

Chapter 2

Foundations of the American Political System

Lesson 1

Our Natural Rights



Key Terms

canton	limited government
civil rights	natural rights
consent	political rights
constitutional government	private domain
democracy	republic
equal protection	right of revolution
higher (fundamental) law	social contract
human nature	state of nature
law of nature	unalienable (inalienable)
legitimate	unlimited government

What You Will Learn to Do

- *Examine the role government plays in protecting our natural rights*

Linked Core Objectives

- *Take responsibility for your actions and choices*
- *Apply critical thinking techniques*

Skills and Knowledge You Will Gain Along the Way

- *Explain the purpose of government based on the natural rights*
- *Explain the characteristics of a constitution and constitutional government*
- *Explain how the Founders' fear of abuse of power by government may have motivated them to establish a constitutional government*
- *Define key words contained in this lesson*

Chapter 2

Key Note Term

state of nature—the basis of natural right philosophy, state of nature is the hypothetical condition of people living together in a society

law of nature—in natural rights philosophy, the law of nature would prevail in the absence of man-made law, and contains universally obligatory standards of justice

natural rights—the doctrine of natural rights assumes that human beings had rights in a “state of nature” and create government in order to protect those rights

consent—agreement or acquiescence

social contract—the agreement among all the people in a society to give up part of their freedom to a government in return for the protection of their natural rights by that government

unlimited government—a government in which those who govern are free to use their power as they choose, unrestrained by laws or elections

limited government—in natural rights philosophy, a system restricted to protecting natural rights and that does not interfere with other aspects of life

constitutional government—a government in which the powers of government are limited in practice by a written or unwritten constitution which they must obey

Introduction

Natural rights philosophers such as John Locke explored ideas about the laws of nature and natural rights of all people. This lesson explores how the Founders’ ideas of government supported Locke’s philosophy of natural rights. Through discussion, reflection activities, and group work, you will identify how our government was developed to protect our natural rights.

This lesson introduces you to some basic ideas of the natural rights philosophy and theories of government that were of great importance in the development of our government. These major ideas include the **state of nature**, the **law of nature**, **natural rights**, **consent**, and the **social contract**. You learn about these ideas as they were developed by the English philosopher John Locke (1632–1704).

This lesson also introduces you to some basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all. When you finish this lesson you should understand the difference between **unlimited** and **limited government**, the difference between written and unwritten constitutions, and how Americans have used the term **constitutional government**. You should be able to explain why a government with a constitution is not necessarily a constitutional government, and be able to identify alternative models of government that the Founders had to choose from.

When you finish this lesson, you should be able to describe how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of government. You should be able to explain some of the basic ideas of the natural rights philosophy.

Finally, you should be able to explain that the purpose of government based on the natural rights philosophy is to preserve our natural rights to life, liberty, and property.

Understanding the Natural Rights Philosophy

*We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain **unalienable** Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights; Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government.*

This excerpt from the Declaration of Independence includes some of the most important philosophical ideas underlying our form of government. They are ideas that had been familiar to almost everyone in the American colonies long before the Revolutionary War.

These ideas had been preached in churches, written in pamphlets, and debated in public and private. They had been developed and refined by political philosophers such as the Englishman John Locke, pictured in Figure 2.1.1, and others. Locke was the most important influence on the thinking of the Founders at the time of the Revolution. Locke’s political philosophy is often called the natural rights philosophy.

The natural rights philosophy is based on imagining what life would be like if there were no government. Locke and others called this imaginary situation a state of nature. By this, Locke did not necessarily mean people living in a wilderness. A state of nature is a condition in which there is no government. For example, even with the existence of the United Nations, international relations between countries today operate in a state of nature. There is no superior power that can act effectively as a government over these individual states.

Thinking about what life would be like if there were no government was very useful to philosophers such as Locke in answering questions like these:

- **What is *human nature*?** That is, what traits of personality and character, if any, do all human beings have in common? For example, are all people selfish or do they tend to care for the good of others?
- **What should be the purpose of government?**
- **How do the people running a government get the right to govern?**
- **How should a government be organized?**
- **What kinds of government should be respected and supported?**
- **What kinds of government should be resisted and fought?**

The natural rights philosophers' answers to these questions provided the foundation for many arguments the Founders made to explain and justify their decision to separate from Britain. They also used these ideas in writing state constitutions after the Revolutionary War and later in writing the Constitution of the United States and the Bill of Rights.

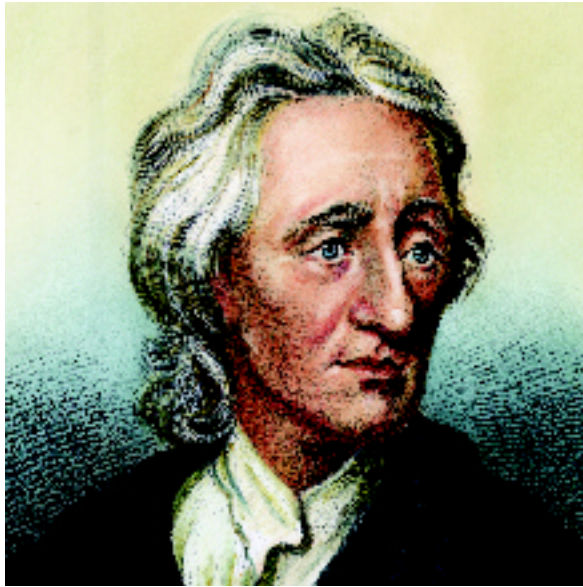


Figure 2.1.1: John Locke, 1632–1704.

Courtesy of Bettmann/Corbis.



Key Note Term

unalienable—
fundamental rights of
the people that may not
be taken away

*Did the end of white rule
in South Africa in 1993
result in a state of nature?
Why?*

*Courtesy of AP/Wide World
Photos.*

Key Note Term

human nature—
personality and charac-
ter traits that all human
beings have in common

Taking the Position of Apolitical Philosopher

To understand the natural rights philosophy, you should try to answer the questions it addresses. Some important questions are included in the following exercise.

Imagine that all the students in your school were transported to a place with enough natural resources for you to live well, but where no one had lived before. When you arrive, you have no means of communicating with people in other parts of the world. With this imaginary situation in mind, answer the following questions. Discuss your answers, and then compare your answers with those of John Locke, in the next section.

1. Upon arrival would there be any government or laws to control how you lived, what rights or freedoms you exercised, or what property you had? Why?
2. Would anyone have the right to govern you? Would you have the right to govern anyone else? Why?
3. Would you have any rights? What would they be?
4. What might people who were stronger or smarter than others try to do? Why?
5. What might the weaker or less sophisticated people try to do? Why?
6. What might life be like for everyone?

How do your answers compare with those of John Locke? Your answers may be similar to those developed by John Locke or they may differ. In this lesson you are focusing on understanding Locke's answers because they were widely shared by Americans living during the 1700s. They also played a very important role in the development of our government.

1. Locke believed that there were rules in a state of nature. He called these rules natural law or the law of nature. He said, "The state of nature has a law of nature to govern it which obliges every one. . . . No one ought to harm another in his life, health, liberty, or possessions. . . ." They were "the Laws of Nature and of Nature's God," as Thomas Jefferson called them in the Declaration of Independence. Jefferson believed they were laws made by a Supreme Being for the benefit of human beings.

Locke believed that most people understood this law of nature through the use of their reason and followed it because their consciences obliged them to do so. Not all humans were

According to Locke, how is personal property protected in a state of nature?



reasonable or good, however. There might even be disagreement about what the “laws of nature” were. If there were no government, there would be no one with the right to interpret or enforce these laws.

According to Locke, there would be no government because a government cannot exist until it has been created. A **legitimate** government cannot exist until the people have given their consent to be ruled by it. Thomas Jefferson included this idea in the Declaration when he wrote that “Governments are instituted among men, deriving their just powers from the consent of the governed. . . .”

- No one would have the right to govern you, nor would you have the right to govern anyone else. According to Locke, the only way anyone gets the right to govern anyone else is if that person gives his or her consent. If the people to be governed have not consented to the creation of a government, there is no legitimate government.
- Using his reason to determine what rights were provided for by the law of nature, Locke asked himself: “What are the things that all people always need and seek, no matter what they believe, no matter when or where they live?” His answer identified the following rights:
 - **Life.** People want to survive and they want their lives to be as free as possible from threats to their security.
 - **Liberty.** People want to be as free as possible from the domination of others, to be able to make their own decisions, and to live as they please.
 - **Property.** People want the freedom to work and gain economic goods such as land, houses, tools, and money, which are necessary to survival.

These rights were called natural rights and you would have the right to defend them if other people threatened to take them away.

- Locke believed that people are basically reasonable and sociable, but they are also self-interested. Since the only security people would have for the protection of their natural rights would be their own strength or cunning, people who were stronger or smarter would often try to take away the life, liberty, and property of the weak.
- Weaker or less sophisticated people might try to protect themselves by joining together against the strong.



Key Note Term

legitimate—being in compliance with the law

Why did Locke believe it was necessary for people to create governments?

1. Since there would be no laws that everybody agreed upon, and no government to enforce them, everybody's rights would be very insecure.
2. Give examples of problems that might arise when one individual's rights to life, liberty, and property conflict with those of other individuals. What considerations might be used to resolve these conflicts?
3. Should some rights be given more protection than other rights? Why? Give examples.
4. The natural rights philosophy claims that government is based on consent. How do we give our consent and how do we withdraw it?
5. Many people today believe that the rights to life, liberty, and property include the right to public education and health care. Would the founders have agreed? Do you agree? Why?

Understanding the Significance of Locke's Definition of the Natural Rights to Life, Liberty, and Property

References to “human rights,” “political and economic rights,” “student rights,” “consumer rights,” “parental rights,” and other terms using the word appear in the news every day. “Rights” is a word you are already familiar with. We have become so accustomed to the word, we don't often think about what it means.

A right may be described as a claim to have or obtain something, or to act in a way that is justified on legal or moral grounds. For example, you might claim the right to practice your own religion and justify it by appealing to the First Amendment of the Constitution. This is not, of course, the only justification you could give.

In describing the concept of natural rights, philosophers like John Locke were making a bold, new departure from previous uses of the term rights. Before the time of Locke and the other natural rights philosophers, the concept of rights had been applied in a very limited and selective way.

More often than not, rights were considered special privileges, enjoyed only by certain groups, classes, or nations of people. They were exclusive rights, not enjoyed by those outside the group. The natural rights philosophers disagreed with this interpretation. They believed that people's opportunities should not be limited by the situation or group into which they were born. These philosophers regarded the individual, rather than the class or group, as the most important social unit. They saw society as a collection of individuals, all of whom shared the same right to pursue his or her own welfare.

Locke, for example, defined natural rights in terms of life, liberty, and property because he considered them to be the essence of humanity. They are what make us human beings and what define our purpose in life. They are inclusive rights, belonging to every human being. These rights Locke also considered to be unalienable, the word that Jefferson used in the Declaration. This means they are so much a part of human nature that they cannot be taken away or given up. “The sacred

rights of mankind,” said another Founder, Alexander Hamilton, “are written, as with a sun beam in the whole volume of human nature, by the hand of the Divinity itself, and can never be erased or obscured by mortal power.”

Governments and societies based on the natural rights philosophy guarantee specific rights to preserve our natural rights. Under the U.S. Constitution, for example, you possess **civil rights**, securing such things as freedom of conscience and privacy, and protecting you from unfair discrimination by government or others. You also possess certain **political rights**, like the right to vote or run for office (see Figure 2.1.2), which give you control over your government. Such civil and political rights serve to protect natural rights to life, liberty, and property.

What Locke Meant by the “Social Contract”

In an ideal state of nature, the law of nature would prevail. No one would have the right to interfere with your life and your freedom to acquire and hold property. Locke, however, realized that because not all human beings were rational or good, there would always be people who would try to violate your rights. Since there would not be any government, you and others would have to defend your rights on your own. The result would be that in the state of nature, your rights and their enjoyment would be insecure. You would be in constant danger of losing them.

For Locke and the other natural rights philosophers, the great problem was to find a way to protect each person’s natural rights so that all persons could enjoy them and live at peace with one another. Locke said that the best way to solve this problem in the state of nature is for each individual to agree with others to create and live under a government and give it the power to make and enforce laws. This kind of agreement is called the social contract.

As in all contracts, to get something, you must give up something. In the social contract everyone promises to give up the absolute right to do anything he or she has the right to do in a state of nature. In return, everyone receives the security that can be provided by a government. Each person consents to obey the limits placed upon him or her by the laws created by the government.

Everyone gains the security of knowing that his or her rights to life, liberty, and property are protected. Government, then, is the better alternative to an imperfect state of nature where some people will not obey the laws of nature. Government’s purpose is to protect those natural rights that the individual cannot effectively secure in a state of nature.



Key Note Term

civil rights—fundamental rights belonging to every member of a society

political rights—all of the implicit (constitutionally guaranteed) and implied (by natural laws) right of a citizen in a free society

Figure 2.1.2: One of your rights is the right to run for public office.

Courtesy of Szenes Jason/Corbis Sygma.

What Do You Think?

Give some thought to the following questions:

1. If the purpose of government is to provide security for the rights to life, liberty, and property, under what circumstances, if any, should government be able to limit these rights?
2. What criteria should be used to determine when, if ever, government should be able to limit an individual's liberty to
 - believe as he or she wishes
 - practice his or her beliefs
 - use his or her property
 - associate with whomever he or she wishes
3. Imagine yourself living in a community where all order and authority have broken down. Violent lawlessness is widespread. Do you think any government is better than none? Explain your answer.
4. It has been said that since people are not equal in their intelligence and character, it is unjust for everyone to have the same rights. Do you agree? Be prepared to defend your answer.

Examining Government Protection of the Basic Rights of the People

Key Note Term

equal protection—a requirement of the Fourteenth Amendment to the U.S. Constitution that state laws may not arbitrarily discriminate against persons

Suppose you are not satisfied with living in a state of nature. You and others agree to enter into a social contract and a government to protect your natural rights. You must decide what kind of government you want and then establish it. Locke, Jefferson, and others knew that this is not an easy task. Throughout history governments have deprived people of their rights more often than they have protected them. Your problem is to design and establish the kind of government that will do what you want it to do, that is, protect your natural rights. This also means providing **equal protection** for the rights of everyone.

You and everyone else in your imaginary state of nature have agreed to live under a government. There are questions you must answer in deciding what kind of government to create.

1. **What in your opinion is the main purpose of government?**
2. **How should government get the authority or right to make laws telling people what they can and cannot do?**
3. **What should the people have the right to do if their government does not serve the purposes for which it was created? Why should they have this right?**

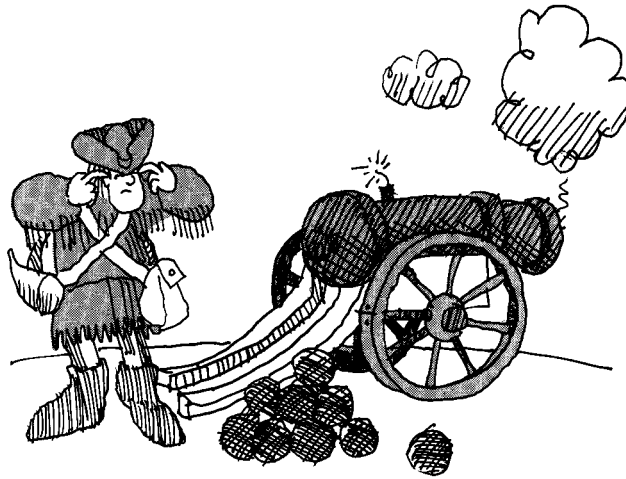
How do your answers compare with those of John Locke?

1. **Locke and other natural rights philosophers said that the purpose of government is to protect natural rights. Thomas Jefferson agreed and in the Declaration of Independence argued that the protection of rights is the main purpose of government.**

2. Another of Locke's ideas that Jefferson stated in the Declaration of Independence is that government gets its right to govern from the consent of the people. Its powers are delegated to it by the governed. People give their consent in several ways. People can give explicit consent by:

- agreeing to the contract that establishes the society whose members then establish the government and choose its officers
- joining a society that already is established People give implicit consent, also called tacit consent, by accepting the laws and services of the government and nation of their birth.

3. Locke believed that since the people give the power to the government, they have the right to take it away if the government is not serving the purposes for which it was established. They can then create a new government. Locke argued and the Founders agreed that if a government fails to protect the people's rights, the people have a *right of revolution*.



Under what circumstances would Locke agree that people have the right to take up arms against an established government?

Key Note Term

right of revolution—
“It is the foundation of consent of the governed and guarantees that you can take matters into your own hands if you must”

Who is to judge if a government has failed? Locke and the Founders said that the people have the right to make that decision. This position is in the following words from the Declaration of Independence: “Whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or abolish it, and to institute new Government . . .” Revolution, however, is an extreme way in which to deal with bad government. Government should be designed or organized to limit its powers in order to protect individual rights and thus reduce the need for such extreme measures.

How Americans Express Consent to Their Government

The Americans, who ratified our Constitution in 1787, gave explicit consent to their new government. So did the many immigrants who came to America to seek a better life. Those who are born here have implied their consent by remaining in this country and living under its laws.

Every native-born American, as he or she grows up, has the choice of seeking the citizenship of another country. By remaining in this country, accepting its laws, and enjoying its benefits, you imply your consent to be governed by your federal, state, and local governments. You also affirm your consent every time you take the Pledge of Allegiance, participate in an election, or engage in other civic actions.

Understanding Constitutional Government

Limited governments have established and respected restraints on their powers, restraints such as laws and free and periodic elections. The opposite is unlimited government, in which those who govern are free to use their power as they choose, unrestrained by laws or elections. Tyranny, autocracy, dictatorship, and totalitarianism are other words to describe unlimited government.

What form of government was best suited to prevent the abuse of power in the newly independent states of America? From their reading of both history and the natural rights philosophers, the Founders believed that any government that served its proper ends would have to be a limited or constitutional government.

In a constitutional government, the powers of the person or group controlling the government are limited by a set of laws and customs called a constitution.

Defining a Constitution

A constitution is a set of customs, traditions, rules, and laws that sets forth the basic way a government is organized and operated. Most constitutions are in writing, some are partly written and partly unwritten, and some are not written at all.

Notice that according to this definition of the word, every nation has a constitution. Good governments and bad governments may have constitutions. Some of the worst governments have constitutions that include lists of the basic rights of their citizens. The former Soviet Union had one of the longest and most elaborate constitutions in history, but in reality its citizens enjoyed few of the rights guaranteed by it, as shown in Figure 2.1.3.

Figure 2.1.3: Despite the Soviet Union's constitution, many citizens still lived in oppression.

Courtesy of Peter Turnley/Corbis Images.



If you study the constitution of a government, you will be able to answer the following questions about the relationship between the government and its citizens:

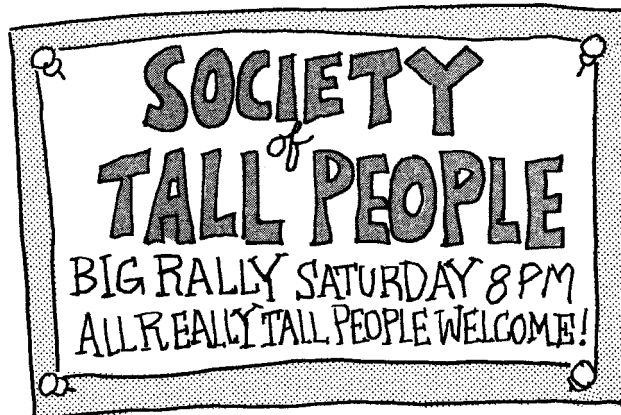
- What are the purposes of government?
- How is the government organized?
- How is the government supposed to go about doing its business?
- Who is considered to be a citizen?
- Are the citizens supposed to have any power or control over their government? If so, how is it to be exercised?
- What rights and responsibilities, if any, are the citizens supposed to have?

It is very important to understand that having a constitution does not mean that a nation has a constitutional government. If a constitution provides for the unlimited exercise of political power by one, few, or even many—such a constitution would not be the basis of a constitutional government. If a constitution provides that the government’s power is to be limited, but it does not include ways to enforce those limitations, it is not the basis of a constitutional government. In a constitutional government the constitution is a form of higher or fundamental law that must be obeyed by everyone, including those in power.

How the Founders Characterized Higher Law

According to the Founders, a constitution or **higher law** should have the following characteristics:

- It sets forth the basic rights of citizens to life, liberty, and property.
- It establishes the responsibility of the government to protect those rights.
- It establishes limitations on how those in government may use their powers with regard to
 - Citizens’ rights and responsibilities
 - The distribution of resources
 - The control of conflict
- It establishes the principle of a *private domain*.
- It can only be changed with the widespread consent of the citizens, and according to established and well-known procedures. This distinguishes the higher law from the ordinary law that governments regularly create and enforce.



How does the principle of private domain protect you from government interference?

Key Note Term

higher law—as used in describing a legal system, refers to the superiority of one set of laws over another

Key Note Term

private domain—areas of human affairs placed off limits to unreasonable government interference

What Do You Think?

Give some thought to the following questions:

1. One of the purposes of the limitations imposed by constitutional government is to check the power of the majority. How can this be justified in a political system that is supposed to be democratic?
2. What are the major advantages, in your judgment, of limited government? What are the most serious disadvantages?
3. Are there advantages to unlimited government? If so, what are they? How does a constitutional government protect natural rights? Constitutional government assures the rights of its citizens in two ways:
 - It establishes limits on the power of the government to prevent it from violating natural rights.
 - It states that the government should be organized and its power distributed in such a way as to increase the possibility that those limitations will be effective.

The first is a purely legal protection of a citizen's freedom. The next is an organizational protection, having to do with the way in which government operates.

How Constitutional Governments Are Organized to Prevent the Abuse of Power

In constitutional governments powers are usually distributed and shared among several branches of government. This distribution and sharing of power makes it less likely that any one branch can abuse or misuse its powers. It is also less likely that any group will gain so much power that it can ignore the limitations placed on it by the constitution.

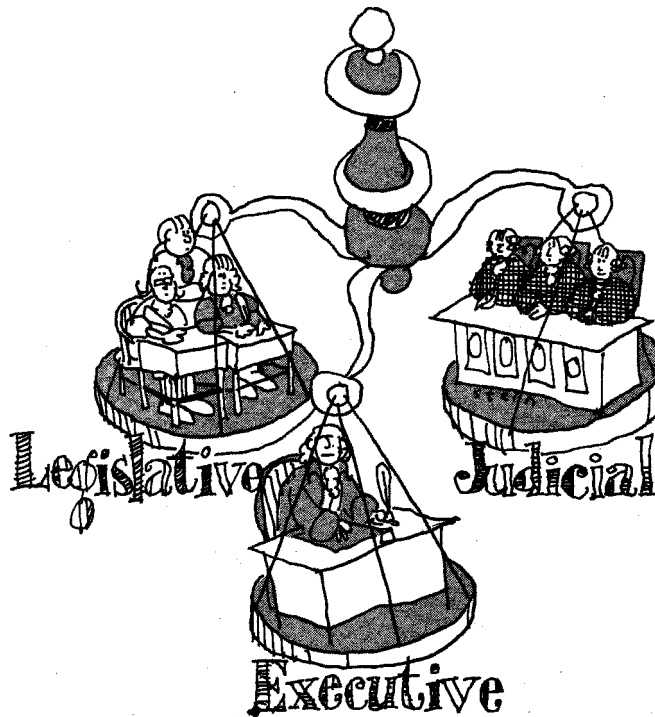
To prevent our government from abusing its powers, the Framers provided for distribution and sharing of powers among three branches of the national government. Each branch has primary responsibility for certain functions, but each branch also shares these functions and powers with the other branches. For example,

- **the Congress may pass laws, but the President may veto them.**
- **the President nominates certain government officials, but the Senate must approve them.**
- **the Congress may pass laws, but the Supreme Court may declare them unconstitutional.**

It is this system of distributed and shared powers that provides the basis for checks and balances. Although each branch of the government has its own special powers, many of these powers are “checked” because they are shared with the other groups.

The complicated ways in which constitutional governments are organized often mean that it takes them a long time to get things done. It may seem strange, but this “inefficiency” was seen by the Framers as an advantage. They thought that these difficulties would help to prevent the abuse of power and make it more likely that when a decision was finally made, it would be a good one.

Does a system of checks and balances guarantee that power will not be abused?



Examining Why the Founders Feared the Abuse of Power by Government

Given their knowledge of history and their experiences with the British government, it is not surprising that the Founders greatly feared the possible abuse of the powers of government. For example, read the following selections from some of their writings. Then discuss with the class your answers to the questions that follow.

Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many.

—Alexander Hamilton, 1787

There are two passions which have a powerful influence on the affairs of men. These are ambition and avarice; the love of power and the love of money.

—Benjamin Franklin, 1787

From the nature of man, we may be sure that those who have power in their hands . . . will always, when they can . . . increase it.

—George Mason, 1787

1. Explain the view of human nature expressed in each of these quotations.
2. If you agreed with the views of human nature expressed in the quotations, what kind of safeguards to prevent the abuse of power would you include in your government?
3. Do you think the Founders' fear of government is as valid today as it was in the 1700s? Explain your answer.

What Kinds of Governments May Be Constitutional Governments?

The Founders knew that constitutional government can take many forms. It is possible to have a constitutional government with one ruler, a group of rulers, or rule by the people as a whole, so long as those in power obey the limitations placed on them by the “higher law” of the constitution.

Historically, constitutional governments have included monarchies, republics, democracies, and various combinations of these forms of government. History has shown, however, that problems inevitably arise when a constitutional government is ruled by one person or a small group of people. If all power is given to a select few, it is difficult to ensure that they will obey the limitations placed on them by a constitution. The rulers in such nations would control the armed forces and law enforcement agencies. How could citizens force the rulers to obey their constitution?

Monarchy—rule by a king or queen—was by far the most common form of government in the eighteenth century. The Founders preferred a form of government more broadly representative of the interests of the whole nation.

What Alternative Models of Government Could the Founders Choose From?

The most obvious alternative to monarchy was a **republic**, a model of government with which the Founders were familiar through their knowledge of ancient history. The Founders admired the republics of ancient Greece and Rome. They also had studied more recent examples of republican governments, such as the Italian city-states of the Renaissance and the **cantons** of Switzerland.

Key Note Term

republic—a form of government in which the supreme political power resides in electorate, and administration is exercised by representatives who are responsible to the people

cantons—a small territorial district; esp. one of the twenty-two independent states which form the Swiss federal republic



How did the Founders' knowledge of ancient Rome shape their views about government?

Courtesy of E.P.G. International.

The Founders differed among themselves about exactly what a republican government was. In general it meant a form of government:

- devoted to promoting the public good, the *respublicae*, which is Latin for “thing of the people”
- in which political authority was shared by all or most of the citizens rather than held by a hereditary monarch
- whose political authority was exercised through the community’s chosen representatives in government

Today we view republican and democratic government as almost the same thing. The United States, we believe, is both a republic and a **democracy**. The Founders, however, drew a sharp distinction between the two forms of government. Democracy had traditionally meant a form of government in which ultimate authority was based on the will of the majority.

This majority usually consisted of those classes in the community that had the greatest number of people—it came from the Greek *demos*, meaning people. These classes tended to be the poorer people.

In its purest form, democracy also meant a government in which members participated directly in their own governance instead of through representatives. The Founders were familiar with democratic institutions. For generations, local government in many of the colonies tended to be democratic in nature. The New England “town meeting” is one example. Based on their reading of history and their own experience, however, the Founders were concerned about democracy as a model for state or national government. Their preference for the republican as opposed to the democratic model of government influenced the framing of the Constitution.

Conclusion

This lesson introduced you to some basic ideas of the natural rights philosophy and theories of government that were of great importance in the development of our government. This lesson also introduced you to some basic ideas the Framers used in creating the kind of government they thought would best protect the natural rights of each individual and promote the good of all.

In the following lesson, you will examine the developing republican government.

Key Note Term

democracy—a form of government in which political control is exercised by all the people, either directly or through their elected representatives

Lesson Review

1. Explain what is meant by each of the following ideas from the Declaration of Independence:
 - all men are created equal
 - people have certain rights that are unalienable
 - unalienable rights include rights to life, liberty, and the pursuit of happiness
 - governments are created to secure these rights
 - governments derive their just powers from the consent of the governed
 - people have the right to alter or abolish their government if it becomes destructive of the purposes for which it was created
2. What is meant by “the law of nature” or “natural law”? How did Locke try to establish or figure out what limitations it imposed on human conduct?
3. How would you explain the difference between a limited government and an unlimited government? Do you think the difference is important? Why or why not?
4. What is a constitution? What is the difference between a constitution that establishes a constitutional government, and a constitution that does not?