



# **The Constitution Made Simple**

**What Every Responsible Citizen *Must* Know to Defend Freedom**

Online Seminar

Thursday Evenings, February 4 – May 27, 2010

Mentor: James Ure, *Esq.*

## **Course Description & Syllabi**

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# Why Should You Attend This Seminar?

America is in grave danger of losing her freedom. Institutions we've depended on are crumbling, our core principles of government are dissolving. Bitter partisan politics split our nation, and the entrenched powers on both sides seem to care about little more than maintaining control.

You're reading this now because you get this, and it frustrates you. You try to do your part: you read the news, you vote, you vent your political frustrations, you create value for society and pay your taxes (while cringing at our exploding national debt), you strive to live virtuously.

Though you may not be able to define explicitly what bothers you about our current government, you're overwhelmed with the sense that something has gone terribly wrong. So you say things like, "It's just not constitutional," or "It's just not based on our Judeo-Christian ethic." And you hope nobody probes you with follow-up questions like, "What specific constitutional clauses does it violate?" or "What exactly is the Judeo-Christian ethic?"

You are not alone. Many of us have felt exactly like this. These strong moral and political feelings continue to provide strength to our nation. However, restoring our republic requires much more than mere feelings.

We must know the specific clauses of the constitution and understand how they interact in real-life situations. We must understand the foundations of our constitutional structure. We must be able to articulate specific principles that accurately describe our system and our rights and duties.

That is the purpose of this course. This course arms you with a formidable arsenal of specific principles to defend and promote the principles of liberty. Together, we really can shape the course and fabric of America.

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# Seminar Overview

## Format

This seminar is divided into four month-long sections. Each section is comprised of four classes, one per week, which are held online every Thursday evenings from 7:00 to 9:00 p.m. MST.

Classes are held online using Elluminate, a highly-interactive online learning platform. Students are able to see the mentor through streaming video, ask the mentor questions, and discuss with each other. Watch [this brief orientation](#) to learn more.

## Topics

The seminar explores the foundation and structure of the U.S. constitution, and details as the rights and duties of republican citizens (see Seminar Details below). The texts for the course include [The 5,000 Year Leap](#) by Cleon Skousen, the U.S. Constitution, and the Declaration of Independence, which must be purchased before classes begin. The estimated preparation time for each class is 30 minutes to an hour, depending on how fast you read.

## Cost & Registration

The course mentor, James Ure, is used to teaching at George Wythe University, where students pay up to \$3,450 per semester. However, the Center for Social Leadership negotiated an initial price of \$99 per month for this four-month seminar. But since it's such a long seminar, we decided to make it just \$49.95 per month for those who make the full four-month commitment. Students are billed monthly.

[Click here](#) to register now. The Center for Social Leadership only has 50 tickets available to the seminar, so you need to act fast.

## Refund Guarantee

This seminar comes with a full, no-questions-asked, money-back guarantee. If you don't feel the course was worth the price, just let us know and we'll promptly refund your money. However, this offer is only valid until one week after the course has ended (June 3<sup>rd</sup>).

## Mentor Bio



James C. Ure, *Esq.* is a mentor of [Constitutional Case Law](#) at [George Wythe University](#) and the owner and headmaster of [Williamsburg Academy](#), an accredited, private, online high school with an emphasis in leadership, classical works and the outdoors.

James received his B.A. in English from [Brigham Young University](#) and graduated *magna cum laude* from [South Texas College of Law](#). In law school, James served as President of the [Federalist Society](#), the [J. Reuben Clark Law Society](#) and hosted speeches or debates with prominent judges and professors from around the country. He also served on the South Texas Law Review, which published an article of his on the structure and powers of the U.S. Constitution.

He has been a small business owner, clerked for a Texas state court judge and a law firm, and served as an intern in the Utah House of Representatives for the majority whip. He is married to the former Angela Stott. They have three children and reside in Cedar City, Utah.

## Seminar Details

This seminar is divided into four month-long sections. Each section is comprised of four classes, one per week, which are held online every Thursday evenings from 7:00 to 9:00 p.m. MST.

### February: The Foundation

The strength of any foundation will determine the size of the building that can be built thereon. Fortunately, our Constitution is built on a very solid foundation. However, modern education largely neglects this foundation.

This section details the role of God and religion, inalienable rights, natural law, and the ideas of mixed government and a written constitution in our constitutional framework.

### March: The Structure

Our government's power structure is channeled into two molds: Vertical Powers and Horizontal Powers.

Vertical Powers include everything from basic self and family government all the way up to the federal government. Horizontal powers consider the three main branches of government: legislative, executive and judicial. To understand the structure, one must appreciate the inner-workings of each of these molds in detail and see how they interact together.

### April: The Rights

While the Structure focuses on the flow of governmental power, the Rights section focuses on the powers retained by the people and the states.

This section explores the individual's rights of religion, speech, arms, property, privacy, procedural and substantive due process, and other non-enumerated rights, as well as states' rights.

## May: The Responsibilities

As Victor Frankl put it, "Freedom is only part of the story and half of the truth. Freedom is but the negative aspect of the whole phenomenon whose positive aspect is [responsibility]." Frankl recommended "that the Statue of Liberty on the East Coast . . . be supplemented by a Statue of Responsibility on the West Coast."

When asked what type of government the Founders had created, Benjamin Franklin responded, "A republic, if you can keep it." We have unique responsibilities as citizens of a republic, which have been spoken of by the Founders, Alexis de Toqueville, Montesquieu and others, and you'll learn them all in this section.

## Texts & Materials

The text for this seminar include [The Five Thousand Year Leap](#) by Cleon Skousen, the *Declaration of Independence* and the *United States Constitution*. Students must purchase these texts before the class begins.

Students should do the listed readings on the syllabus (see above) before each class begins. Estimated reading time for each class is 30-60 minutes, depending on reader's speed. No other preparation is necessary.

Students need a high-speed Internet connection and a headset with a noise-canceling/echo-reducing microphone that attaches to your computer, such as [this one](#).

## Online Format

Our classes are held in a live, highly-interactive virtual classroom provided through Elluminate, which facilitates both lecture and group discussion formats and supports both PC and Mac operating systems. Please watch the 5-minute [Elluminate Orientation](#) before class begins.

The first portion of each class will be presentation by the mentor and the second part will be interactive class discussion, followed by Q & A.

Students need a high-speed Internet connection and a headset with a noise-canceling/echo-reducing microphone that attaches to your computer, such as [this one](#). If you have a stand-alone or built-in microphone, do *not* plan on using it. They create an echo for everyone in the class and are almost impossible to listen to.

Be sure to test your headset out with your computer before the first class period. Headsets can be picked up from Wal-mart or Staples for under \$15. Without a headset you may still participate by typing questions/comments in the chat box and observing class, but you won't be able to participate orally.





## Registration & Payment

[Click here](#) to visit our registration page, then click the “Buy Now” button. You’ll be directed to PayPal, where you can make a secure payment. Students are billed \$49.95 monthly for four months.

## Schedule & Syllabi

**Classes are held Thursday evenings from 7:00 to 9:00 p.m. mountain time.  
Dates are in the left columns below. Note that class will not be held on April 29<sup>th</sup>.**

## Month 1: The Foundation

	Topic	Principles	Text/Readings	Lecture Topics
Feb. 4 <sup>th</sup>	Of God(s) & Government	The Role of the Creator	Chapter 5, <i>Five Thousand Year Leap</i> ("FTYL")	<b>Impact of [the] God(s) and Religion on Government:</b> The Ancient Orient, Greece, Rome, Ancient Israel and Christianity as Examples
		The Role of Religion	Chapter 4, <i>FTYL</i>	
		The Role of Revealed Law	Chapter 9, <i>FTYL</i>	
Feb. 11 <sup>th</sup>	Unalienable Rights	Genius of Natural Law	Chapter 1, <i>FTYL</i>	<b>Natural Law &amp; Nonsense:</b> Why Inalienable Rights are Nonsense Without a Belief in a Creator
Feb. 18 <sup>th</sup>	Natural Law	All Men Are Created Equal	Chapter 6, <i>FTYL</i>	<b>Theories of Natural Law:</b> Cicero, Blackstone, Locke and Finnis
		Equal Rights, Not Equal Things	Chapter 7, <i>FTYL</i>	
		Man's Unalienable Rights	Chapter 8, <i>FTYL</i> <i>Declaration of Independence</i>	
Feb. 25 <sup>th</sup>	Mixed Government, Written Constitution	Advantages of a Republic	Chapter 12, <i>FTYL</i>	<b>Montesquieu's Spirit of the Laws:</b> Of Republics, Monarchies and Despotisms  <b>Aristotle's Government Cycle:</b> On Good Forms Versus Bad Forms
		A Written Constitution Protects Against Human Frailty	Chapter 13, <i>FTYL</i>	
		The Separation of Powers	Chapter 16, <i>FTYL</i>	
		Importance of a Written Constitution	Chapter 18, <i>FTYL</i>	
		Government by Law, Not by Men	Chapter 22, <i>FTYL</i>	

## Month 2: The Structure

	Topic	Principles	Text/Readings	Lecture Topics
March. 4 <sup>th</sup>	Vertical Powers	Sovereignty of the People	Chapter 10, <i>Five Thousand Year Leap</i> (“FTYL”)	<b>Aristotle’s Line:</b> From Cult to Polis to State (and Everything In Between)
		Limiting and Defining the Powers of Government	Chapter 19, <i>FTYL</i>	<b>Why It All Boils Down to the Family:</b> How Democracy Influences the Family Unit (Tocqueville, <i>Democracy in America</i> , Book III)
March. 11 <sup>th</sup>	Vertical Powers	Strong, Local Self-government	Chapter 21, <i>FTYL</i>	<b>Laboratories of Experimentation:</b> Why Federal One-Size-Fits-All is Usually One-Size-Hurts-All  <b>Why Power Tends to Centralize and Then Expand:</b> Tocqueville On Centralization of Power in Democracies
March 18 <sup>th</sup>	Horizontal Powers	Role of the Legislative Branch	<i>U.S. Constitution, Art. I</i>	<b>The Executive Branch—Do You Want a King? Oh, yes you do!</b> The Appeal of the Biblical Monarch and the Effect on Our National Psyche
		Role of the Executive Branch	<i>U.S. Constitution, Art. II</i>	
		Role of the Judicial Branch	<i>U.S. Constitution, Art. III</i>	<b>The Judicial Branch—Who Made You the Boss?</b> Commentary on Exodus 18 and <i>Marbury v. Madison</i>
March 25 <sup>th</sup>	Horizontal Powers	Who Can Alter the Government?	Chapter 11, <i>FTYL</i> <i>U.S. Constitution, Art. V</i>	<b>Why You Need to Know the Waltz to Understand Checks and Balances</b>
		Checks and Balances	Chapter 17, <i>FTYL</i>	<b>Political Parties:</b> A Brief Introduction

## Month 3: The Rights

	Topic	Principles	Text/Readings	Lecture Topics
April 1 <sup>st</sup>	Religion, Speech, Guns	Free Exercise of Religion	<i>U.S. Constitution, 1<sup>st</sup> Amt.</i>	<p><b>Why Freedom of Religion is First On the List:</b> Why Religion is the <i>Sine Qua Non</i> of All Rights</p> <p><b>Drawing Lines in the Sand:</b> What Speech Should Be Protected?</p> <p><b><i>Districe of Columbia v. Heller.</i></b> Why the Right to Bear Arms is a Personal Right—Not Just a Right About State Militias</p>
		No Establishment of Religion		
		Freedom of Speech		
		Right to Bear Arms	<i>U.S. Constitution, 2<sup>nd</sup> Amt.</i>	
April 8 <sup>th</sup>	Procedural Due Process, Property, and Related Issues	Property Rights Are Essential to Liberty	Chapter 14, <i>Five Thousand Year Leap</i> (“FTYL”)	<p><b>Property Rights and the Bundle of Sticks:</b> What is the Right to Property and Why Does It Matter?</p> <p><b>The Four Elements of Production</b></p> <p><b>Capitalism versus Free Market Economics</b></p> <p><b>Procedural Due Process and Relatives:</b> Why the <i>Processes</i> are as Important as the <i>Rights!</i></p>
		Free-market Economics	Chapter 15, <i>FTYL</i>	
		Searches and Seizures	<i>U.S. Constitution, 4<sup>th</sup> Amt.</i>	
		Pleading the Fifth	<i>U.S. Constitution, 5<sup>th</sup> Amt.</i>	
		Taking of Private Property		
Procedural Due Process	<i>U.S. Constitution, Amts 5, 6, 7 and 8</i>			
April 15 <sup>th</sup>	The Rights Retained by the States and the People	The Rights Retained by the People	<i>U.S. Constitution, 9<sup>th</sup> Amt.</i>	<p><b>And In This Corner: The Bruised &amp; Bleeding Tenth Amendment!</b> Is this a K.O. or Can It Make a Come Back?</p> <p><b>Statesmanship, Mediating Entities and the Proper Role of Government</b></p>
		The Powers Retained by the States and the People	<i>U.S. Constitution, 10<sup>th</sup> Amt.</i>	
April 22 <sup>nd</sup>	Equal Protection and Substantive Due Process	Substantive Due Process	<i>U.S. Constitution, 14<sup>th</sup> Amt.</i>	<b>Magic Wands and Bottomless Hats:</b> How the Judiciary Uses the 14 <sup>th</sup> Amendment to Magically Pull New Rights Out of the Constitution

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		Majority Rule, Minority Rights	Chapter 20, <i>FTYL</i>	<b>Tyranny of the Majority Or Tyranny of the One:</b> How Do We Find the Balance?
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## Month 4: The Responsibilities

	Topic	Principles	Text/Readings	Lecture Topics
May 6 <sup>th</sup>	<b>A Virtuous People</b>	A Virtuous and Moral People	Chapter 2, <i>The Five Thousand Year Leap</i> ("FTYL")	<p><b>"A Republic, If You Can Keep It...."</b> Why Virtue Matters (Montesquieu's <i>Spirit of the Laws</i> and Tocqueville's <i>Democracy in America</i>, Books 1-4)</p> <p><b>The Fatal Sequence Theory (a.k.a. Tytler Cycle)</b></p>
May 13 <sup>th</sup>	<b>Virtuous Leaders</b>	Virtuous and Moral Leaders	Chapter 3, <i>FTYL</i>	<p><b>Theories of Representation and Republics:</b> Should Leaders in a Republic Do What the People Want or What Their Conscience Dictates?</p> <p><b>Law and Morality:</b> Should Morality be Enforced by Law? The Pros and Cons</p>
May 20 <sup>th</sup>	<b>Education</b>	Importance of an Educated Electorate	Chapter 23, <i>FTYL</i>	<p><b>But What Kind of Education?</b> Of Conveyor Belts, Leadership and the Liberal Arts</p> <p><b>Masses, Intelligentsia and the Elite:</b> How One's Type of Education Impacts Her Potential Societal Contributions</p> <p><b>Socioeconomic Class Motives and Education</b></p>
May 27 <sup>th</sup>	<b>Restraint &amp; Liberality</b>	Peace Through Strength Avoid Entangling Alliances Avoid the Burden of Debt The Founders' Sense of Manifest Destiny	Chapter 24, <i>FTYL</i> Chapter 25, <i>FTYL</i> Chapter 27, <i>FTYL</i> Chapter 28, <i>FTYL</i>	<p><b>Ten-year-olds and BB Guns:</b> Why Is It So Hard to Have Power and Not Use It?</p> <p><b>Pietas, Labor and Fatum:</b> A Lesson From the Romans</p>

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# About The Center for Social Leadership

The Center for Social Leadership (CSL) is a think tank and action organization dedicated to building [social leaders](#) for the 21<sup>st</sup> Century.

Humanity is experiencing dramatic changes. Traditional leadership is broken. Conventional human organization based on hierarchies and formal authority is outdated. Human consciousness is evolving. Technology has transformed the way we interact and enhanced our ability to have impact—for good or ill. The Center for Social Leadership was formed to steer these changes to improve the health of society, preserve freedom, and ensure peace and prosperity for humanity. A new vision of leadership is needed. Not the old, hierarchical, positional, authoritative, privileged-elite leadership, but a new democratic, action-determined, service-oriented leadership. Through this social leadership mankind can achieve unprecedented happiness and fulfillment.

Learn more and engage with CSL by [reading our e-book](#) and joining our mailing list at [www.TheSocialLeader.com](http://www.TheSocialLeader.com).

**“It’s not about someone doing everything. It’s about everyone doing something.”**

