

## Cosmology as Ethical Formation: Supreme Mathematics and Initiatory Pedagogy in Black American Islam

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### Abstract

This paper examines Black American Islam, with particular attention to the Five Percent Nation, as a form of African diasporic religious cosmology articulated through Islamic symbolic language and structured pedagogy. While this movement is often interpreted primarily as a form of cultural resistance or identity formation, this study demonstrates that its symbolic system, Supreme Mathematics, functions as a coherent cosmological framework designed to cultivate ethical self-formation, disciplined knowledge, and communal responsibility. The research employs a comparative hermeneutic approach and structural analysis to examine how the tenfold sequence of Supreme Mathematics organizes knowledge sequentially as a developmental process. This analysis highlights parallels with African diasporic numerological traditions, which use structured knowledge to guide moral and spiritual formation, and Islamic initiatory pedagogy, in which staged instruction develops ethical and spiritual capacity. Key findings indicate that Supreme Mathematics operates as an initiatory cosmology, in which knowledge is progressively revealed, ethical principles are internalized, and mastery is enacted through both individual and communal practice. The study also identifies a broader pattern of structured cosmological pedagogy recurring across religious traditions, illustrating the value of sequential knowledge for ethical formation. By framing Supreme Mathematics as an initiatory pedagogical system, the paper demonstrates how African diasporic and Islamic approaches to structured knowledge contribute to theory-producing religious practice, providing insights into the development of ethical and spiritual subjects in contemporary Black American Islam. The study offers a framework for understanding structured cosmology as a tool for moral, spiritual, and social transformation.

### Keywords

African Diasporic Cosmology, Supreme Mathematics, Initiatory Pedagogy, Ethical Formation, Black American Islam.