

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# HLSS323

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## Course Summary

**Course :** HLSS323 **Title :** Homegrown Violent Extremism  
**Length of Course :** 8 **Faculty :**  
**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

This course explores homegrown violent extremism in Western society that has significantly increased around the globe due to the inspiration of al Qaeda and similar groups. This course will examine the ideology of homegrown extremists and the different models of why and how people become radicalized and choose to take violent action against their fellow citizens. Also addressed in this course is the increasing use of social media to recruit and radicalize individuals, initiatives to counter homegrown violent extremism, as well as efforts to de-radicalize individuals.

### Course Scope:

As a 300-level course, this course provides a higher level of knowledge building on the material taught at the 200 level. The purpose and scope of this course is to enable the student to build a deeper understanding of the discipline.

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## Objectives

After successfully completing this course, you will be able to:

- CO-1: Describe the psychological factors of terrorism as well as the ideologies that drive homegrown violent extremism.
  - CO-2: Compare and contrast the different models and framework for the radicalization process.
  - CO-3: Examine case studies of homegrown and domestic violent extremism in North America.
  - CO-4: Describe the impact of social media on extremist recruiting and radicalization efforts.
  - CO-5: Compare and contrast initiatives to counter homegrown and domestic violent extremism and de-radicalization efforts.
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## Outline

**Week 1: Intro to Homegrown Violent Extremism (HVE) and Domestic Violent Extremism (DVE)**

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## Learning Outcomes

CO-1: Describe the psychological factors of terrorism as well as the ideologies that drive homegrown violent extremism.

## Required Readings

See the Week 1 Content tab.

## Assignments

Introduction Discussion

Week 1 Discussion

## **Week 2: Radicalization process(es)**

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## Learning Outcomes

CO-2: Compare and contrast the different models and framework for the radicalization process.

## Required Readings

See the Week 2 Content tab.

## Assignments

Week 2 Discussion

## **Week 3: HVE/DVE Case Study 1 and 2: Theodore Kaczynski and Timothy McVeigh**

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## Learning Outcomes

CO-3: Examine case studies of homegrown and domestic violent extremism in North America.

## Required Readings

See the Week 3 Content tab.

## Assignments

Week 3 Discussion

## **Week 4: HVE Case Study 3: Mubin Shaikh and the Toronto 18**

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## Learning Outcomes

CO-3: Examine case studies of homegrown and domestic violent extremism in North America.

CO-5: Compare and contrast initiatives to counter homegrown and domestic violent extremism and de-radicalization efforts.

## Required Readings

See the Week 4 Content tab.

## Assignments

Week 4 Discussion

Midterm Assignment

## **Week 5: HVE Case Study 4 and 5: Nidal Hassan and the Boston Bombers**

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Learning Outcomes

CO-2: Compare and contrast the different models and framework for the radicalization process.

CO-3: Examine case studies of homegrown and domestic violent extremism in North America.

Required Readings

See the Week 5 Content tab.

Assignments

Week 5 Discussion

## **Week 6: Terrorism and the Internet, HVE/DVE, and Social Media**

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Learning Outcomes

CO-4: Describe the impact of social media on extremist recruiting and radicalization efforts.

Required Readings

See the Week 6 Content tab.

Assignments

Week 6 Discussion

Progress Assignment

## **Week 7: Deradicalization**

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Learning Outcomes

CO-5: Compare and contrast initiatives to counter homegrown and domestic violent extremism and de-radicalization efforts.

Required Readings

See the Week 7 Content tab.

Assignments

Week 7 Discussion

## **Week 8: Countering Violent Extremism (CVE)**

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Learning Outcomes

CO-5: Compare and contrast initiatives to counter homegrown and domestic violent extremism and de-radicalization efforts.

## Required Readings

See the Week 8 Content tab.

## Assignments

Week 8 Discussion

Final Assignment

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# Evaluation

## **Discussions – 25 percent**

Each week, a discussion question is provided and posts should reflect an assimilation of the readings. Students are required to provide a substantive initial post by Thursday at 11:59 pm ET and respond to at least 2 classmates by Sunday 11:59 pm ET. Discussion posts are graded on timeliness, relevance, knowledge of the weekly readings, and the quality of original ideas.

## **Midterm Assignment - 25 percent**

## **Progress Assignment - 25 percent**

## **Final Assignment – 25 percent**

### Grading:

Name	Grade %
Discussions	25.00 %
W1: Intro to Homegrown Violent Extremism (HVE) and Domestic Violent Extremism (DVE)	3.13 %
W2: Radicalization process(es).	3.13 %
W3: HVE DVE Case Study 1 and 2: Theodore Kaczynski and Timothy McVeigh	3.13 %
W4: HVE Case Study 3: Mubin Shaikh and the Toronto 18	3.13 %
W5: HVE Case Study 4 and 5: Nidal Hassan and the Boston Bombers	3.13 %
W6: Terrorism and the Internet HVE DVE and Social Media	3.13 %
W7: Deradicalization	3.13 %
W8: Countering Violent Extremism (CVE)	3.13 %
Midterm Assignment	25.00 %
Midterm Assignment: HVE and Radicalization	25.00 %
Progress Assignment	25.00 %
Progress Assignment: HVE Case Study 6	25.00 %
Final Assignment	25.00 %
Final Assignment: Internet and Social Media for Radicalization and Countering Violent Extremism	25.00 %

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## Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

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All required readings are located under the weekly Content tab in the classroom.

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## Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student. All assignments must be submitted by the end of the week (Sunday, 11:59 pm, ET) they are assigned unless otherwise noted.

### Citation and Reference Style

Students will follow the APA Style as the sole citation and reference style used in written work submitted as part of coursework for this course. See <https://www.apus.edu/apus-library/resources-services/Writing/writing-center/apa-style-guide-info.html>

### Late Discussions and Assignments

Please review the late policy under [Student Deadlines](#) in the Student Handbook.

### Academic Dishonesty

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

### Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

### Tutoring

[Tutor.com](#) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to

## Communications

### Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

### Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

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## University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

### Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible,

affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

### **Minimum Technology Requirements**

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

### **Disclaimers**

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.