dimensions of the reality and pleasure of life:

- 1. Analytical thinking
- 2. Analogical thinking
- 3. Critical thinking
- 4. Meditative thinking
- 5. Moral thinking



- 1. Physical reality
- 2. Metaphysical reality
- 3. Moral reality

- 1. Sensual (bodily) pleasure
- 2. Intellectual pleasure
- 3. Spiritual & moral pleasure

The course aims to cover certain character traits such as industriousness, persistence, patience, humility, honesty, compassion, self-confidence, self-worth, regard for others. Those character traits will be taught through lessons derived from scientific knowledge. They will be reinforced through relevant citations from major religious texts such as Old and New Testaments, Quran, etc.

Participants are expected to learn how to develop educational materials using 5D thinking approach.

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| <b>Prerequisites</b>                | None   |
| <b>Textbook</b>                     | Aydin, Necati (2019): <i>Said Nursi and Science in Islam: Character Building Through Nursi's Mana-i Harfi</i> , New York & London: Routledge.  |
| <b>Additional reading materials</b> | <ol style="list-style-type: none"> <li>1. Selected topics from Risale-i Nur</li> <li>2. Selected topics from the <i>Revealed Qur'an</i> by Colin Turner</li> <li>3. Selected parts from 5D Thinking Workbook I on Brain and Five Senses (biology)</li> <li>4. Selected parts 5D Thinking Workbook II on the Earth and Five Cycles (geology)</li> <li>5. Selected parts 5D Thinking Workbook III on the selected topics from physics</li> </ol> |
| <b>Assessment &amp; evaluation</b>  | Short reflection papers and presentations throughout the semester and group projects (70%), Term paper (individual or group) (30%)   |
| <b>Attendance</b>                   | Required through Zoom  |
| <b>Medium of instruction</b>        | English  |
| <b>Leading Instructor</b>           | Prof.Necati Aydin  |
| <b>Guest instructors</b>            | Prof.Alparslan Acikgenc<br>Prof.Colin Turner<br>Prof.Yunus Cengel<br>Prof.Ibrahim Ozdemir<br>Ms.Nadine Kamal   |

## Tentative Course Content (May be modified to suit needs)

(During a 6 week-semester, there will be 7.5 hours of in-class course time per week. Each course-hour consists of 50 minutes of class time and 10 minutes of break.)

| Topics   | Learning Objectives and Description of Topics  | Reading assignments and Guest instructors   |
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| <b>LECTURE 1</b><br>Introduction and overview  | Outline the objectives of the course.<br>Share information about the ongoing 5D Thinking workbook project.<br>Discuss the expected learning outcomes.<br>Provide overview of the course content, teaching strategies, assessment.  | Introduction and Foreword from Said Nursi and Science in Islam<br><b>Guest Instructor: Prof. Alparslan Acikgenc</b> |
| <b>LECTURE 2-3</b><br>Secularization problem & Islamization of science                   | Cover the problem of secularizing various aspects of contemporary knowledge.<br>Review the evolving thoughts of Nursi on science and faith.<br>Define four key Nursian concepts of mana-i harfi, mana-i ismi, nazaar, and niyaah in diagnosing the secularization problem and prescribing a unique solution.<br>Discuss Nursi's place among great eastern and western thinkers who consider ideology-laden, secularized knowledge to be the root cause of malaise in modern societies. | Chapter 1 of Said Nursi and Science in Islam<br><b>Guest Instructor: Prof. Colin Turner</b>                         |
| <b>LECTURE 4</b><br>Secular vs. Tawhīdī worldviews                                       | Investigate the relationship between knowledge and worldview formation.<br>Compare secular and Tawhīdī (holistic) worldviews in terms of their corresponding phenomenology, ontology, epistemology, teleology, anthropology, and axiology.   | Chapter 3 of Said Nursi and Science in Islam  |
| <b>LECTURE 5</b><br>Secular vs. Tawhīdī worldviews in the 12 <sup>th</sup> word          | Discuss allegory in the 12 <sup>th</sup> Word to compare secular and Tawhīdī worldview of the universe   | 12th Word from the Words<br><b>Guest Instructor: Prof. Alparslan Acikgenc</b>                                       |
| <b>LECTURE 6</b><br>Teaching of Tawhīdī worldview in the Qur'an                          | Present teaching of the Tawhīdī worldview in the Qur'an with examples.<br>Discuss the role of worldview in perception and knowledge.   | Chapter 3 of Said Nursi and Science in Islam<br><b>Guest instructor: Prof. Ibrahim Ozdemir</b>                      |
| <b>LECTURE 7</b><br>One universe in two languages: mana-i ismi vs mana-i harfi languages | Discuss the four words and four statements in Masnaw-i Nuriye<br>Show how Nursi uses those concepts to formulate two competing languages, namely, mana-i harfi (other indicative) and mana-i harfi (self-referential) languages.   | Chapter 1 of Said Nursi and Science in Islam<br>Four Words and Four Statements in Masnawi-Nuriye                    |

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|  | Compare the reading of the universe as a book in those languages.   | Guest Instructor: Prof. Colin Turner   |
| <b>LECTURE 8</b><br>Meaning crisis and phenomenology of secular science    | Discuss the role of worldview as a lens through which we perceive the universe and life events. Compare secular and Tawhīdī languages based on their corresponding phenomenology in terms of the meaning crisis in the modern societies. Compare and contrast Nursi's concept and use of ana (self) with the phenomenological concepts and method.  | Chapter 3 of Said Nursi and Science in Islam   |
| <b>LECTURE 9</b><br>Meaning crisis and phenomenology of Islamic science    | Elaborate on the meaning of beings and life from secular and Tawhidi perspectives<br>Explore how each language leads to different worldviews and worldly aspirations.<br>Discuss the relationship between the secularization of the mind and life.  | Chapter 4 of Said Nursi and Science in Islam   |
| <b>LECTURE 10-11</b><br>Mana-i harfi and phenomenology of Islamic science  | Discuss the Ana Treatise with the guest instructor. The discussion is expected to shed light on his epistemic, ontic, and phenomenological approaches based on his understanding of human self and consciousness. Particularly, it might help to better understand his mana-i harfi approach in reading the universe with its physical, social, and personal events like a meaningful book. | 30 <sup>th</sup> Word, Ana Treatise<br>Guest Instructor: Prof. Alparslan Acikgenc                                    |
| <b>LECTURE 12</b><br>5D thinking approach for mana-i harfi perspective     | Define 5D thinking approach along its five components<br>Give examples for each dimension of 5D thinking<br>Establish relationship between 5D thinking approach, mana-i harfi, niyyah, and nazaar<br>Discuss the importance of 5D thinking approach for new understanding of science and character development  | Chapter 5 of Said Nursi and Science in Islam   |
| <b>LECTURE 13</b><br>Example of 5D thinking approach in Nursi's writings   | Read and reflect on two pieces from Nursi's writings as an example of 5D thinking   | 32 <sup>nd</sup> Word, First Part<br>Sixth topic in the 11 <sup>th</sup> Ray<br>Guest Instructor: Prof. Colin Turner |
| <b>LECTURE 14</b><br>Teaching strategies and tips for 5D thinking approach | Discuss teaching strategies for 5D Thinking approach<br>Emphasis the importance of using analogy in 5D Thinking approach<br>Compare holistic vs reductionist approach in studying the universe  | Chapter 5 of Said Nursi and Science in Islam   |

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| <p><b>LECTURE 15</b><br/>Example of understanding biology through 5D Thinking approach</p>       | <p>Cover a chapter titled “Human eyes and sense of sight”. Provide a practical example of 5D thinking approach with the following objectives:<br/>Explore basic scientific knowledge about how the eyes works (analytical thinking)</p> <p>Compare the eyes to a camera to better comprehend the eyes through analogy (analogical thinking)</p> <p>Engage in critical thinking in terms of understanding the necessary conditions for the emergence of the eyes vs. a camera (critical thinking)</p> <p>Arrive to logical conclusion about the Maker of the eyes along His manifested messages in His act of creating the eyes (meditative thinking)</p> <p>Reflect on the value of the eyes as a special gift from the Most- Kind and respond with good character (moral thinking)</p> | <p>A chapter from 5D Thinking Workbook I on Brain and Five Senses<br/><b>Guest instructor: Nadine Kamal</b></p>      |
| <p><b>LECTURE 16</b><br/>Example of understanding earth science through 5D Thinking approach</p> | <p>Cover a sample chapter on the Earth and Five Cycles as an example of using 5D Thinking approach in understanding earth science</p>   | <p>A chapter from 5D Thinking Workbook II on the Earth and Five Cycles<br/><b>Guest instructor: Nadine Kamal</b></p> |
| <p><b>LECTURE 17</b><br/>Example of understanding physics through 5D Thinking approach</p>       | <p>Brain: Inert matter or an active agent? Are you really your brain, or is there more to it?<br/>Is the brain really the pilot, or just the cockpit of an airplane?<br/>Is the brain the controller, or just the control room with flashing display signals?<br/>Can the firing patterns of neurons construct a ‘self’? Can the intense electric signal activity in a microprocessor produce life, consciousness, emotions, or free will? How about the chaotic electric signal activity in the brain?</p>   | <p>A chapter from 5D Thinking Workbook III on physics<br/><b>Guest Instructor: Prof. Yunus Cengel</b></p>            |
| <p><b>LECTURE 18</b><br/>Presentations</p>   | <p>Presentations of term papers</p>   |  |

## Assignments

| Topics  | Due Dates         |
|---|-------------------|
| Critical reading reflection of Chapter 1 of Said Nursi and Science in Islam (up to 600 words)   | Before Lecture 2  |
| Critical reading reflection of Chapter 3 of Said Nursi and Science in Islam (up to 600 words)   | Before Lecture 4  |
| Critical reading reflection of Chapter 4 of Said Nursi and Science in Islam (up to 600 words)   | Before Lecture 6  |
| Critical reading reflection of Chapter 5 of Said Nursi and Science in Islam (up to 600 words)   | Before Lecture 9  |
| Brief reflective paper showing how 5D thinking approach might be applied to 32 <sup>nd</sup> Word, First Part & Sixth topic in the 11 <sup>th</sup> Ray | Before Lecture 13 |
| Term paper of writing a scientific topic through 5D thinking approach (15 pages)  | Before Lecture 19 |
| Presentation of the term paper  | Lecture 19        |