

И.Н. Айнутдинова

**DISCOVER
LAW
WORLDWIDE**

часть I

И.Н. Айнутдинова



**DISCOVER LAW
WORLDWIDE**

*Под общей редакцией доктора
филологических наук, профессора
Г.А. Багаутдиновой*

**Учебное пособие
по английскому языку для студентов
юридических факультетов вузов**

Часть I

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Учебное пособие «DISCOVER LAW WORLDWIDE» (часть I) начинает серию учебных книг по практическому изучению английского языка для студентов юридических факультетов высшей профессиональной школы, состоящей из 5 частей. Пособие состоит из 7-ми законченных модулей (блоков), снабжено дополнительным учебным материалом в виде шаблонов таблиц для заполнения с целью структурирования, систематизации и закрепления знаний по теме изучения; тем и заданий для самостоятельного и группового творчества; глоссария, содержащего наиболее значимую лексику по темам изучения; блока по дополнительному самостоятельному чтению текстов и отдельных тематически значимых правовых актов.

Пособие отражает современные тенденции в обучении иностранным языкам в неязыковом вузе и основано на лично-ориентированных, профессионально-ориентированных, тест направленных и информационно-коммуникативных инновационных подходах к обучению иностранным языкам будущих конкурентоспособных специалистов, при этом главная задача преподавателя заключается не только в передаче конкретных знаний, но и в обучении способам работы для получения знаний.

Пособие рекомендовано для студентов уровня Intermediate и Upper-Intermediate и может быть использовано как учебное пособие для изучения английского языка на юридическом факультете университетов или специализированных юридических институтов.



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Introduction to the World of History and Law



Before you read. Discuss these questions:

Welcome to the fascinating World of History and Law!

1. Do you like reading books on and about History?
2. Who are your favorite historical Heroes from the past? What are they famous for? What are the historical events you associate them with?



Reading tasks.

Read the articles given below and answer the following questions:

1. What does the term «important» mean to you personally? Give 5 reasons.
2. Why is it important to study History? Give 2 reasons at least.
3. What is the role of Law and Order for any society? Give 2 reasons at least.
4. Is it difficult to be a Law-abiding Citizen? Give 2 reasons at least.
5. Can anything worthwhile be gained from continued research into historical events?
6. What makes the historical research so important for the development of judicial systems worldwide?
7. What are the main 6 things any civilized country need to have in order to survive in a modern world?
8. What are the two of the most important factors in maintaining social order and national stability nowadays?



Read the given texts and pay attention to the words in bold type.



Text 1. The Importance of History

(by Rose, Jonathan)

Can anything worthwhile be gained from continued research into historical events? History seen as a study of the past is **an integral part** of many education systems across the world. Many countries spend huge amounts of money and resources **to uncover** their past.

The study of history especially the historical battles and wars is **beneficial** when not vital for the evolution of warfare in the modern world. Military strategists continually study wars such as the World Wars, the Napoleonic Conflicts and many modern wars. Tactics and strategies are analyzed and



continuously **refined**, so as to improve their effectiveness and efficacy in future conflicts. Without historical study into conflicts, advanced warfare tactics prevalent today would never have **evolved** from those primitive



tactics man used **to employ** in wars.

Another example when historical research is vital is the judicial system. History sets **precedents** of judicial cases, which are studied by **judges** before they make decision in similar cases themselves. The

effectiveness of certain **punishments** for **offences** is also evaluated through history.

Though this is not always the case and our mankind failed **to benefit from** some lessons of the past, generally we study history in order to learn from it, improve our past experiences and avoid repeating past mistakes.

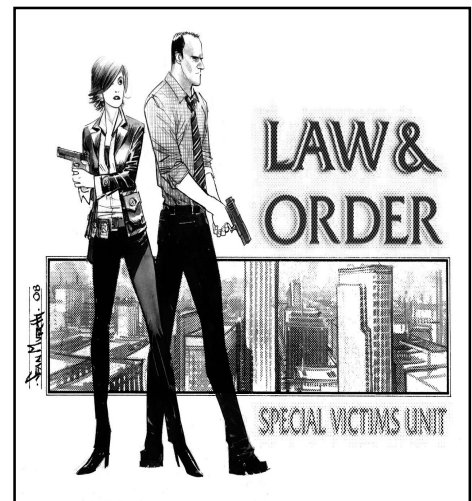


Text 2. The Importance of Law and Order

(by Murali, Chari)

These two words – **Law and Order** - may strike fear in the minds of many people living in today's society. The truth is that the law is not implicated to create fear or scare society's individuals; it is in place as a basis for **society**. Our society uses the law and **law enforcement** as the primary building blocks on which it is built upon. Without the law in place we would have no structure.

A democratic and capitalist country needs six things mainly to survive. A strong army, a sound **judiciary** (at least, at the supreme court level), a robust laissez-faire



economy, a free press, an effective foreign policy, and Law & Order.

A political system is nothing but the sum of these six things and need not be mentioned specifically. (...)

Any political party that doesn't include these aspects of social life in their agenda as a **primary goal** is not being true to the ideals of

democracy. Any government that doesn't make **the issue** of Law and Order its top priority will never be effective.





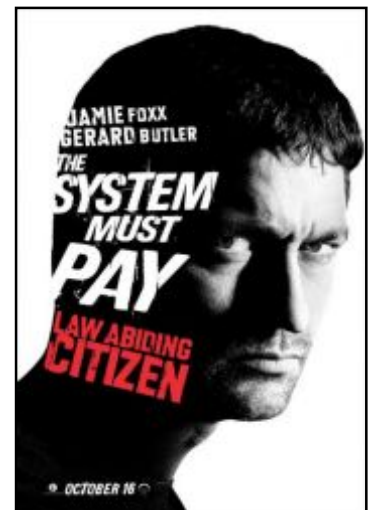
Text 3. The Importance of Being a Law-abiding Citizen (by Venerable Master Hsing, Yun)

Constitution and law are two of the most important factors in maintaining social order and national stability. Without them, disorder and chaos would arise because there would be no agreed-upon contract between us as humans or as **citizens**. Whenever a group of people is bound together by common interests or beliefs, some form of rules and regulations is necessary to set forth the rights and duties of each individual member.



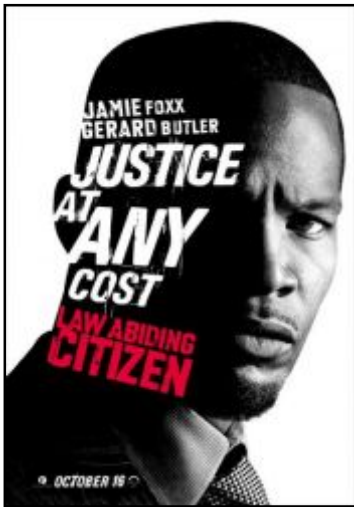
In the military, there are military laws for every level of personnel and for the organization as a whole. In religious institutions, there are precepts and commandments for **the clergy** and followers. In a family, there are house rules for children as well as for parents. If a member of any particular group decides to break the established **rules of conduct**, the cohesiveness of the whole will be threatened.

In order for a country **to run smoothly**, there are rules and regulations for every industry. In order for society to survive without chaos, there are laws for almost every aspect of our lives. For example, without election laws, elections would not be fair and just; without banking laws, the economy would be in disarray; without criminal laws, crime would run rampant; and without traffic laws, the streets would become a jungle.



However, at the same time, many people **perceive laws** as **obstacles** to individual liberty and as a means for government to control people.

What, then, is the true nature of law? On the surface, rules of conduct, such as precepts or commandments, seem to limit the scope of our actions.



But in reality, they are the guarantors of personal freedom. For example, if people were **to violate** any one of the five precepts of Buddhism—no killing, no stealing, no sexual misconduct, no slandering, and no intoxication—they could end up wearing a prison uniform for an extended period of time, depending upon their offense.

Therefore, if a nation desires to achieve long-term stability and prosperity, every one of her citizens must develop the habit of **adhering to the laws**, as established by custom, agreement, and authority. No one should be allowed to use **legal loopholes** to avoid problems—not the president, not celebrities, and not ordinary citizens. Everyone should be equal before the law, regardless of race, age, sex, wealth, fame, or position; otherwise, society and the country will fall into utter chaos.



Vocabulary tasks. A) Match these terms with their definitions.

a) an integral part	a) a decision for the similar cases to be decided the same way
b) uncover	b) to have a belief about something
c) refine	c) to operate without problems
d) beneficial	d) norms of behavior
e) evolve	e) priests, especially in the Christian Church
f) employ	f) a subject or problem people are thinking and talking about
g) precedents	g) to stick firmly to rules and regulations
h) judges	h) a large group of people living together in an organized way

i) punishments	i) to discover smth secret or hidden
j) offences	j) to break or act against something
k) benefit from	k) making certain that the laws of an area are obeyed
l) Law and Order	l) part of a government responsible for the state legal system
m) society	m) a mistake in law giving the chance to avoid something
n) law enforcement	n) to use something (formal)
o) judiciary	o) to develop gradually
p) primary goal	p) necessary and important as a part of a whole
q) issue	q) something that blocks
r) citizens	r) when the laws of a country are being obeyed
s) clergy	s) a person who makes decisions on legal matters
t) rules of conduct	t) penalty
u) run smoothly	u) a member of a particular country who has rights because of being born there or because of being given rights
v) perceive laws	v) to improve smth by making small changes
w) obstacles	w) the most important aim
x) violate	x) to be helped by something
y) adhering to	y) an illegal act; a crime
z) legal loopholes	z) helpful, useful or good



Have Fun! Lawyer Jokes!

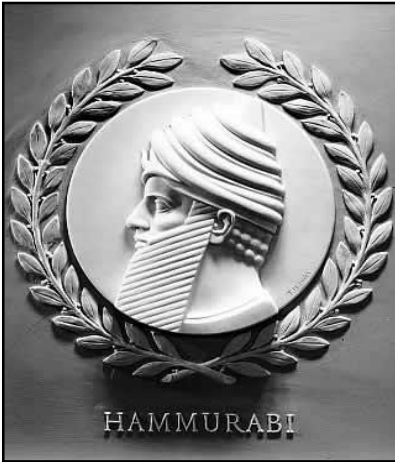
Satan was complaining bitterly to God, "You made the world so that it was not fair, and you made it so that most people would have to struggle every day, fight against their innate wishes and desires, and deal with all sorts of losses, grief, disasters, and catastrophes. Yet people worship and adore you. People fight, get arrested, and cheat each other, and I get blamed, even when it is not my fault. Sure, I'm evil, but give me a break. Can't you do something to make them stop blaming me?" And so God created lawyers.





Unit I.

The Code of Hammurabi and the Civilization of Mesopotamia.



Hammurabi was the ruler who chiefly established the greatness of Babylon, the world's first metropolis. Many relics of Hammurabi's reign (1795-1750 BC) have been preserved, and today we can study this remarkable King as a wise law-giver and his celebrated code of Law.



Before you read. Discuss these questions:

1. What is civilization?
2. What ancient civilizations and laws created by them do you know?
3. What are the most remarkable laws and rules which have ever been created?
4. Who were the most prominent law-givers in the past?



Reading Tasks. A) Understanding main points.

Read the text about Hammurabi and answer the given questions:

1. What was Hammurabi?
2. What is Hammurabi well-known to the modern world for?
3. How did Mesopotamia fall under Babylonian rule and control in the 18th century B.C.?

4. What did the rigidly centralized system of the Babylonian Empire prosper from?
5. What were the tribute and taxes used for in Babylonian times?
6. What were the drawbacks of the existed fiscal system?
7. What was the fate of the Babylonian Empire after Hammurabi`s death?
8. What kind of man was Hammurabi?
9. Do we know much about his personality and personal life?
10. What were his strong sides as a ruler?



B) Understanding details.

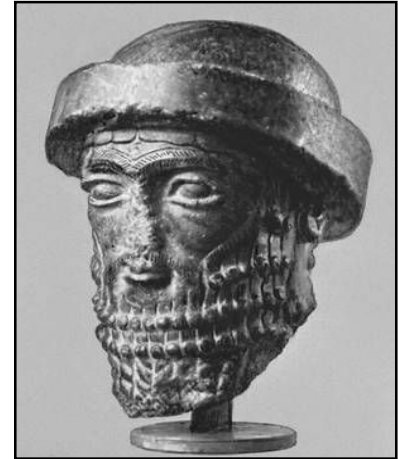
Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. Hammurabi is known for the set of games called Hammurabi's Code, one of the first ranking video games for Internet on-line users.
2. Owing to his reputation in modern times as a prominent chemist, Hammurabi's portrait is in many drug stores throughout the world.
3. Hammurabi's intentionally weakened Babylon's control over Mesopotamia, failed to finance extensive state irrigation and building projects and expanded the bureaucracy.
4. Hammurabi's rigidly de-centralized system prospered from tribute and taxes, both used to compensate state dependents.
5. Following Hammurabi's death, distant provinces merged immediately and the continued raise of revenues benefited the crown.
6. In an attempt to accelerate the tendency toward integration, the liberal ideas expanded a lot.
7. The outcome was sudden and unpredictable: centralized institutions flourished, though autonomous local groups reasserted control, and the city-state pattern once again prevailed.



Text 1. Hammurabi (c.1818 - 1750 B.C) *Read the text and pay attention to the words and expressions in bold type. Give a summary.*

Hammurabi (c. 1792 - c. 1750 BC) is surely the most impressive and by now the best-known figure of the ancient Middle East of the first half of the 2nd millennium BC. Hammurabi - (his name could be translated from Amorite language as the «healer») was the sixth king of Babylon from 1792 BC to 1750 BC.



Hammurabi is known for **the set of laws** called Hammurabi's Code, one of **the first written codes of law** in recorded history. Hammurabi was a great military leader and lawgiver. In the first year of his reign Hammurabi fulfilled his promise to the Babylonian god Marduk and established **an extensive law system** which **encompassed** nearly every area of ancient life. The document was about 300 paragraphs long and included sections on social, moral, religious, **commercial and civil law**. Owing to his reputation in modern times as an ancient **law-giver**, Hammurabi's portrait is in many government buildings throughout the world.

He became the first king of the Babylonian Empire and **extended** Babylon's **control over** Mesopotamia by winning a series of wars against the neighboring kingdoms. During the first two decades of his forty-two year reign (1792-1750B.C.), Hammurabi fortified several cities in northern Babylonia. In 1764, Babylon defeated **the coalition** of Elam, Subartu and Eshnunna. By 1762, Hammurabi **claimed** to have established the foundations of Sumer and Akkad. With **the conquest** of Mari in 1759, virtually all of Mesopotamia had come under Babylonian rule.

Hammurabi's **rigidly centralized system** prospered from **tribute and taxes**. Babylonians both used **to compensate state dependents** and finance **extensive state irrigation** and building projects. However, these projects placed a **heavy fiscal load on subject territories** and created a **mood of disenchantment** with the state.



Although his empire controlled all of Mesopotamia at the time of his death, his **successors** were **unable to maintain** his empire. Following Hammurabi's death, distant provinces broke away

immediately and the continued **loss of revenues** weakened the crown. In an attempt **to slow down the tendency** toward disintegration, **the bureaucracy** was expanded. In the end Hammurabi's successors **became figureheads dependent** on locally controlled goods and resources. The outcome was somewhat **predictable**: the centralized institutions **collapsed**, the autonomous local groups **reasserted control**, and **the city-state pattern** once again **prevailed**.

So what kind of man was Hammurabi? While we do have a substantial amount of information about his actions we still are greatly at a loss when trying to determine aspects of his **personality and personal life**. He was a powerful ruler and head of a large family probably with several wives. It was the habit of the time that the conqueror would take over the women attached to the palace of the king he **defeated**, and most likely Hammurabi did so as well. All of the documented interactions of Hammurabi relate to his role as a king though: he led his armies, **engaged in** international relations and **governed** his state, forged clever alliances and practiced patient strategies.



As a result most of the scholars tend to regard him as the most dominant and strong personality of the age.



Vocabulary tasks. A) Match these terms with their definitions.

a) extensive	a) the leader of a country who has no real power
b) encompassed	b) a payment of goods or money in order to be protected
c) coalition	c) pay to the government
d) claim	d) relating to money, taxes, debts etc
e) conquest	e) supply land or crops with water
f) rigidly	f) a complicated official system which is annoying or confusing because it has a lot of rules/ processes
g) tribute	g) great in amount
h) irrigation	h) disappointed
i) fiscal	i) money that the government receives from tax
j) disenchantment	j) included comprehensively
k) revenues	k) declaring or indicating in advance
l) bureaucracy	l) state a fact or opinion again, often more strongly
m) figureheads	m) firmly fixed
n) predictable	n) defeat
o) reassert	o) alliance
p) engaged in	p) demand
q) taxes	q) to officially and legally control a country
r) govern	r) involved in activity



It is interesting to know

The oldest known code of laws is the Code of Hammurabi from ancient Babylonia, about 1750 B.C. Among other things, it regulated the practices of drinking houses, and called for the death penalty for proprietors found guilty of watering down their beer.



B) Word Families. Complete the chart.

<i>verb</i>	<i>person (doer)</i>	<i>noun</i>
claim	.....	.....
.....	.....	conquest
.....	governor	.....
relate	.....	.....
.....	successor	.....
.....	.....	ownership



C) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

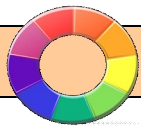
lawgiver	fiscal	governed	taxes
code of law	claim	reassert	encompassed

- The system of laws _____¹ the social, political, and economic aspects of life.
- If you're still not satisfied, you may be able to _____² compensation.
- When you receive money or property from someone who has died you have to pay _____³.
- The universe is _____⁴ by the laws of physics.
- Hammurabi was a powerful ruler, a great military leader and a prominent _____⁵.
- The Prime Minister aimed to _____⁶ his authority.
- The 12 month period used by governments to calculate spending and how much tax a person or business must pay is called a _____⁷ year.
- The best-preserved Mesopotamian _____⁸ was that of Hammurabi.



D) Find the synonyms to the given words.

term	synonym(s)	choose the appropriate from the list
coalition	alliance, connection, combination, campaign
defeat	success, lose, prevent, frustrate, triumph over
rigid	not changing, flexible, unstable, fixed, yielding
conquest	surrender, failure, defeat, victory, inheritance
predictable	foretold, improbable, unexpected, reliable



It is interesting to know

1. **Hammurabi** (Akkadian from Amorite "Ḫammurāpi, "the kinsman is a healer," from "Ḫammu, "paternal kinsman," and Rāpi, "healer"; (ca. 1728 – 1686 BC middle chronology)



2. One of the oldest known legal systems - **the Code of Hammurabi** - was a written record of the "Sumerian Family Laws," a system of socially agreed rules and penalties that had been in common practice for hundreds of years before Hammurabi's time. The Code described and regulated three classes of people: **the amelu** (patricians, nobility, and professionals), **the muskinu** (free commoners), and **the ardu** (slaves, mostly). There was a strict system of justice, with different rules for the different classes. Unlike today's legal documents, it is preceded and followed by extensive invocations of the gods and recitations of the greatness of Hammurabi.

3. The actual word, **Mesopotamia**, is Greek, further translated from old Persian, Miyanrudan, "the Land between the Rivers", or the Aramaic name, Beth-Nahrin, "two rivers".



Before you read. Discuss these questions:

1. What is the role of a personality (the ruler) for the progress of society?
2. What personal features are essential to be able to rule and govern?



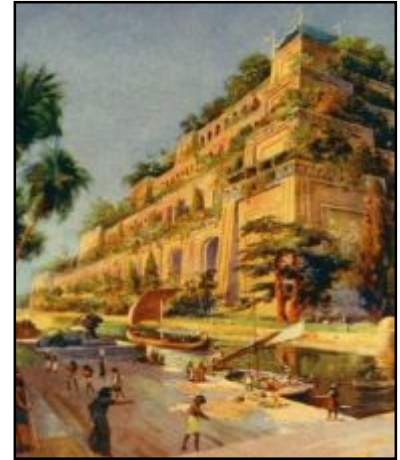
Text 2. The Code of Hammurabi. *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

Mesopotamian men and women viewed themselves as subservient to the gods and believed humans were at the mercy of the god's **arbitrary decisions**. To counter their **insecurity**, the Mesopotamians did not only develop the arts of **divination** in order to understand the wishes of their gods, but also **relieved** some **anxiety** by establishing codes that regulated their relationships with one another. These law codes became an integral part of Mesopotamian **society**. Although there were early Sumerian law codes, the best-preserved Mesopotamian **collection of law codes** was that of Hammurabi (18th century B.C.).



The Code of Hammurabi is the longest surviving text from the Old Babylonian period. Almost completely preserved, the code is far more **significant** in legal history than any of its forerunners, such as that of Ur-Nammu. These laws were written on a stone tablet (a stele, a large stone monument) standing over eight feet tall (2.4 meters) and placed in a public place so that all could see it, although it is thought that few were **literate**. The Sumerians had created the first written language, cuneiform («wedge-shaped» system of writing). Using this written language, Hammurabi

created the first written set of laws. Putting the laws into writing was important in itself because it suggested that the laws were **immutable** and above the power of any earthly king to change. The stele was later **plundered** by the Elamites and removed to their capital, Susa; it was rediscovered there in 1901 and is now in the Louvre Museum in Paris. The top of the stele had an engraved picture of Shamash, the sun god, seated on a throne handing a scepter and ring to Hammurabi. This was to symbolize the divine origin of the great code of laws which king Hammurabi received. This picture would reinforce the motivation for keeping these laws.



The content of Hammurabi's law is based on previous Sumerian laws. They are so diverse in content that it can be said that they cover all of Babylonian life. 282 laws, carved in forty-nine columns on a basalt stele, address a variety of topics in **civil, criminal, and commercial law**. Like other Near Eastern codes Hammurabi's code does not **attempt** to cover all possible legal situations. In its epilogue, Hammurabi describes



the code as "laws of Justice" intended **to clarify** the rights of any "oppressed man".

The structure of the code is very specific, with each **offense** receiving a **specified punishment**. The punishments tended to be very **harsh** by modern standards, with many offenses resulting in death, disfigurement, or the use of the «Eye for eye, tooth for tooth» (Lex Talionis "Law of Retaliation") philosophy. The code is also one of the earliest examples of the idea of **presumption of innocence**, and it also suggests that **the accused** and **accuser** have the opportunity to

provide **evidence**. However, there is no **provision** for **extenuating** circumstances to alter the **prescribed punishment**.



Vocabulary tasks. A) Match these terms with their definitions.

a) arbitrary	a) an illegal act; a crime
b) insecurity	b) a statement within an agreement or a law
c) divination	c) a situation which makes crime seem less serious
d) relieve	d) the one who says that someone has done something morally wrong, illegal or unkind
e) anxiety	e) reasons for believing something is not true
f) society	f) the person who is on trial in a court
g) collection of law codes	g) to make an unpleasant feeling less strong
h) significant	h) set by a rule or order
i) literate	i) unpleasant, unkind, cruel or unnecessarily severe
j) immutable	j) a feeling of not being confident
k) plunder	k) being considered innocent until proven guilty
l) civil	l) very bad or morally wrong
m) criminal	m) able to read and write
n) attempt	n) the skill or act of saying or discovering what will happen in the future
o) clarify	o) not changing, or unable to be changed
p) offense	p) relating to private arguments between people or organizations rather than criminal matters
q) specified	q) using unlimited personal power without considering other people's wishes
r) harsh	r) an uncomfortable feeling of nervousness or worry
s) presumption of innocence	s) a large group of people who live together in an organized way
t) accused	t) described clearly and exactly

u) accuser	u) giving more details or a simpler explanation
v) evidence	v) to change something, usually slightly
w) provision	w) to try to do something, esp something difficult
x) extenuating circumstances	x) a set of rules, usually made by a government
y) alter	y) to steal or remove precious goods violently from a place, especially during a war
z) prescribed	z) important or noticeable

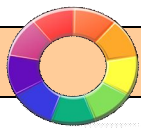


B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

arbitrary	criminal	accuse	insecurities
offense	evidence	prescribed	presumption of innocence
provision	accused	alter	extenuating circumstances

1. She had developed an outgoing personality to mask her deep ____¹.
2. The matter would be better dealt with in the civil court rather than by an expensive ____² proceeding.
3. Driving without a license is an ____³.
4. The ____⁴ is in fact a legal instrument created by the law to favor the accused based on the legal inference that most people are not criminals.
5. The ____⁵ were all found guilty.
6. We have inserted certain ____⁶ into the treaty to safeguard foreign workers.
7. She was found guilty of theft, but because of ____⁷ was not sent to prison.

8. Long-distance phone calls are going up but the charge for local calls will not _____⁸.
9. The product will have to meet internationally _____⁹ standards.
10. He's been _____¹⁰ of robbery and murder and was sentenced to life-imprisonment.
11. The company has been the subject of an _____¹¹ take-over.
12. The traces of petrol found on his clothing provided the forensic _____¹² proving that he had started the fire deliberately.



It is interesting to know

The Seven Wonders of the World (or the *Seven Wonders of the Ancient World*) is a well known list of remarkable constructions of classical antiquity.

1. Great Pyramid of Giza;
2. Hanging Gardens of Babylon;
3. Temple of Artemis at Ephesus;
4. Statue of Zeus at Olympia;
5. Mausoleum of Halicarnassus;
6. Colossus of Rhodes and
7. the Lighthouse of Alexandria





Before you read. Discuss these questions:

1. How strict should the punishment be for the offence? Should penalties differ? Should the penalties be individual?
2. What is your personal attitude to the death penalty?



Text 3. A society of strict justice. *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The Code of Hammurabi **reveals** a society of **strict justice**. **Penalties for criminal offenses** were severe and varied according to the



wealth of the individual. According to the code, there were three social classes in Babylonia: an upper class of nobles (government officials, priests, and warriors), the class of freemen (merchants, artisans, professionals, and wealthy farmers), and a lower class of slaves. An offense against a

member of the upper class was punished with more **severity** than the same offense against a member of a lower class. **The principle of retaliation** ("an eye for an eye, a tooth for a tooth") was fundamental. It was applied in cases where members of the upper class committed criminal offenses against their own social equals. But for offenses against the members of the lower classes, a money payment was made instead.

Mesopotamian society, like any other society, had its share of **crime**. **Burglary** was common. If a person stole goods belonging to the temples, he was put to death, and so was the person who received the stolen goods. If the private property of an individual was stolen, the thief had to make a

tenfold **restitution**. If he could not do so he was put to death. **An offender** caught attempting to loot a burning house was to be "thrown into that fire".

Private individuals **were** often **responsible** for **bringing charges** before a court of law. **To insure** that **accusations** were not brought lightly, **the accuser** in cases of **murder** was responsible for proving his case against **the defendant**. If the accuser could not, he was put to death. **Providing false testimony** in a murder case meant the same fate.

Hammurabi's code took seriously the responsibilities of all **public officials**. The governor of an area and city officials were expected to catch burglars. If they failed to do so, public officials of the areas in which the crime took place had **to replace the lost property**. If **murderers** were not found, the officials had **to pay a fine** to the relatives of the murdered person.



Soldiers were also expected to fill their **duties**. If a soldier hired a substitute to fight for him, he was put to death, and a substitute was given control of his estate.

The law code also **extended** into the daily life of the ordinary citizens. Builders **were held responsible** for the buildings they constructed. If a house collapsed and caused the death of its owner, the builder was put to death. Goods destroyed by the collapsed must also be replaced and the house itself rebuilt **at the builder's expense**.

Slavery was a common feature of Mesopotamian society. Slaves were obtained by war; others were criminals. Crimes such as striking one's older brother and kicking one's mother were punished by **condemnation to slavery**. A man could pay his **debts** by selling both his children and wife into slavery for a specified length of time. One could become a slave simply by going into debt.

Slaves were used in temples, in public buildings, and in the homes of private individuals. Most temple slaves were women who did domestic chores. Royal slaves were used to construct buildings and fortifications. Slaves owned by private citizens performed domestic chores. The laws were harsh for those slaves who tried to escape or who were disobedient. "If a male slave has said to his master, 'You are now my master,' his master shall prove him to be his slave and cut off his ear". Despite such harsh measures, slaves did possess **a number of privileges**: they could hold property, participate in business, marry free man or women, and eventually purchased their own freedom.

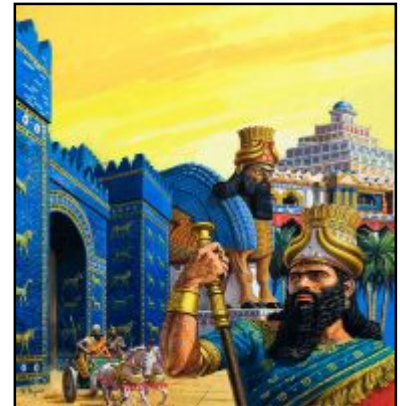
The number of laws in Hammurabi's code **dedicated** to land and commerce reveal the importance of agriculture and trade in Mesopotamian society. Numerous laws dealt with questions of **landholding**, such as the establishment of conditions for **renting** farmland. **Tenant** farming was the basis of Mesopotamian agriculture. Ten farmers paid their **annual rent** in crops rather than money. Laws concerning land-use and irrigation were especially strict. If a landowner or tenant failed to keep dikes in good repair he was required to pay for the grain that was destroyed. If he could not pay he was sold into slavery and his goods sold, the proceeds of which were divided among the injured parties. **Rates of interest on loans** were watched carefully. If **the lender** raised his rate of interest after a loan was made, he lost the entire amount of the loan. The Code of Hammurabi also specified the precise **wages of laborers and artisans**.



The largest number of laws in the Code of Hammurabi were dedicated to **marriage and family**. Parents arranged marriages for their children. After marriage, the party signed **a marriage contract**. Without this contract, no one was considered legally married. While the husband

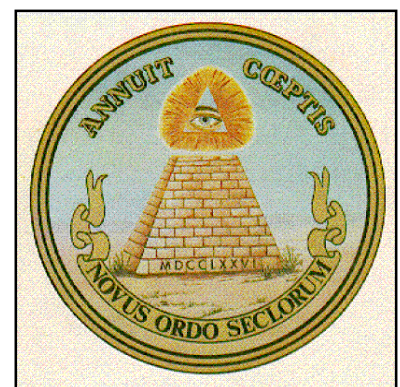
provided a **bridal payment**, the woman's parents were responsible for a **dowry to the husband**. Dowries were carefully monitored and governed by **regulations**.

Mesopotamian society was a **patriarchal society**, and so women **possessed** far fewer privileges and rights in their marriage. A woman's place was at home and **failure to fulfill** her **duties** was **grounds for divorce**. If she was not able to bear children, her husband could divorce her but he had **to repay the dowry**. If his wife tried to leave the home in order **to engage in business**, her husband could divorce her and did not have to repay the dowry. Furthermore, if his wife was a "... neglecting her house [and] humiliating her husband", she could be drowned.




Women were **guaranteed some rights**, however. If a woman was divorced **without good reason** she received the dowry back. A woman could **seek divorce** and get her dowry back if her husband was unable to show that she had done anything wrong. The mother also chose a son to whom **an inheritance** would be passed.

Sexual relations were strictly regulated as well. Husbands, but not wives, were permitted sexual activity outside marriage. A wife caught committing **adultery** was pitched into the river. **Incest** was strictly forbidden. If a father committed **incestuous relations** with his daughter, he would be banished. Incest between a son and his mother resulted in both being burned.



Fathers ruled their children as well as their wives. **Obedience** was expected: "If a son has struck his father, they shall cut off his hand". If a son committed a serious enough offense, his father could **disinherit** him. It should be clear that the Code of Hammurabi covered virtually **every**

aspect of an individual's life. Although **scholars** have questioned the extent to which these laws **were actually employed** in Babylonian society, the Code of Hammurabi **provides** us an important glimpse into **the values** of Mesopotamian **civilization.**

 Vocabulary tasks. A) Choose the best explanation for the words.		
1. reveal a) to hide b) to allow smth hidden before to be known or seen c) to think hard	6. pay a fine a) have nice time b) give money to the state as a punishment c) give money as a reward	11. loans a) fruit trees in one`s orchard b) borrowing or lending something c) false accusers
2. retaliation a) competition b) awarding a prize c) hurt someone in response	7. tenant a) who works with teenagers b) who pays rent c) who lives in a tent	12. lender a) a promoter b) a giver expecting to get the given back with interest c) a producer
3. restitution a) restoration b) payment made for damage or loss c) medical care	8. dowry a) social security b) money or property which a woman's parents give to her husband c) his sister-in-law	13. seek divorce a) dream about Bahamas b) planning a trip without a spouse c) to end one`s marriage legally
4. testimony a) prayer b) spoken or written statements given in the court c) an agreement	9. inheritance a) X-mas gift b) money or objects given on the death of a person c) my uncle`s house	14. obedience a) enforcement b) protection c) to do what you are told to do

<p>5. public official</p> <p>a) a famous person b) one having legal authority due to the position in office c) rude and selfish person</p>	<p>10. employ</p> <p>a) use b) have busy time c) provide jobs</p>	<p>15. civilization</p> <p>a) culture and arts b) developed society c) comfortable living condition</p>
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Revise your grammar.

Make the given sentences negative and interrogative.

1. Hammurabi is known for the set of laws called Hammurabi's Code, one of the first written codes of law in recorded history.
2. If a woman was divorced without good reason she received the dowry back.
3. Fathers ruled their children as well as their wives.
4. Rates of interest on loans were watched carefully.
5. Parents arranged marriages for their children.
6. Slavery was a common feature of Mesopotamian society.
7. Ten farmers paid their annual rent in crops rather than money.
8. The number of laws in Hammurabi's code dedicated to land and commerce reveal the importance of agriculture and trade in Mesopotamian society.
9. Royal slaves were used to construct buildings and fortifications.
10. One could become a slave simply by going into debt.
11. The governor of an area and city officials were expected to catch burglars.
12. The principle of retaliation was applied in cases where members of the upper class committed criminal offenses against their own social equals.



Systematize your knowledge of the topic: *Fill in the tables.*

The Code of Hammurabi and the Civilization of Mesopotamia.



Table 1

No	The legal document by name	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical Environment/ The causes for creation of the Law	Main principles	Main issues raised in the Code	Practical Application/ Significance
1	<i>Hammurabi's Code of Law</i>	.....	.....	.....	.....	.....	.....

Table 2

No	The legal document	Main aspects, questions raised in the Code	Main principles	Paragraphs in the Code relating to the specific issues
1	<i>Hammurabi's Code of Law</i>	.....	.....	.....



Creative Work - Team Project Work - Role Play

It's time to become detectives of the past and uncover information about the cradle of civilization, known as Mesopotamia and its great king – Hammurabi.



Create a Team Role Play. Show, present and prove:


- a) Hammurabi was a great lawyer;
- b) Hammurabi's code of Law had an extensive and detailed character;
- c) Hammurabi's code of Law was laid down on particular principles;
- d) Hammurabi's code of Law reflected the morals and needs of his Time;
- e) Hammurabi's code of Law had an evident impact on and significance for the development of the Worldwide Law.



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
1	<i>Hammurabi's Code of Law (1758 B.C.)</i>	http://en.wikipedia.org/wiki/Code_of_Hammurabi http://eawc.evansville.edu/anthology/hammurabi.htm http://www.allaboutarchaeology.org/hammurabi-code-of-law-faq.htm http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/hammurabi.html http://ancienthistory.suite101.com/article.cfm/hammurabi_s_code/ www.wsu.edu/~dee/MESO/CODE.HTM http://www.fordham.edu/halsall/ancient/hamcode.html http://www.learnnc.org/lp/editions/careerstart-grade7/4442 http://en.wikipedia.org/wiki/An_eye_for_an_eye www.wsu.edu/~dee/GLOSSARY/LEXTAL.HTM www.britannica.com/EBchecked/topic/581485/talion www.civicsandcitizenship.edu.au/cce/pl_early_laws,9534.html www.mce.k12tn.net/world_history/mesopotamia.htm

	www.byzantinecommunications.com/adamhoward/homework/ http://ancienthistory.suite101.com/article.cfm/hammurabi_s_code http://www.google.ru/search?hl=ru&lr=&newwindow=1&ei=xJgCSojIGpm4_Abd9ZyOBw&sa=X&oi=spell&resnum=1&ct=result&cd=1&q=Hammurabi%27s+code+of+law&spell=1 http://mesopotamia.mrdonn.org/index.html http://www.statemaster.com/encyclopedia/Hammurabi
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 **Optional themes for individual reports and essays**

1. Mesopotamia in Hammurabi`s time.	6. Ancient Mythology.
2. Laws of Hammurabi.	7. Hammurabi as a dominant ruler.
3. Legends of Babylon and Egypt.	8. Death penalty in Hamurabi`s time.
4. Religion in Babylon and Assyria.	9. The lex talionis.
5. Seven Evil Spirits.	10. Crime does not pay.

 **It is interesting to know**

1. **Hammurabi** was born into a humble abode in Babylon in 1810 BC. His mother was known to be a sort of a promiscuous woman and his father, Sin-muballit, was the mayor of Babylon who also had great training skills. At an early age, Hammurabi had a natural talent for mimicking, which took root when he mimicked the sounds made by the local birds. From that point onward, he would continue to practice his rapping skills, annoying his neighbors in the process. At the age of 18, Hammurabi inherited the throne from his father, and learned of the wars going on between the other Joint kingdoms.



2. **Hammurabi** is said likely to have a poor eyesight. He is depicted in ancient murals wearing a primitive version of a monocle.



Unit II. The British Royal Dynasty of the Plantagenets and the legal heritage of the past. The Magna Carta (1215).



Before you read. Discuss these questions:

1. What is a monarchy today? Is it efficient to have monarchy ruling the country?
2. What Royal Houses of today do you know? Could monarchy operate within a democracy? Give your own perception of the topic.



Reading tasks. A) Understanding main points.

Read the text about the Plantagenets kings and answer the given questions:

1. When did the first royal dynasty appear in England?
2. How did William I (the Conqueror) become the King of the English?
3. How was England changed under the ruling of William I?
4. What is the origin of the Plantagenet family name?
5. What was the contribution of Henry II to the development of the British state system?
6. What nicknames two of Henry II sons had? If possible give reasonable grounds.
7. What Richard was famous for?
8. What were the Crusades? What were the Crusaders?
9. What were the difficulties of poor legacy left to King John?
10. What caused King John to sign the Magna Carta?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. William I the Conqueror lost the Battle of Hastings and could not invade England.
2. It was William the Conqueror, who began the House of Plantagenet.
3. The Prince Geoffrey was known as Plantagenet because he always planted trees in his backyard.
4. Henry II completely ignored the system of justice and started reforming the industries.
5. Richard the Lion Heart was a skillful artist and could hardly be interested in the Crusades.
6. Richard left his successor a strong and developed legacy.
7. In 1215 John called on for his barons to conclude peace with Normandy.



Text 1. The early Plantagenets (Angeving kings). *Read the text and pay attention to the words and expressions in bold type. Give a summary.*

The first royal dynasty in England appeared with the Norman **invasion** in 1066. In the ancient time after Anglo-Saxon invasion the country consisted of small kingdoms each ruled by its own king (for example Edward the Confessor). It was William the Conqueror, who began the first **dynasty** – **House** of Normandy. William the Conqueror – Duke of Normandy (1035-1087) - invaded England, defeated and killed his rival Harold at the Battle of Hastings and became the King of the English. With the coronation of William I the new period in history of

England began. England turned into a centralized, strong **feudal** monarchy. The period of small kingdoms ended and the Era of Absolute Monarchy started.



The Plantagenet dynasty began in the year 1152 with the marriage of Eleanor of Aquitaine and Henry II, Duke of the Normans. Henry II was the son of the ill-matched pair, Geoffrey Plantagenet, Count of Anjou and Matilda, the daughter of Henry I of England, and the grandson of William the Conqueror. Prince Geoffrey was

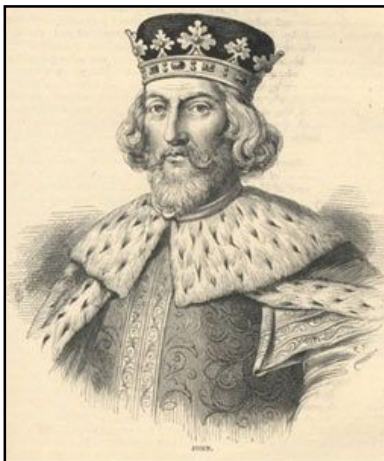
known as Plantagenet because he always wore a piece of plant stuck or Planta Genista in the rim of his hat. Henry II **was crowned** as King of England in 1154. Henry II, called Curtmantle, **introduced** great **reforms** to the legal system, e.g. the establishment of Royal Magistrate courts. He **reduced** the power of the Barons and gave tax Charters to towns while he completely reformed **the justice system** and put all forms of Government under the King. He was also **responsible** for developing of the **trial by petty jury** (12) and Curea Regis and brought all **clergy** under the law of the land. His reign lasted for 35 years. He had two sons, his legitimate successors, Richard (The Lion Heart) and John (known as Lackland).



Richard became the King of England in 1189 but as a renowned and skillful warrior was mainly interested in the Crusades to recover Jerusalem and in the struggle to maintain his French holdings against Philip Augustus. As a result he spent most of his time abroad and his mother Eleanor ruled England. His reign saw some important **innovations** in **taxation** and military organization. Warfare was expensive and various methods of raising money were tried: an aid or scutage or escuage; the tax on plow

lands; a general tax of a fourth of **revenues** and so on. The **ransom**, although never paid in full, caused Richard's government to become highly unpopular. Richard, mortally wounded at a siege in France in 1199, was succeeded by his brother John, one of the most **detested** of English kings.

Richard left his **successor** a very difficult **legacy**. Besides, John had nothing like the military ability or reputation of his brother. John as King



lost Anjou, Main, Normandy, and Touraine in 1204. For 200 years the Norman kings ruled the country on such principles: King took money from barons, especially for wars. Those, who refused to pay, were arrested and kept in prison and they could not **defend** themselves. The end of such situation came at reign of John Lackland.

In 1215 John called on for his barons to fight for him in the war against Normandy and pay money for it. But he was extremely unpopular with his barons. So the barons, no longer trusting John, refused to pay and there began a **revolt**. Barons gazed much to London and were joined by London merchants. Circumstances **deteriorated** so much that the people drew up a **charter** and forced John to sign it. This charter was called the Magna Carta.



Vocabulary tasks. A) Match these terms with their definitions.

a) invasion	a) legal process
b) dynasty	b) (the use of) a new idea or method
c) reform	c) the system of taxing people
d) reduce	d) a large amount of money paid in order to set someone free
e) justice	e) money or property you receive from someone after they die

f) trial	f) the income that a government or company receives regularly
g) innovations	g) to make smth smaller in size, amount, degree, importance, etc.
h) taxation	h) to make an improvement
i) revenues	i) entering and taking control of another country by force
j) ransom	j) a series of rulers or leaders who are all from the same family
k) legacy	k) the system of laws in a country which judges and punishes



B) Choose the best explanation for each of the word.

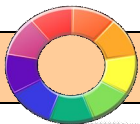
<p>1. invasion</p> <p>a) disease b) sexual assault c) taking control of another country</p>	<p>6. successor</p> <p>a) triumphant b) achievement c) coming after another person or thing</p>	<p>11. legacy</p> <p>a) permitted b) property received after smb dies c) politics</p>
<p>2. justice</p> <p>a) miscarriage b) politeness c) fairness</p>	<p>7. detest</p> <p>a) nullify b) stop c) to hate very much</p>	<p>12. defend</p> <p>a) attack b) protect c) invade</p>
<p>3. trial</p> <p>a) one-way ticket b) legal process c) problem</p>	<p>8. ransom</p> <p>a) rarely seen relative b) a large sum of money paid to set smb free c) competition</p>	<p>13. revolt</p> <p>a) invasion b) an attempt to get rid of a government by violence c) protection</p>
<p>4. petty jury</p> <p>a) legal advice b) miserable people c) a body of citizens sworn to give a true verdict</p>	<p>9. revenues</p> <p>a) meeting with smb b) income that government receives regularly c) revenge</p>	<p>14. charter</p> <p>a) part of a book b) a formal statement of the rights of people c) agreement</p>

5. clergy a) public official b) priests c) Italian pasta	10. taxation a) selection b) give a lift on a taxi c) the system of taxing	15. deteriorate a) change for better b) to become worse c) annoy and bother
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C) Find the antonyms to the given words.

<i>term</i>	<i>antonym(s)</i>	<i>choose the appropriate from the list</i>
legacy	inheritance, forfeit, loss, heritage, penalty
deteriorate	improve, clarify, become worse, boost, refine
revenue	losses, cash flow, benefit, debt, expenses
detest	hate, like, love, adore, respect, dislike, cherish
successor	inheritor, follower, parent, descendant, ancestor



It is interesting to know

The Crusades were a series of religiously sanctioned military campaigns waged by much of Latin Christian Europe, particularly the Franks of France and the Holy Roman Empire. The specific crusades to restore Christian control of the Holy Land were fought over a period of nearly 200 years, between 1095 and 1291. Other campaigns in Spain and Eastern Europe continued into the 15th century. The Crusades were fought mainly against Muslims, although campaigns were also waged against pagan Slavs, pagan Balts, Jews, Russian and Greek Orthodox Christians, Mongols, Cathars, Hussites, Waldensians, Old Prussians, and political enemies of the popes. Crusaders took vows and were granted penance for past sins, often called an indulgence.





Before you read. Discuss these questions:

1. What forms of religion do you know? What is Christianity today?
2. What is Roman Catholicism for England? What is the English Church?



Text 2. The Magna Carta (1215). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

Earlier kings of England—Henry I, Stephen, and Henry II—had **issued** charters, making promises or **concessions** to their barons. But these



were **granted** by, not exacted from the king and were very generally phrased. Moreover, the steady growth of the administration during the 12th century weakened the barons' position vis-à-vis the crown. But the need for heavy taxation for the Third Crusade, and for

the ransom of Richard I after his **capture** by the Holy Roman emperor Henry VI, increased his successor's difficulties. John's position was further weakened by a **rival claim** to the throne and the French attack upon John's Duchy of Normandy. In 1199, 1201, and 1205 John's barons had to be promised their «rights»; his financial exactions increased after his loss of Normandy (1204), and, during his quarrel (1208–13) with Pope Innocent III, he taxed the English church heavily.


It is, therefore, not surprising that after 1213 Stephen Langton, archbishop of Canterbury, directed **baronial unrest** into a demand for a solemn grant of liberties by the king. The document known as the Articles of the Barons was at last agreed upon and **sealed** by John on June 15,

1215, at Runnymede (beside the River Thames, between Windsor and Staines, now in the county of Surrey). During the next several days the document went through further **modifications** and **refinements**, and the **final version** of Magna Carta was accepted by the king and the barons on June 19.

Although written in stages, the charter has been traditionally discussed as consisting of a **preamble** and 63 **clauses**. Roughly, its contents may be divided into nine groups. The first concerned the church, **asserting** that it was to be «free». A second group provided statements of feudal law of particular concern to those holding lands



directly from the crown, and the third **assured** similar rights to **subtenants**. A fourth group of clauses **referred to** towns, trade, and merchants. A particularly large group was concerned with the reform of the law and of justice, and another with control of the behavior of royal officials. A seventh group concerned the royal forests, and another dealt with **immediate issues**, requiring, for instance, the **dismissal** of John's foreign mercenaries. The final clauses **provided** a form of **security** for the king's **adherence** to the charter, by which a council of 25 barons should have the **ultimate** right to **levy war** upon him should he seriously **infringe** it. There are four **extant** «originals» of the charter of 1215, one each in Lincoln Cathedral and Salisbury Cathedral and two in the British Museum.

 Vocabulary tasks. A) Match these terms with their definitions.	
a) concession	a) to break a rule, law, etc.
b) grant	b) declare and wage a war
c) capture	c) most extreme or important

d) rival claim	d) protection of a person against threats
e) baronial unrest	e) small change that improves something
f) seal	f) investment in a company or in government debt
g) modification	g) close a letter or parcel by sticking the edges together
h) refinement	h) give in an official way
i) final version	i) disagreements or fighting between barons
j) preamble	j) demand to compete
k) subtenant	k) smth allowed or given up to end a disagreement
l) dismissal	l) a person who rents a building from someone who is renting it from the owner
m) security	m) introduction to a speech or piece of writing
n) securities	n) officially making someone to leave their job
o) ultimate	o) last done particular form of something
p) levy war	p) change to something, usually to improve it
q) infringe	q) act of taking someone as a prisoner



B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

granted	infringe	adherence	referred to
claims	clause	asserted	immediate issues
refinements	concessions	assured	provides
accept	ransom	charter	

- Both sides involved in the conflict made some _____¹ in yesterday's talks.
- They _____² her an entry visa.
- They have deleted a _____³ in the contract which says the company can make people redundant for economic reasons.

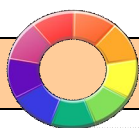
4. He was strictly reprimanded for his evident _____⁴ to the liberal thoughts.
5. Throughout the Cold War, the Allies _____⁵ their right to move freely between the two Berlins.
6. The police said that if no one _____⁶ the watch, you can keep it.
7. The play's popularity has been _____⁷ by the critics' rave reviews.
8. The kidnappers demanded a huge _____⁸.
9. Such behavior conflicts with our rules, you _____⁹ our regulations.
10. These _____¹⁰ have increased the machine's accuracy by 25%.
11. To _____¹¹ is also to consider someone as now belonging to your group as an equal.
12. The United Nations _____¹² sets forth goals we all admire.
13. The new statute _____¹³ for life imprisonment without parole.
14. These are _____¹⁴, we do not have to delay and ignore the scope of the crisis.
15. Due to its complexity the case was _____¹⁵ to a higher law-court.



Revise your grammar. Change the sentences into passive.

1. I can understand your concern about the delay of your flight but can hardly help.
2. My wife is reading her fiction book in the hammock under the tree.
3. We altered our claim bringing some peculiar details.
4. The judge would not suspend the hearings this time.
5. The teacher told the student that a person should always be loyal.
6. The man said to the policeman that he had not seen the accident.
7. Children always require great energies from parents.
8. The teacher gave us homework every day, and she made our lives miserable.

9. Jack ordered the meal that we picked up.
10. This is the book that I would recommend to you.
11. That small Mexican restaurant in the next block serves fresh meals.
12. Do not use two negative words to limit one idea.
13. Yesterday I had hardly completed my very hard assignment when somebody rudely interrupted me.
14. Gradually everyone reached the top of the mountain they had climbed before.
15. The boys and the girls not only like but also adore both the puppies and the kittens.
16. Law firms offer complete legal services for domestic and international clientele.
17. Lawyers decide on documents such as contracts.



It is interesting to know

Anyone familiar with the history of Christianity knows that the symbol of the cross was used in a variety of different ways. There could have been nothing more suitable for Crusading armies than implementing crosses as a visual distinction. Abbot Guibert in his *History of Jerusalem* (1.5) says that Pope Urban II instituted this sign both as a sign of military distinction and a symbol that would help Christian knights fight better for God's cause. The Abbot clarifies that the pope ordered the figure of the cross out of any material sown onto tunics and cloaks of the members of the expedition. It is quite evident that there was no color or design required of the Crusaders. If any of the original nine members of the Knights Templar Order came to Palestine during the first crusade they would have worn crosses on their garments, but there is nothing to be said about how exactly those crosses looked.





Creative Work - Team Project Work - Multi Media Presentation.

«The Magna Carta » (1215). Employ MS Office Power Point 2003/2007

Make a group presentation to show, present and prove:

1. The Norman Conquest of 1066.
2. The Plantagenets as the first Royal Dynasty of England.
3. Henry II had an outstanding knowledge of the law. Name legal reforms under him.
4. Strengthening royal control over the Church and the results.
5. A distinctive English culture and art emerged during the Plantagenet era.
6. Richard the Lion Heart (Richard I of England) was a brave warrior.
7. The Crusades and Crusaders.
8. James Lackland (John of England) was a detested king and a weak personality.
9. The Magna Carta or Great Charter is a cornerstone of the British Constitution.



Optional themes for individual reports and essays

1. The Crusade and the Crusaders.	6. The Plantagenet House.
2. The birth of the Common Law in England.	7. The Magna Carta as a cornerstone of British Constitution.
3. King Richard the Lion Heart.	8. The baronial unrest of 1215.
4. A representative Government.	9. England and France in the 13 th c.
5. A limited Government.	10. The main provisions and rights granted by the Magna Carta.

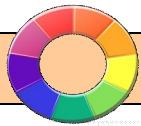


Systematize you knowledge of the topic: *Fill in the table.*

The British Royal Dynasty of Plantagenets and the Legal Heritage of the Past. The Magna Carta (1215)

Table 3

No	The legal document	The Creator/ Initiator of the Law.	The date of birth of the Law.	The Historical causes for creation of the Law.	Main Prin-ciples	Main aspects, issues raised in the Code	Practical Applica-tion/ Signifi-cance
2	<i>The Magna Carta</i>	.....	.....	.....	.....	.....	.....



It is interesting to know

For 200 years, Palestine was dominated by the Crusaders, who, following an appeal by Pope Urban II, came from Europe to recover the Holy Land from the infidels. In July 1099, after a five-week siege, the knights of the First Crusade and their rabble army captured Jerusalem, massacring most of the city's non-Christian inhabitants. Barricaded in their synagogues, the Jews defended their quarter, only to be burnt to death or sold into slavery. During the next few decades, the Crusaders extended their power over the rest of the country, through treaties and agreements, but mostly by bloody military victories. The Latin Kingdom of the Crusaders was that of a conquering minority confined mainly to fortified cities and castles. When the Crusaders opened up transportation



routes from Europe, pilgrimages to the Holy Land became popular and, at the same time, increasing numbers of Jews sought to return to their homeland. Documents of the period indicate that 300 rabbis from France and England arrived in a group, with some settling in Acro (Akko), others in Jerusalem. After the overthrow of the Crusaders by a Muslim army under Saladin (1187), the Jews were again accorded a certain measure of freedom, including the right to live in Jerusalem. Although the Crusaders



regained a foothold in the country after Saladin's death (1193), their presence was limited to a network of fortified castles. Crusader authority in the Land ended after a final defeat (1291) by the Mamluks, a Muslim military class which had come to power in Egypt.

The Eight Crusades (10 in fact):

1) The First Crusade: (1096-1099). Alexis Comnenus asked for mercenaries to defend Constantinople. Instead he received perhaps 12,000 commoners intent on liberating Jerusalem. The European nobility marched on Jerusalem.

2) The Second Crusade: (1147-1149). Originally preached by Bernard of Clairvaux. Only a few Greek islands were taken.

3) The Third Crusade: (1189-1192). Led by Frederick Barbarosa, Richard I of England and Philip II of France. Results in a truce which gives Christians access to Jerusalem and the Holy Places.

4) The Fourth Crusade: (1202-1204). Instead of marching on Jerusalem, this crusade was diverted to Constantinople. The city remained in Latin hands until 1261.

5) The Albigensian Crusade: (1208). Preached by Pope Innocent III against the Albigensian heretics in southern France.

6) The Children's Crusade: (1212). Preached by Stephan of Vendome and by Nicholas of Koln. One group reached Marseilles and was sold into slavery; the other turned back.

7) The Fifth Crusade: (1218-1221). An attack on Egypt.

8) The Sixth Crusade: (1228-1229). Led by Frederick II, Holy Roman Emperor. He negotiated a treaty which led to Christian control of several

important holy sites, including Jerusalem. Jerusalem was retaken by Muslim mercenaries in 1244.

9) *The Seventh Crusade*: (1248-1254). Led by King Louis IX of France (Saint Louis). He captured the Egyptian city of Damietta, but was himself taken captive in the battle for Cairo. He was eventually ransomed.

10) *The Eighth Crusade*: (1270). An unsuccessful attack on Tunis.



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
2	<i>Magna Carta 1215 A.D.</i>	www.docstoc.com/docs/.../COMMON-LAW-ROOTS-AND-FRUITS www.bl.uk/treasures/magnacarta/index.html www.britannia.com/history/magna2.html www.archives.gov/exhibits/featured_documents/magna_carta/ www.enchantedlearning.com/history/uk/magnacarta/ www.britannica.com/EBchecked/topic/356831/Magna-Carta www.nationaltrust.org.uk/main/w-vh/w-visits/w.../w-runnymede-history-magnacarta.htm www.webmesh.co.uk/magnacarta.htm www.magnacartaplus.org/magnacarta/ http://www.britannia.com/history/h6.html http://books.google.ru/books?id=7fX5SRTeUFoC&dq=Magna+carta&printsec=frontcover&source=bl&ots=h3iZSve0lz&sig=db0ARNWUdhQnKcKeIzHZTPE17A0&hl=ru&ei=QdICSrq3CsSyAbv1YSRBw&sa=X&oi=book_result&ct=result&resnum=1



Speaking. Discussion of the related topics:

1. How did the Magna Carta affect the English government?	3. Does England still use the Magna Carta?
2. What were the basic ideas of the Magna Carta?	4. What is the relevance of the Magna Carta today?



Unit III. The British Royal Dynasty of Stuart and the legal heritage of the past. The Petition of Right (1628).



Before you read. Discuss these questions:

1. What are the natural rights of people? Why are they inalienable?
2. What is discrimination? What natural rights of citizens could be discriminated and thus violated?
3. Is there any remedy against discrimination?



Reading Tasks. A) Understanding main points.

Read the text about the Stuart kings and answer the given questions:

1. What is the origin of the Stuarts family name?
2. Who was the first Stuart King of England?
3. What was the first cause for the conflict between James I and the Parliament?
4. What was the political struggle between James and Parliament merged with?
5. Who was the successor to the throne after James I?
6. What agreement did Charles I come to with the Parliament in return to money granted to him?
7. Was that a long – term agreement?
8. When did the Great Rebellion start?
9. What was proclaimed after Charles' execution?
10. What was the role of Oliver Cromwell in strengthening England's position in the world?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. The Stuart dynasty was an Irish dynasty which provided eight monarchs of England in the years 1603-1714.
2. Elizabeth's death in 1603 brought James VI of Scotland to the English throne as James I, and Scotland and England merged as a result.
3. James insisted that his right to rule came from his father and therefore no other relatives had the right to oppose his father`s wishes to see his son as the King .
4. Puritans and Protestants shared the beliefs and practices of the Church of England.
5. In return for nice attitude, Parliament granted Charles a discretionary right to do what he wanted without Parliament`s consent.
6. The Parliamentary forces, led by Oliver Cromwell, defeated the king's forces and in 1649 Charles was exiled.
7. After Charles' execution the chaos began.
8. Oliver Cromwell, however, did not have real power.
9. Oliver Cromwell`s foreign policy weakened England's position in the world.



Text 1. The Early Stuarts. *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The Stuart **dynasty** was a Scottish dynasty which provided seven monarchs of England in the years 1603-1714. The name Stewart derives from the political position of office similar to a governor, known as a

steward. During the 16th century the name underwent a development and the French spelling Stuart was adopted.

Its **turbulent** history included civil wars, international intrigues,



religious controversies, and the death by violence of six Stuart monarchs. The Stuarts were never a very successful dynasty and seemed to whip up **assassination** plots, battle failures and **rebellions** by their very nature.

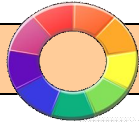
Elizabeth's death in 1603 brought James VI of Scotland to the English throne as James I,

but Scotland and England remained separate countries. James, a Protestant, was the first king of the Stuart dynasty. During his **reign** the King James version of the Bible was prepared, the first permanent English colony in North America was established at Jamestown, Virginia, and the Pilgrims landed at Plymouth.

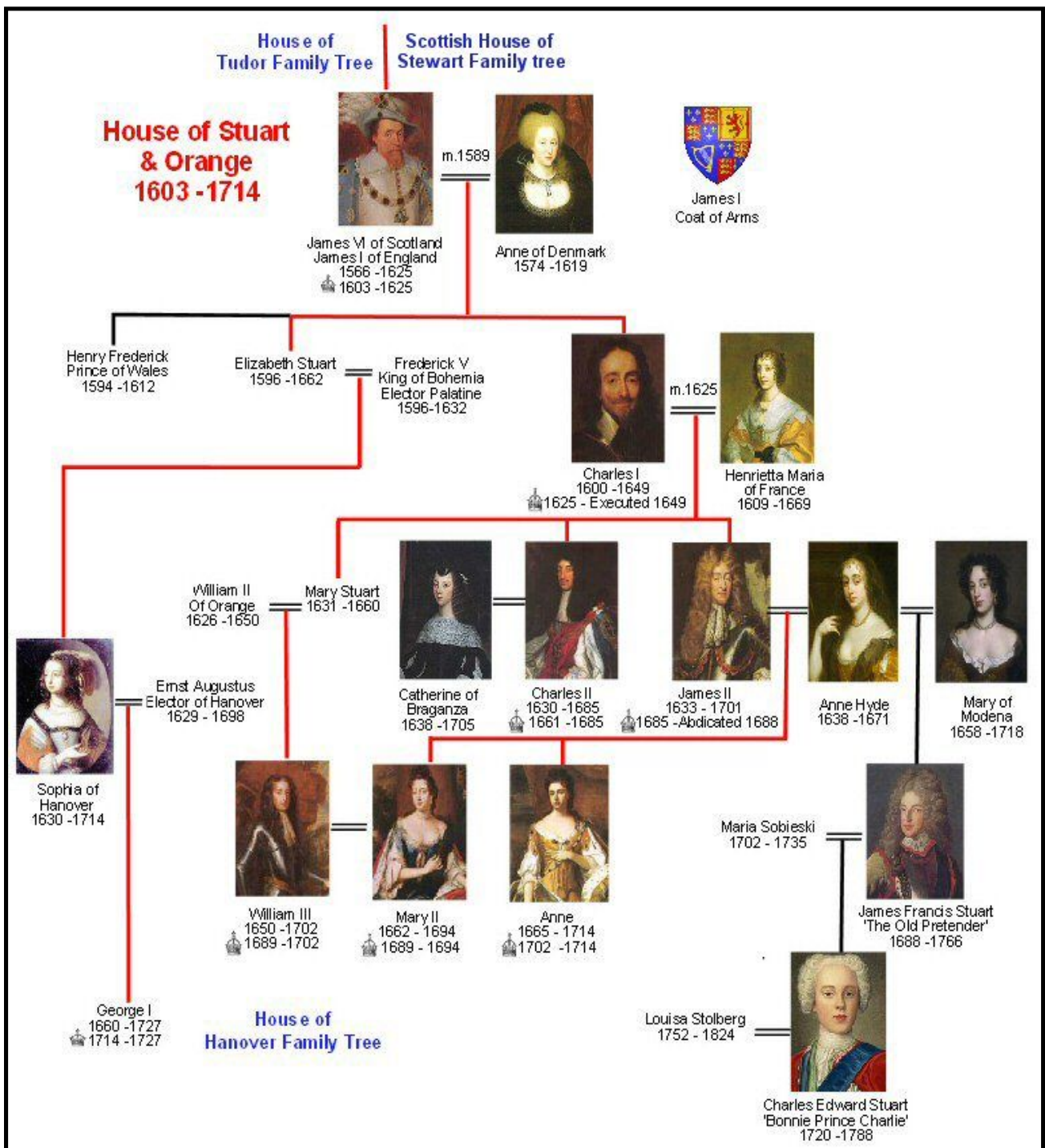
James insisted that his right to rule came from God and therefore no earthly person or agency had the right to oppose his wishes. This **doctrine**, later called «the divine right of kings», brought him into conflict with Parliament. The political struggle between James and Parliament became **merged** with a religious conflict that developed from **persecution** of the Puritans and other Protestants who **rejected** the beliefs and practices of the Church of England.

Charles I, son of James I, came to the throne in 1625. He **dissolved** Parliament in 1629 and did not call it into session again until 1640, when he needed money. In return for granting him money, Parliament made Charles agree not to **adjourn** or dissolve Parliament **without its consent**. **Hostility** between king and Parliament increased until the Great Rebellion, a civil war, **erupted** in 1642. The Parliamentary forces, led by Oliver Cromwell, **defeated** the king's forces and in 1649 Charles was tried for **treason, convicted**, and beheaded.

After Charles' execution, a **commonwealth**, or republic, was **proclaimed**. In theory, all **power** was held by Parliament and a **council** of state created by it. Oliver Cromwell, however, was the real ruler. Under him, England made great commercial progress, especially in shipping. His **foreign policy strengthened** England's position in the world.



The House of Stuart and Orange Family Tree (1603-1714)





Vocabulary tasks. A) Match these terms with their definitions.

a) dynasty	a) cause someone or something to fail
b) turbulent	b) country that is governed by its people or representatives
c) assassination	c) announce something publicly or officially
d) rebellion	d) have a pause or rest
e) reign	e) involving a lot of sudden changes or violence
f) doctrine	f) to end an official organization or a legal arrangement
g) merge	g) action against those in authority
h) persecution	h) murder of someone famous or important
i) reject	i) unfair/ cruel treatment over a long period of time
j) dissolve	j) a series of rulers from the same family
k) adjourn	k) decide in a court of law that someone is guilty
l) without one`s consent	l) belief or set of beliefs
m) hostility	m) combine or join together
n) erupt	n) refuse to accept
o) defeat	o) group of people elected to govern a particular area
p) treason	p) start suddenly and violently
q) convict	q) the period of time when a king or queen rules a country
r) commonwealth	r) being unfriendly or showing disagreement
s) proclaim	s) treating a person in a worse way because of their skin, color, religion, sex, etc.
t) power	t) showing no loyalty to your country
u) council	u) belonging to a country which is not your own
v) foreign policy	v) make something stronger or more effective
w) strengthen	w) ability to control people and events
x) discrimination	x) without permission or agreement



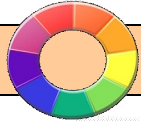
B) Choose the best explanation for each of the word or phrase.

1. assassination a) opposition b) murder of someone famous c) association	4. adjourn a) restitution b) revenge c) have a pause	7. persecution a) political beliefs b) cruel treatment over a long period of time c) prosecution
2. rebellion a) public event b) action in favor of c) action against the authority	5. doctrine a) set of rules b) set of beliefs c) physician	8. hostility a) hospitality b) unfriendliness c) neighborhood
3. merge a) join together b) split c) dissolve	6. convict a) persuade b) acquit c) charge as guilty	9. consent a) disagreement b) agreement c) focusing



C) Word Families. Complete the chart.

<i>verb</i>	<i>person (doer)</i>	<i>noun</i>
convict	.....	.....
.....	.....	treason
.....	ruler	.....
.....	.....	persecution
assassinate	.....	.....
.....	offender	.....
.....	.....	violence
create	.....	.....
.....	murderer	.....
represent	.....	.....
.....	.....	acquittal



It is interesting to know



The Stuart lineage began in a family of hereditary stewards of Scotland, the earliest of whom was Walter (d. 1177), grandson of a Norman adventurer. Several early Stuarts were regents of Scotland, and after Robert, seventh in the hereditary line of stewards, became king as Robert II (1371), the crown remained in the family succession. The marriage of James IV of Scotland to Margaret Tudor, daughter of Henry VII of England, made his granddaughter Mary Queen of Scots a claimant to the English throne. Mary's claim was recognized when her son, James VI of Scotland, became James I of England in 1603. Charles I, son of James I, was beheaded (1649) at the end of the English civil war, but after the interregnum of the Commonwealth and the Protectorate, his son Charles II was restored to the throne in 1660. With the deposition (1688) of Charles II's brother and successor, James II, the crown passed to James's daughter Mary II and her husband, William III, and after them to Anne, also daughter of James II. In the reign of Anne, the last of the Stuarts to rule England, the crowns of Scotland and England, united personally by the Stuarts, were permanently joined by the Act of Union (1707). After the death of Anne the crown passed (by the Act of Settlement, 1701) to George I of the house of Hanover, son of the Electress Sophia, who was the granddaughter of James I of England; thus the Hanoverians also had a Stuart claim. The parliamentary rule of succession was adopted because the claim to the throne of the Roman Catholic James II and his descendants, James Francis Edward Stuart (the Old Pretender), Charles Edward Stuart (the Young Pretender), and Henry Stuart (Cardinal York), was upheld by the Jacobites. After 1807 this claim passed to the descendants of Henrietta of England, daughter of Charles I. Stuart, the French form of the name, was popularized by Mary Queen of Scots.





Before you read. Discuss these questions:

1. What is a Petition? Is it lawful to write petitions? Is it effective? Is it common?
2. What are the cases when citizens may petition for their rights?



Text 2. The Petition of Right (1628). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

Petition of Right, a **statute** of the English **Parliament** passed in 1628 and accepted by Charles I stated several fundamental **principles** of the English constitution. It ranks in importance with Magna Charta (1215) and the Bill of Rights (1689). It was largely **drafted** by Sir Edward Coke, former Lord Chancellor.



Charles I came to the throne in March 1625. Throughout his reign (1625-1649) he continued to collect **customs duties**, known as **tonnage** and **poundage**, by the **royal prerogative**. This continued even though Parliament had **voted** in 1625, against long-standing custom and **precedent**, that he could collect this **revenue** only for one year.

Charles I also tried to raise money without Parliament through a Forced Loan in 1626, and **imprisoned** without **trial** a number of those who **refused** to pay it.

As a **precondition** to granting any future taxes, in 1628 Parliament forced the King **to assent** to the Petition of Right. This asked for a settlement of Parliament's **complaints** against the King's non-

parliamentary taxation and imprisonments without trial, plus the unlawfulness of **martial law** and **forced billets**. However, the King ensured that the Petition was **enrolled** in such a way that there would be doubts about its force as law: it was granted by his **grace**, rather than 'of right'. Charles accepted the petition to get the taxes he wanted, but he continued his **arbitrary rule**.

The final form of the Petition, signed by Charles I in June 1628 with the traditional words «Soit drot fait comme it est desire...Let right be done as is desired», consisted of 11 paragraphs.

Parliament passed the petition as a reaction against the arbitrary rule of King Charles. The petition **restated** some of the ancient rights and privileges of Englishmen, and **reaffirmed** four great principles: no taxes should be levied without the consent of Parliament; no freeman should be imprisoned except by the law of the land; no soldiers should be billeted in citizens' homes without payment; and martial law should not be **proclaimed** in time of peace.

The five rights for which the petitioners prayed recognition are: 1) No taxation without parliamentary approval; 2) No imprisonment without cause shown; 3) No **denial** of habeas corpus without certified cause; 4) No quartering of troops in people's homes without approval; and 5) No **imposition** of martial law, which led to imprisonments and even **executions**, unless the **convictions** were based on the customs of the realm or **acts of parliament**.



Vocabulary tasks. A) Match these terms with their definitions.

a) petition	a) basic idea or rules
b) statute	b) written order directing that involuntary lodging for troops be provided
c) Parliament	c) express one`s choice or opinion

d) principles	d) examination of evidence by a competent tribunal
e) draft	e) document signed by people demanding some action from the government
f) customs duties	f) temporary rule by military authorities
g) tonnage	g) the group of (usually) elected politicians
h) poundage	h) law which has been formally approved and written down
i) royal prerogative	i) to support smb or smth for the 2nd time; to strengthen
j) vote	j) say something again or in a different way
k) precedent	k) duties or taxes imposed on imported and exported goods
l) revenue	l) when someone is killed as a legal punishment
m) imprison	m) tax or commission based on value per pound sterling
n) trial	n) duty or charge per ton on cargo
o) refuse	o) the exclusive right and power to command, rule or judge
p) precondition	p) against beliefs
q) assent	q) announce something publicly or officially
r) complaint	r) smth which must happen before smth else to happen
s) martial law	s) say that you will not do or accept something
t) forced billets	t) income that a government receives regularly
u) execution	u) not the developed form
v) restate	v) introduction of a new law or system
w) reaffirm	w) decide a case or a legal matter
x) proclaim	x) similar case decided in the same way as the one before
y) denial	y) agreement, concurrence
z) imposition	z) put someone in prison, incarcerate



B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

Statute	imposition	precondition	customs	duties
precedent	denial	trial	petition	
complaint	martial law	imprisoned	execution	

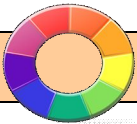
1. We've received a _____ from one of our listeners about offensive language.
2. If I did what you ask, it would be a _____ of everything I believe in.
3. A halt to the fighting is a _____ for negotiations.
4. I signed a _____ against the proposed closure of the local hospital today.
5. _____ is still the penalty in some states for murder.
6. Congress has the exclusive authority to determine the imposition and enforcement of taxes and duties and federal courts have exclusive jurisdiction to resolve controversies involving _____.
7. _____ by jury is a fundamental right of the US citizens.
8. He was _____ in 1965 for attempted murder.
9. The _____ of the death penalty is outlawed by many countries in Europe.
10. _____ _____ is an extreme and rare measure used to control society during war or periods of civil unrest or chaos.
11. A _____ begins as a bill proposed or sponsored by a legislator.
12. The use of _____ has been justified as providing predictability, stability, fairness, and efficiency in the law.



Revise your grammar.

Put the verbs in brackets into the correct past form.

The day _____¹ (begin) terribly. My alarm _____² (does not wake me up) and I _____³ (leave) the house with only 1 hour to spare before the plane _____⁴ (be) due to take off. Luckily there _____⁵ (be) very little traffic and I _____⁶ (arrive) at the airport with 30 minutes to spare. I _____⁷ (check in) at the gate and _____⁸ (go) for a coffee. Just as I (sit down), the announcer _____⁹ (call) my flight. I _____¹⁰ (drink) my coffee quickly, too quickly in fact as I _____¹¹ (drop) some on my shirt. I _____¹² (follow) the sign to the departure gate and _____¹³ (go) through passport control. I _____¹⁴ (hurry up) to the departure lounge. It _____¹⁵ (be) full of teenagers, obviously a school trip. They _____¹⁶ (be/make) a terrible noise. And then I _____¹⁷ (hear) that terrible announcement, the one you don't want to hear. There _____¹⁸ (happen) a problem with the engine. I _____¹⁹ (look) around for a place to get another coffee. I _____²⁰ (see) a drinks machine so I _____²¹ (go) over to get some. I _____²² (put) in my money and _____²³ (press) the button for black coffee. When I _____²⁴ (pick) up the cup, it _____²⁵ (contain) only water. At that moment, the hostess _____²⁶ (announce) that the plane was delayed because of bad weather.



It is interesting to know



Some periods and eras in English History

Tudor period

The Tudors

(1485–1603)



Elizabethan era
The Tudors
(1558–1603)



Stuart period
The Stuarts
(1603–1714)



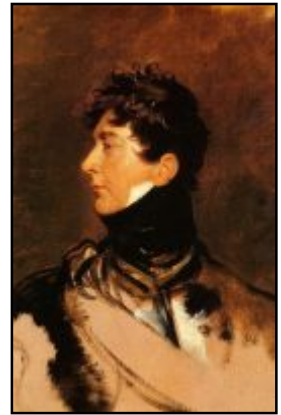
Jacobean era
The Stuarts
(1603–1625)



Caroline era
The Stuarts
(1625–1642)



Georgian era
House of Hanover
(1714–1830)



British Regency
House of Hanover
(1811–1820)



Victorian era
House of Hanover
(1837–1901)



Edwardian era
Saxe-Coburg-Gotha
(1901–1910)



The current
Royal Family
House of Windsor
(1910 - present)



Systematize your knowledge of the topic: *Fill in the table.*

The British Royal Dynasty of Stuart and the Legal Heritage of the Past. The Petition of Right (1628)

Table 4

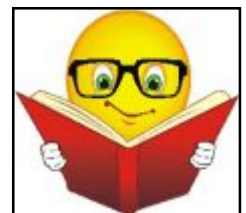
No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical causes for creation of the Law	Main principles	Main aspects, questions raised in the Code	Practical Application/ Significance for the development of World History & Law
3	<i>The Petition of Right</i>	.....	.....	.....	.....	.....	.....



Creative Work–Team Project Work–Role Play –The Early Stuarts

Strategy tips:

1. Choose the coordinator for your project
2. Choose the characters: the Narrator, Elizabeth I, James I, his son Charles I, the one from the clergy of the Church of England, the one from the Puritans, etc.
3. Create your own plot and story to cover the questions given below.



Create a Team Role Play. Show, present, prove and clarify:

1. When did Scotland become part of the United Kingdom?
2. What does the name Stuart mean?

3. James VI of Scotland became King James I of England, Scotland, and Ireland after the death of Elizabeth I uniting the thrones of Scotland and England.
4. Charles I succeeds his father, James I.
5. The Stuarts were always in opposition to the Parliament.
6. The Petition of Right is a declaration of the "rights and liberties of the subject".
7. Why was there no king or queen between 1649 and 1660?
8. Puritans desired to reform the Church of England.
9. The Short Parliament and the Long Parliament. What are they?
10. What is the role of the Stuart House of 1603-1649 for the History of England?



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
3	<i>The Petition of Right (1628)</i>	www.constitution.org/eng/petright.htm http://en.wikipedia.org/wiki/Petition_of_Right www.britannia.com/history/docs/petition.html www.let.rug.nl/usa/D/1601-1650/england/por.htm www.historyguide.org/earlymod/petition1628.html http://encyclopedia2.thefreedictionary.com/Petition+of+Right,+1628 www.webmesh.co.uk/partitionofright1628.htm www.encyclopedia.com/doc/1O48-PetitionofRight.html www.channel4.com/history/microsites/M/monarchy/documents/petition.html www.citizensource.com/History/PreRevolution/PetitionofRight.htm http://en.wikipedia.org/wiki/Oliver_Cromwell http://www.historylearningsite.co.uk/cromwell_england.htm http://lonang.com/exlibris/organic/1628-pr.htm http://www.fordham.edu/halsall/mod/modsbook.html



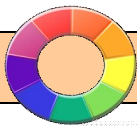
Optional themes for individual reports and essays

1. The monarchy under the Stuart succession.	6. The royalists.
2. The role of Parliament in the 17 th century.	7. The English Civil War.
3. Charles II.	8. The Protectorate: 1653-1658.
4. Oliver Cromwell.	9. Establishment of the Commonwealth: 1649.
5. The English Republic.	10. The Puritan Revolution. The Catholic Church.



Speaking. Discussion of the related topics:

1. The Petition of Right is a cornerstone of the British Constitution.	2. The historical significance of the Petition of Right.
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It is interesting to know

The House of Windsor is the current Royal House of the United Kingdom and each of the other Commonwealth realms. It is a branch of the German House of Saxe-Coburg and Gotha (German: Sachsen-Coburg und Gotha), which adopted the English name Windsor by a royal proclamation in 1917. The current head of the House of Windsor is Elizabeth II, the reigning monarch over the Commonwealth realms.



(However, the overall head of the House of Saxe-Coburg and Gotha, including the Windsor branch, is Andreas, Prince of Saxe-Coburg and Gotha.) The heir to the thrones of the Commonwealth realms, Charles, Prince of Wales, is a member of the House of Schleswig-Holstein-Sonderburg-Glücksburg like his father, brothers, and brothers' children.



Unit IV. The British Royal Dynasty of Stuart and the legal heritage of the past. Habeas Corpus Act (1679).



Before you read. Discuss these questions:

1. What is morality? What could be regarded by society as moral and immoral?
2. What features of a person could be regarded as moral? And what personal features are immoral?
3. What is the difference between the morals and the law order? Give your reasons.



Reading Tasks. A) Understanding main points.

Read the text about the Stuart king Charles II and answer the given questions:

1. When was the monarchy restored in England?
2. Who was the successor of Charles I?
3. Why could we speak about Charles II as a tolerant person?
4. What was the role of Parliament in limiting the royal powers during the transition period?
5. What are the sources of the modern concept of political parties in Britain?
6. What is the origin of the Tory Party?
7. What is the origin of the Whig Party?
8. What were the important legal documents ratified by Charles II at the end the 17th century?

9. What personal features of Charles II were commonly known to public?
10. What was the common attitude to his personality as a ruler and member of the Royal family?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. Charles II arrived in London to refuse the throne in favor of his nephew.
2. He was extremely harsh to those who had condemned his father to death.
3. Royal prerogative, the soul of the Tudor monarchs, James I and Charles I, had all but flourished.
4. Charles` era is remembered as the time of «Bloody Mary».
5. In 1679 King Charles II rejected to ratify Habeas Corpus Act.
6. Charles attempted to introduce religious freedom for Catholics and Protestant dissenters with his 1672 Royal Declaration of Indulgence and the English Parliament gladly supported him in that.
7. He was intelligent and a patron of scientific research, a strong ruler, wise and serious in making any decisions.



Text 1. Charles II (Stuart). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

Charles II, second son of Charles I and Henrietta Marie of France, was born in 1630. He spent his teenage years fighting Parliament's Roundhead forces until his father's **execution** in 1649, when he escaped to France.

In 1660 the Commonwealth Parliament **restored** the monarchy under Charles II, who reigned 1660-85. Charles arrived in London **to claim** the throne on his 30th birthday, May 29, 1660. He was extremely **tolerant** of those who had **condemned** his father to death: only nine of the conspirators were executed. He was also tolerant in religious matters, but more from political wisdom than overwhelming **morality**. England was **overjoyed** at having a monarch again.



However, royal **powers** and privileges had been severely **limited** by Parliament. Charles II was **forced** to fund his administration from customs taxes and a healthy pension paid to him by France's Louis XIV. Royal prerogative, the soul of the Tudor monarchs, James I and Charles I, had all but **vanished**. This moment was a **turning point** in English political history, as Parliament **maintained** a superior position to that of the king, and the modern **concept** of political parties formed from the ashes of the Cavaliers and Roundheads. The Cavaliers **evolved** into the Tory Party, royalists **intent** on preserving the king's authority over Parliament, while the Roundheads **transformed into** the Whig Party, men of property dedicated to expanding trade abroad and maintaining Parliament's **supremacy** in the political field.

Charles attempted to introduce religious freedom for Catholics and Protestant dissenters with his 1672 Royal Declaration of Indulgence, but the English Parliament forced him to **withdraw** it. In 1679 King Charles II **ratified** Habeas Corpus Act.

Charles' era is remembered as the time of «Merry Olde England». The monarchy, although limited **in scope**, was successfully restored - the eleven years of Commonwealth were officially ignored as nothing more than an **interregnum** between the reign of Charles I and Charles II. Charles' **tolerance** was **astounding** considering the situation of England at

the time of his **ascension**, but was necessary for his reign to stand a chance at success. He was intelligent and a **patron** of **scientific research**, but somewhat lazy as a ruler, choosing to wait until the last moment to make a **decision**. The British **attitude** towards Charles II is humorously **revealed** in this **quote** from 1066 and All That: «Charles II was always very merry and was therefore not so much a king as a Monarch. During **the civil war**, he had **rendered** valuable **assistance** to his father's side by hiding in all the oak-trees he could find. He was thus very romantic and popular and was able after the death of Cromwell to **descend** to the throne».



Vocabulary tasks. A) Match these terms with their definitions.

a) tolerant	a) move out or back
b) condemn	b) make an agreement official
c) overjoyed	c) systematic investigation to establish facts
d) limit	d) develop gradually
e) vanish	e) leading or controlling position
f) maintain	f) period when a country is without a leader
g) evolve	g) disappear in a sudden, surprising way
h) intent	h) criticize strongly, usually for moral reasons
i) transformed into	i) feeling or opinion about something or someone
j) withdraw	j) extremely pleased and happy
k) ratify	k) accepting beliefs different from your own
l) interregnum	l) converted into
m) ascension	m) make known smth previously secret
n) scientific research	n) help
o) attitude	o) choice about smth from several possibilities

p) reveal	p) when you want and plan to do smth
q) civil war	q) climbing or moving upwards
r) render	r) ask for something of value
s) assistance	s) control within a particular amount, number or level
t) descend	t) keep in existence
u) claim	u) two or more opposing parties within a country resort to arms to settle a conflict
v) supremacy	v) pass by succession
w) decision	w) give smth with personal opinion or expression



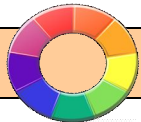
B) Choose the best explanation for each of the word or phrase.

1. execution a) exile b) murder c) killing as a legal punishment	5. claim a) abuse b) support c) demand	9. powers a) effectiveness b) authorities c) electrical or mechanical energy
2. morality a) motivation b) set of standards for good or bad behavior c) evil spirits	6. concept a) principle or idea b) construction c) prayer	10. supremacy a) control b) supervision c) domination
3. turning point a) traffic lights b) a change in the course of events c) street corner	7. in scope a) medical device b) generally c) at the first glance	11. tolerance a) immunity b) ability to bear c) suffering
4. patron a) influential supporter b) regular customer c) gangster	8. decision a) choice b) uncertainty c) conclusion	12. quote a) repeat someone else`s words b) add emphasis c) cut out



C) Word Families. Complete the chart.

<i>verb</i>	<i>person (doer)</i>	<i>noun</i>
descend	.....	.....
.....	.....	assistance
.....	researcher	.....
.....	.....	execution
pray	.....	.....
.....	supporter	.....
criticize	.....	.....
.....	.....	supervision



It is interesting to know

1. The English Interregnum was the period of parliamentary and military rule under the Commonwealth of England after the English Civil War. It began with the regicide of Charles I in January 1649, and ended with the restoration of Charles II in 1660. This era in English history can be divided into four periods: 1) The first period of the Commonwealth of England from 1649 until 1653; 2) The Protectorate under Oliver Cromwell from 1653 to 1658; 3) The Protectorate under Richard Cromwell from 1658 to 1659; 4) The second period of the Commonwealth of England from 1659 until 1660.



2. The Commonwealth of England, from 1653 –1659 the Commonwealth of England, Scotland and Ireland, was the republican government when England was de facto, and arguably de jure, a republic. Its existence was initially declared in An Act declaring England to be a Commonwealth by the Rump Parliament, on 19 May 1649. The government during 1653 to 1659 is properly called The Protectorate, and took the form of direct personal rule by Oliver Cromwell and, after his death, his son Richard, as Lord Protector. It should not be confused with the Commonwealth of Nations (successor to the British Commonwealth in 1949).



Before you read. Discuss these questions:

1. Do you agree that our behavior is mostly motivated by the desire for pleasure and the avoidance of pain? Give your «pros» and «cons».
2. What is the hedonic calculus? What is the felicific calculus?



Text 2. Habeas Corpus Act (1679). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The Habeas Corpus Act 1679 is an Act of the Parliament of England **passed** during the reign of King Charles II to **define** and strengthen the ancient **prerogative writ** of habeas corpus. The British government passed the English Habeas Corpus Act of 1679 in **response** to a **public outcry** about people being **incarcerated** unlawfully and for **inordinate** amounts of time before a trial.



The Act is often wrongly described as the origin of the writ of habeas corpus, which had existed for at least three centuries before. The Writ of Habeas Corpus, or sometimes called «The Great Writ» has its first recorded history in a citation by Blackstone in 1305 during the reign of King Edward I. As is with much **common law** it is **unclear** when exactly this principle first began **to take effect** but it appears it originated before the Magna Carta, **issued** in 1215.

Habeas corpus (ad subjiciendum) is Latin for «you may have the body» (subject to **examination**). It is a writ which **requires** a person **detained** by the **authorities** be brought before a court of law so that the

legality of the **detention** may be examined. Its original use was more straightforward - a writ to bring a **prisoner** into court to **testify** in a **pending trial**. But what began as a weapon for the king and the courts became - as the political climate changed - **protection** for the individual against arbitrary detention by the state.

The name is taken from the opening words of the writ in medieval times. It does not **determine guilt or innocence**, merely whether the person is legally imprisoned. It may also be writ against a private individual detaining another. If the **charge** is considered to be **valid**, the person must **submit to** trial but if not, the person goes free.

The Act of 1679 followed an earlier act of 1640, which established that the command of the King or the Privy Council was no answer to a petition of habeas corpus. Further Habeas Corpus Acts were passed by the British Parliament in 1803, 1804, 1816 and 1862, but it is the Act of 1679 which is remembered as one of the most important statutes in English constitutional history.



It was Albert Venn Dicey, a British **jurist** and constitutional theorist who best described the weight of Habeas Corpus when he said: «The Habeas Corpus Acts **declare** no principle and define no rights, but they are for practical purposes worth a hundred constitutional articles **guaranteeing** individual liberty». Though **amended**, it remains on the British Statute Book to this day.

The Habeas Corpus Act 1679 was **considered** important enough to be specifically mentioned in the U.S. Constitution, which says, «The Privilege of the Writ of Habeas Corpus shall not be **suspended**, unless when in Cases of **Rebellion** or **Invasion** the public **Safety** may **require** it» (Article 1, section 9).



Vocabulary tasks. A) Match these terms with their definitions.

a) pass	a) need or make necessary
b) define	b) force someone officially to stay in a place
c) prerogative	c) not in danger or at risk
d) writ	d) responsibility in having done something wrong
e) response	e) cause to be not active either temporarily or permanently
f) public outcry	f) after a lot of thought
g) incarcerate	g) explain and state the meaning
h) inordinate	h) give approval to smth by voting to make it law
i) common law	i) strong expression of anger made by the public
j) unclear	j) use force to enter and take control of another country
k) take effect	k) answer or reaction
l) issue	l) when someone is not guilty of a crime
m) examination	m) much more than usual or expected
n) require	n) publicly accuse someone of a crime
o) detain	o) not certain about smth
p) authorities	p) change the words of a legal document
q) rebellion	q) have the result of a particular influence
r) invasion	r) people with official legal power to act or enforce the rules
s) safety	s) formal interrogation
t) guilt	t) body of law based on judicial decisions and custom
u) innocence	u) having legal force
v) charge	v) put and keep someone in prison
w) valid	w) not possible or allowed for everyone
x) amend	x) violent action organized by a group of people
y) suspend	y) produce or provide smth official
z) considered	z) legal document from a court of law



B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

detention	guarantee	declared	guilt or innocence
prisoners	submitted	testified	pending trial
protection	jurist	legality	require

1. _____ is said to be as such from its inception until the issuance of a final judgment by a court.
2. It's the main authority of the judge to determine _____ of those under trial.
3. Please telephone this number if you _____ any further information.
4. _____ is an expert in law, especially a judge.
5. New legislation still does not offer adequate _____ for many endangered species.
6. Deposit is a payment given as a _____ that an obligation will be met.
7. _____ climbed onto the prison roof to protest at the conditions inside the prison.
8. The developers _____ building plans to the council for approval.
9. The government have _____ war on the drug dealers.
10. Six journalists sought to challenge in court the _____ of the ban on broadcasting.
11. He _____ that he had seen the man leaving the building around the time of the murder.
12. Concern has been expressed about the death in _____ of a number of political prisoners.



Revise your grammar. Put the verbs in brackets into the present simple or present continuous form.

1. I ____¹ (work) as a lawyer for a law firm.
2. This week ____² (not be) a typical one for me.
3. Usually, the first thing I ____³ (do) when I ____⁴ (get) to the office in the morning is to go through my mail and any messages.
4. Then I ____⁵ (plan) what I'm going to do each day.
5. This week I ____⁶ (not have) time to do any of that, because at the moment I ____⁷ (work) on the brief for one of the cases that has to be finished by the end of the week.
6. Briefs ____⁸ (take) a long time to produce and you ____⁹ (often think) that there is plenty of time left.
7. Then suddenly you ____¹⁰ (find) that it all has to be done in a few days!
8. So this week I ____¹¹ (work) extremely hard.
9. I ____¹² (not like) weeks like this one!



Creative Work - Team Project Work - Multi-Media Presentation
The Early Stuarts. Employ MS Office PowerPoint 2003/2007.

Create a MM Presentation. Show, present, prove and clarify:

1. Charles I and his orderly successors Charles II and James II.
2. The early Stuarts evolved several significant legal documents.
3. The turbulent history of the Stuart House included civil wars, international intrigues, religious controversies, and the death by violence of Stuart



monarchs.

4. The Catholicism, Protestantism and the Church of England: the historical survey.
5. The sources of the modern concept of the British Party system took roots in the times of Early Stuarts.
6. The role of a personality of a ruler for the development of a society.
7. Morals are created by society for its own needs.



Systematize you knowledge of the topic: *Fill in the table.*

The British Royal Dynasty of Stuart and the Legal Heritage of the Past. Habeas Corpus Act (1679)

Table 5

No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical causes for creation of the Law	Main Principles	Main aspects, issues raised in the Code	Practical Application/ Significance for the World History & Law
4	<i>Habeas Corpus Act (1679)</i>	.....	.....	.....	.....	.....	.....



Speaking. Discussion of the related topics:

1. The ancient Writ of Habeas Corpus.	3. Charles II. The philosophy of Hedonism.
2. The historical causes for the creation of the legal document.	4. The historical significance the legal document may have.



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
4	Habeas Corpus Act (1679)	http://en.wikipedia.org/wiki/Habeas_Corpus_Act_1679 http://press-pubs.uchicago.edu/founders/tocs/a1_9_2.html http://en.wikipedia.org/wiki/Habeas_corpus www.fordham.edu/halsall/mod/1679habeascorp.html www.britannica.com/EBchecked/topic/250752/Habeas-Corpus-Act www.lonang.com/exlibris/organic/1679-hca.htm www.icons.org.uk/nom/nominations/habeas-corpus www.fff.org/freedom/fd0809e.asp www.experiencefestival.com/habeas_corpus_act_1679 www.nicerobot.com/chat/habeas-corpus-act-of-1679-full-text www.britannica.com/EBchecked/topic/250748/habeas-corpus http://www.statutelaw.gov.uk/content.aspx?LegType=All+Primary&PageNumber=97&NavFrom=2&parentActiveTextDocId=1518495&activetextdocid=1518496 www.canadaspace.com/crwb.php?q=Habeas+Corpus+Act+1679 www.mahalo.com/Habeas_Corpus http://www.fordham.edu/halsall/mod/modsbook.html http://www.historyhome.co.uk/c-eight/constitu/rights2.htm



Optional themes for individual reports and essays

1. The Restoration of Monarchy in Britain.	6. Limited powers of the Crown under Habeas Corpus Act (1679).
2. King Charles II.	7. Habeas Corpus Act world-wide.
3. The Exclusionists.	8. Habeas corpus in the United States.
4. The History of Habeas Corpus in England.	9. Henry II, King Edward I and habeas corpus ad subjiciendum.
5. Hedonic perception of life.	10. Death penalty and Habeas corpus Act.



Unit V. The British Royal Dynasty of Stuart and the legal heritage of the past. The Bill of Rights (1689)



Before you read. Discuss these questions:

1. Are you interested in politics? Do you have any political preferences?
2. What political parties in your own country do you know?
3. Have you ever participated in the elections? Was it easy to give your vote?
4. What are the requirements to vote and be voted in your native country?



Reading Tasks. A) Understanding main points.

Read the text about the Stuart kings and answer the given questions:

1. What was special about James II?
2. What were the consequences of James II having become a Catholic?
3. What position had he acquired during the Restoration in 1660?
4. What was the public response to James II accession to the throne?
5. What did he promise to his subjects on his accession to the throne?
6. What caused him change his peaceful policy?
7. What legal document did James II appoint Catholics as commanders in the army according to?
8. What was James` attitude to the concept of an absolute monarchy?
9. Who was James replaced by in 1689? What are the causes for that?
10. What were the results of James` attempts to recover his crowns?
11. How did James II live out the rest of his life?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. He became a Catholic in 1669, which led to attempts to include him into the list of successors.
2. There was strong opposition to James` succession to the throne after the death of his brother Charles II.
3. James is best known for his belief in limited monarchy and his attempts to create religious restrictions for his subjects.
4. James was replaced by William of Orange who became king as William III, ruling separately from his wife (James's daughter) Mary II.
5. James never faced any rebellion or public outcry.
6. James made hundreds of serious attempts to recover his crowns.
7. He lived out the rest of his life as a retired person on Bahamas.



Text 1. James II (Stuart). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

James II was the last Catholic monarch to reign over the Kingdoms of England, Scotland, and Ireland. He became a Catholic in 1669, which led first to attempts to **exclude** him from the **succession**, then to the rebellions of Monmouth and Argyll, and finally to the Whig and Tory leaders' invitation to William of Orange to take the throne in 1688. At the Restoration in 1660 he had been **appointed** lord high admiral and warden of the Cinque Ports, but after the passing of the Test Act in 1673



(which excluded Catholics from **public office**) he was forced **to give up** his offices. But there was no initial opposition to his succession to the throne after the death of his brother Charles II though, and there were



widespread reports of public **rejoicing** at the **orderly** succession.

On his **accession** to the throne he promised to defend the Church of England, and his reign began peacefully enough. However, with time James began to build up a standing army and made attempts **to re-establish** Catholicism. That was caused by the fact, that soon after becoming king, James **faced** a rebellion in southern England led by his nephew, the Duke of Monmouth, and another rebellion in Scotland led by Archibald Campbell, the Earl of Argyll. While both rebellions were defeated easily enough, the **effect** on James was **to harden** his resolve against his **enemies** and to increase his **suspicion** of the Dutch.

To protect himself from further rebellions, James **sought** safety in an enlarged standing army. He issued a Declaration of **Indulgence** (1687) allowing freedom of **worship**, and appointed Catholics as commanders in the army, which he **stationed** just outside London. When seven bishops refused to read a second Declaration of Indulgence (1688) from the pulpit, he imprisoned them. People were **convinced** that James **intended** to establish an absolutist, Catholic state.

James is best known for his belief in absolute monarchy and his attempts to create religious liberty for his **subjects**. Both of these went against the wishes of the English Parliament and of most of his



subjects. Parliament, opposed to the growth of absolutism that was occurring in other European countries, as well as to the **loss** of **legal**

supremacy for the Church of England, saw their opposition as a way to **preserve** what they regarded as traditional English liberties. This tension made James's three-year reign a struggle for supremacy between the English Parliament and the Crown, resulting in his **deposition**, the **passage** of the English Bill of Rights, and the Hanoverian succession.

He was **replaced** by William of Orange who became king as William III, ruling **jointly** with his wife (James's daughter) Mary II. Thus William and Mary, both Protestants, became joint rulers in 1689. James made one serious attempt **to recover** his crowns, when he landed in Ireland in 1689 but, after the defeat of the Jacobite forces by the Williamite forces at the Battle of the Boyne in the summer of 1690, James returned to France. He lived out the rest of his life as **a pretender** at a court **sponsored** by his cousin and **ally**, King Louis XIV.



Vocabulary tasks. A) Match these terms with their definitions.

a) exclude	a) time to start a position of authority esp. for kings
b) succession	b) well arranged or organized
c) appoint	c) influence
d) public office	d) existing or happening in many places
e) give up	e) praying or singing
f) widespread	f) persuade someone or make them certain
g) rejoicing	g) intentionally not to include smth or smb
h) orderly	h) job in a public organization with responsibility
i) accession	i) have as a plan or purpose
j) re-establish	j) choose someone officially for a job or responsibility
k) to face	k) feeling or showing great happiness about smth or smb
l) effect	l) cease to do or perform

m) harden	m) belief or idea that something may be true
n) enemy	n) not minding someone's failure or bad behaviour
o) suspicion	o) particular position that someone has been ordered
p) indulgence	p) set up again
q) worship	q) person who hates or opposes another person
r) station	r) become more severe
s) convince	s) deal with
t) intend	t) number of similar events or people after each other



B) Choose the best explanation for each of the word or phrase.

1. deposition a) bank account b) removal of a person from a powerful position c) distance	5. passage a) entry b) official approval c) access	9. replace a) compensate b) change for c) restore
2. loss a) gain b) no longer having smth c) lost and found	6. preserve a) proclaim b) prevent c) protect	10. joint a) mutual b) coupled together c) federal
3. legal supremacy a) unlimited powers b) authority allowed by the law c) permission	7. subject a) thing b) point at issue c) citizen	11. recover a) go back b) alter c) get back smth lost
4. pretender a) claimant to the throne b) false accuser c) role player	8. sponsor a) merchant b) support c) encourage or help	12. ally a) enemy b) (short for) alligator c) someone who supports someone else



C) Word Families. Complete the chart.

<i>verb</i>	<i>person (doer)</i>	<i>noun</i>
defend	.....	.....
.....	.....	benefit
.....	pretender	.....
.....	.....	opposition
protect	.....	.....
.....	accuser	.....
suspect	.....	.....
.....	.....	thought



It is interesting to know

James II was converted to *Roman Catholicism* probably in 1668 - a step that was to have grave consequences. After his resignation (1673) as admiral because of the Test Act and his marriage (1673) to the staunchly Catholic Mary of Modena (his first wife having died in 1671), he became increasingly unpopular in England. When he produced a Catholic heir, the tension exploded. Increasingly Britain's political and religious leaders opposed him as too pro-French, too pro-Catholic, and too much of an absolute monarch. James consented to the marriage (1677) of his daughter Mary (later Mary II) to the Protestant prince of Orange (later William III), and the couple became the heirs presumptive, after James, to the English throne. In the anti-Catholic hysteria the leaders called on William III of Orange (his son-in-law and nephew) to land an invasion army from the Netherlands. James fled England (and thus abdicated) in the Glorious Revolution of 1688. He was replaced by William of Orange who became king as William III, ruling jointly with his wife (James's daughter) Mary II, both Protestants, who became joint rulers in 1689.





Before you read. Discuss these questions:

1. What is taxation? What types of taxes do you know?
2. Is it important for the state to levy taxes regularly? What are all taxes spent on?



Text 2. The Bill of Rights (1689). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The Bill of Rights Act, 1689 (An Act Declaring the **Rights and Liberties** of the Subject and Settling the Succession of the Crown) is



considered by many to be the third greatest charter of English liberties after the Magna Carta, 1215 and the Petition of Right, 1628. Rather than **dealing with** the protection of the rights of individuals and **civil rights**, as we know them today, the Bill of Rights Act, 1689

mainly set out **strict limits** on the use of Royal prerogatives by the sovereign.

In 1688 seven Bishops presented their petition to James against a Declaration of Indulgence. They were **charged** with **sedition libel** but were **acquitted** on June 30th, the day after a few Lords sent **an appeal** to William of Orange **to intervene** in order to protect English liberties **assuring** him that he would be welcomed by 19 out of 20 Englishmen.

On November 15, William's fleet arrived at Torbay and his army **disembarked**, it was up to ten days before most of his **supporters** arrived to join his standard. James was quickly **notified** of Williams` landing, but

he was slow to **respond** unaware that many of his Protestant Army commanders were planning to go over to William. When James realized the support that William had, he fled to France. **The laws of succession** were met by the **assumption** that by his flight James II had **abdicated**.

William of Orange and his wife Mary were jointly crowned King and Queen of England (Mary being the daughter of the James II) in Westminster Abbey on April 11, 1689 and as part of their **oaths**, they had **to swear** that they would **obey** the laws of Parliament. The Bill of Rights was read to both William III and Mary II, on hearing it William is said to have replied: «We thankfully accept what you have offered us».

The Bill of Rights Act, 1689 passed through Parliament after the coronation and on December 16, 1689, the King and Queen gave it **Royal Assent** passing it into the English law. Never again would English monarchs claim their power came from God as The Bill of Rights Act, 1689 represented the end of the concept of divine right of kings, which was one of the issues over which the English Civil War had been fought. It also made kings and queens **subject to laws** passed by Parliament, this has been called the "Glorious Revolution".



The Bill of Rights Act, 1689 was part of a package of laws that reformed the English **constitution** at this time with the other two being the Toleration Act, 1689 which **promoted** limited religious toleration and the Triennial Act, 1694 which prevented the King from **dissolving** Parliament at will and placed a legal **requirement** that **general elections** had to be held every three years.

In addition to listing the **transgressions** of James II the Bill of Rights Act, 1689 legislated on some very important issues: 1) Roman Catholics were **barred** from the throne by this Act; 2) The right of free petitioning

was **reinstated** by the Act; 3) The Act places a **prohibition** against arbitrary **suspension** of Parliament's laws by the sovereign; 4) The Act limits the sovereign`s right to raise money through taxation, with the consent of Parliament being needed; 5) The Act guarantees the sovereign will not **interfere** in the free and **fair** elections of **Members of Parliament**; 6) The Act guarantees the freedom of speech of Members of Parliament within parliamentary debates or proceedings – this means that MP`s are free to say things that could be considered **libelous** or otherwise illegal while participating in parliamentary debates without fear of **prosecution** in the civil or criminal courts; 7) The Act makes it illegal for the sovereign to keep military forces within the kingdom in time of peace without consent of Parliament, which is one of the reasons the military is funded on an annual basis by parliament; 8) The act makes the **imposition** of **excessive fines** or cruel punishments illegal.



Vocabulary tasks. A) Match these terms with their definitions.

a) rights and liberties	a) cause something to exist again
b) consider	b) formal agreement and signing of an act of Parliament by the sovereign
c) deal with	c) no longer want to be king or queen
d) civil rights	d) acceptance as true without question or proof
e) charge	e) one who give encouragement to someone to succeed
f) seditious libel	f) right and reasonable
g) intervene	g) representatives are chosen in all constituencies of a state
h) assuring	h) formal statement to accuse someone
i) disembark	i) bringing into hatred the Queen or the government

j) supporter	j) occur between events or points in time
k) respond	k) saying with certainty
l) assumption	l) go ashore from a ship
m) abdicate	m) encourage the popularity
n) Royal Assent	n) standards of moral behavior, justice and freedoms
o) constitution	o) refuse to allow
p) promote	p) be concerned with
q) transgression	q) involve in an annoying way
r) general elections	r) the fundamental freedoms and privileges
s) bar (from)	s) violation of a law, command, or duty
t) reinstate	t) discrediting, insulting, tending to injure reputation
u) Members of Parliament	u) proving that a person accused of a crime is guilty
v) interfere	v) describe or discuss
w) fair	w) do something as a reaction to something
x) libelous	x) set of political principles a state is governed by
y) prosecution	y) an elected member of the House of Commons
z) imposition of excessive fines	z) introduction of unreasonably great monetary charges



B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

appeal	oath	obey	subject to laws
acquitted	notify	elections	laws of succession
swear	dissolved	prohibition	suspension

1. There have been calls for the drug's immediate _____¹, following reports that it has dangerous side effects.
2. The school is required to _____² parents if their children fail to come to school.
3. Their marriage was _____³ in 1968 resulted in a series of endless disputes about the upbringing and maintenance of their children.
4. In some countries, witnesses in court have to _____⁴ on the Bible.
5. Falling objects _____⁵ the law of gravity.
6. Five months ago he was _____⁶ on a shoplifting charge.
7. She has lodged (= made) an _____⁷ against the severity of the fine.
8. British Parliament is vested with the legislative authority _____ _____⁸ of the realm.
9. According to the Norwegian _____ _____⁹, if the oldest son was not fit to be a king, a council of 60 peasant representatives should select another of the legitimate royal sons.
10. The environmental group is demanding a complete _____¹⁰ against the hunting of whales.
11. The judge reminded the witness that she was under the _____¹¹.
12. The Government is expected to allow the country to vote and would call the _____¹² very soon.




Revise your grammar.

Complete the sentences using some, any, no or none.

1. We haven't had _____¹ news from our lawyer though he promised to prepare the brief soon.
2. I have absolutely _____² idea what evidences he would present in the court.

3. The deal was worth _____³ \$16 billion according to the contracted agreement.
4. _____⁴ of his proofs were trustworthy.
5. I am sure we can invite _____⁵ extra witnesses to testify before a grand jury.
6. He has _____⁶ very old and expensive jewelry items in his collection.
7. Discrimination is not our style since we employ people of _____⁷ race, religion or ethnic origin.
8. There is _____⁸ point in wasting _____⁹ more time on this issue.
9. Please find enclosed _____¹⁰ information about the range of our services.
10. Have you got _____¹¹ extra leaflets? Sorry, there are _____¹² left.
11. My new car uses hardly _____¹³ petrol at all compared to my previous one.
12. _____¹⁴ ill-advised people try to defend themselves in a court of law without hiring a good lawyer.

 Optional themes for individual reports and essays	
1. William and Mary as joint sovereigns of England. The ruins of the family ties.	6. The Glorious Revolution. Achievements and failures.
2. The 1701 Act of Settlement.	7. The Protestants and the Church of England.
3. The Royal Prerogative.	8. A Penal Law. What punishments were common in those times?
4. The parliamentary privilege.	9. Rights of Englishmen under The Bill of Rights (1689).
5. The Roman Catholics. What are the peculiar featured of Catholizism?	10. Crown and Parliament Recognition Act 1689.



Systematize your knowledge of the topic: *Fill in the table.*

The British Royal Dynasty of Stuart and the Legal Heritage of the Past. The Bill of Rights (1689)

Table 6

No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical Environment/ The causes for creation of the Law	Main principles	Main aspects, questions raised in the Code	Practical Application/ Significance for the development of World History & Law
5	<i>The Bill of Rights (1689)</i>	.....	.....	.....	.....	.....	.....



Creative Work - Team Project Work - Role Play.

The Bill of Rights (1689). «Travel to the Past and to the Future».

Create a Team Role Play. Show, present, prove and clarify:



1. There was no singular creator of the British Bill of Rights.
2. Englishmen possessed certain civil and political rights with the Bill of Rights.
3. The Bill of Rights was an ordinary Act of Parliament passed in the ordinary way.

4. The Bill of Rights 1689 is an important element of the modern British constitution.
5. If King James II hadn't been overthrown in 1688/1689, who would be the sovereign today?
6. The family ties could easily be broken by the dilemma of succession.
7. The Stuart family was never a very successful dynasty and seemed to whip up assassination plots, battle failures and rebellions by their very nature.



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
5	<i>The Bill of Rights (1689)</i>	http://en.wikipedia.org/wiki/English_Bill_of_Rights http://www.fordham.edu/halsall/mod/1689billofrights.html http://www.duhaime.org/LegalResources/LawMuseum/LawArticle-110/1689-The-English-Bill-of-Rights.aspx http://dic.academic.ru/dic.nsf/enwiki/27489 http://www.victorianweb.org/history/b-rights.html www.webmesh.co.uk/englishbillofrights1689.htm www.magnacartaplus.org/1689-rights/ www.nationalarchives.gov.uk/pathways/citizenship/rise_parliament/docs/bill_rights.htm www.statutelaw.gov.uk/content.aspx?activeTextDocId=1518621



Speaking. Discussion of the related topics:

1. The Stuart kings, the English people and Parliament in the 17 th century. Bloodless Revolution.	3. The three most significant legal documents of the Plantagenet and Stuart Houses.
2. James II. William and Mary, prince and princess of Orange. The family withstanding.	4. The historical significance of the Bill of Rights.



Unit VI. The French History.

The French Revolution. Napoleon. Napoleon`s Code of Law (1804).



Before you read. Discuss these questions:

1. What is «a revolution»? Is there any difference between revolutions and revolts?
2. What significant revolutions which had shook the world do you know?
3. Could the revolutions bring any positive changes to the operation of the state?



Reading Tasks. A) Understanding main points.

Read the text about the Stuart kings and answer the given questions:

1. What is known as the French Revolution (1789–1799)?
2. What are the principles of Enlightenment?
3. What were the changes brought by the Revolution?
4. What are the commonly adduced causes of the Revolution?
5. What are the most important steps that led to the establishment of an Emperor?
6. What were the positive results of the Revolution?
7. What were the negative results of the Revolution?
8. What was the National Assembly?
9. What were the measures the Committee of Public Safety imposed upon the French people during the reign of Terror?
10. What was created to substitute the reign of Terror?
11. Who did Napoleon Bonaparte declare himself as a result of the end of the Revolution?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. These changes were accompanied by Glorious Revolution which included the orderly succession of the king and stable relationships among the European powers.
2. The causes of the Revolution are still unknown.
3. By the 1780's many in France were influenced by a Marxism movement.
4. Marquis de Lafayette was announced as an Emperor of France.
5. The Revolution led to a high industrial development of France.
6. Assembly restored the French nobility as a group with legal rights.
7. The Terror was directed at anyone who was perceived as being a nobleman.



Text 1. The French Revolution. Read the given text and pay attention to the words and expressions in bold type. Give a summary.

The French Revolution (1789–1799) was a period of political and social **upheaval** and **radical change** in the history of France, during which the French governmental structure, previously an absolute monarchy with feudal privileges for the aristocracy and Catholic **clergy**, underwent radical change to forms based on **Enlightenment** principles of **citizenship** and **inalienable rights**.



These changes were accompanied by **violent turmoil** which included the trial and execution of the king, vast **bloodshed** and **repression** during

the Reign of Terror, and **warfare** involving every other major European power. **Subsequent** events that can be **traced** to the Revolution include the Napoleonic Wars, two separate restorations of the monarchy, and two additional revolutions as modern France took shape.

Although historians disagree on the causes of the Revolution, the following reasons are commonly **adduced**: (1) the increasingly **prosperous** elite of wealthy commoners—merchants, manufacturers, and professionals, often called the bourgeoisie—produced by the 18th century's economic growth **resented** its exclusion from political power and positions of honor; (2) the peasants were acutely aware of their situation and were less and less willing to support the **anachronistic** and **burdensome** feudal system; (3) the philosophers, who **advocated** social and political reform, had been read more widely in France than anywhere else; (4) French participation in the American Revolution had driven the government to the **brink of bankruptcy**; and (5) crop failures in much of the country in 1788, coming on top of a long period of economic difficulties, made the population particularly **restless**.

By the 1780's many in France were influenced by a movement called the «Enlightenment», which held that all persons should be equal before the law. These ideas led to the conflict that caused the revolt. This was the beginning of the famous French revolution. On June 17, 1789, the Third Estate declared itself the National Assembly. On July 11, 1789, Louis XVI ordered his army **to disband** the National Assembly **by force**. On July 14, 1789, the people of Paris stormed the Bastille looking for arms and gun powder to protect themselves against the army and to protect the National Assembly. The next day the Marquis de Lafayette was appointed commander of the city's armed forces by a committee of citizens. The king had lost control of Paris. All over the country peasants revolted and called for reforms and an end to the old feudal relationships. Frightened **nobility**

gave in to the demands and **urged** the National Assembly to end feudal rights.

The Revolution led to high **unemployment** and increased hunger in the city. The power of the monarchy was broken. The king had to return to Paris. The National Assembly **abolished** the French nobility as a group with legal rights and created a constitutional monarchy in July 1790. The



king remained the head of state, but the true power **rested with** the National Assembly. The National Assembly continued to make further reforms: dividing the country into 83 districts, adopting the metric system, promoting economic reforms and freedom, and

generally applying the ideas of the Enlightenment to all of France's **institutions**. The Assembly also **confiscated** the lands of the nobility who had **emigrated** from France and **nationalized** Church lands. They forced the clergy to take oaths of **allegiance** to the new government and sought to **subjugate** the power of the Church.

However, the Revolution continued. From 1793 to 1794, the Committee of Public Safety **conducted** a reign of Terror upon the French people. Maximilian Robespierre was the head of the Committee of Public Safety. The Terror was directed at anyone who was **perceived** as being an enemy of the revolution. Over 40,000 people were executed or died in prison. However, on July 27, 1794, Robespierre was **overthrown** and the next day executed. Thus, the Terror was over. In 1795, a new government, a Directory, was created, but several years later it was overthrown by Napoleon Bonaparte, who declared himself the «Emperor of the French». Thus, the Revolution that had ended monarchy **resulted in** the establishment of an **Emperor**.



Vocabulary tasks. A) Match these terms with their definitions.

a) radical change	a) happen or exist
b) Enlightenment	b) perform a particular activity
c) citizenship	c) leave a country permanently
d) inalienable rights	d) remain with someone or something
e) violent turmoil	e) control
f) subsequent	f) period of the importance of science and reason
g) adduce	g) male ruler of an empire
h) resent	h) remove someone from power, using force
i) anachronistic	i) people of the highest social rank in a society
j) burdensome	j) strong disorder
k) advocate	k) complete or extreme alteration
l) disband	l) happening after something else
m) nobility	m) give reasons why you think something is true
n) urge	n) feel angry because of the forced actions
o) unemployment	o) publicly support or suggest an idea
p) rest with	p) seize (private property) for the public treasury
q) confiscate	q) stop being a group
r) emigrate	r) out-of-date, not modern
s) nationalize	s) membership of a particular country with certain rights
t) subjugate	t) causing difficulties
u) conduct	u) strongly advise or try to persuade
v) perceive	v) state of being unemployed or not having a job
w) overthrow	w) the point where a person becomes unable to pay
x) result in	x) (government) to take control of a business or industry
y) Emperor	y) rights unable to be removed
z) brink of bankruptcy	z) notice something that is obvious



B) Choose the best explanation for each of the word or phrase.

1. upheaval a) negotiations b) great change c) growth	5. warfare a) social benefits b) activity of fighting a war c) hostility	9. institution a) corporation b) public establishment c) college
2. clergy a) clerk of the table b) public officer c) priests	6. trace a) visible mark b) trance c) direction	10. restless a) anxious b) responsible c) endless
3. bloodshed a) family ties b) killing and violence c) blood test	7. prosperous a) perspective b) flourishing c) selfish	11. abolish a. resize b. adopt c. destroy completely
4. repression a) impression b) forced submission c) depression	8. allegiance a) enemy b) support for a ruler c) group of people	12. by force a) by chance b) not voluntary c) willingly



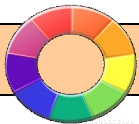
C) Word Families. Complete the chart.

<i>verb</i>	<i>person (doer)</i>	<i>noun</i>
conduct	.....	.....
.....	.....	promotion
apply	.....	.....
.....	.....	direction
.....	participant	.....
.....	.....	employment
produce	.....	.....
.....	bankrupt	.....
advocate	.....	.....



D) Find the synonyms to the given words.

term	synonym (s)	choose the appropriate from the list
a violence	aggression, tolerance, temper, destructiveness
to urge	force, prompt, plead, drive forward or onward
prosperous	perspective, flourishing, poor, well-to-do (off)
to subjugate	conquer, support, persuade, defeat, release
an upheaval	upgrading, disturbance, disorder, upbrining



It is interesting to know

Key People of the French Revolution:



King Louis XVI: King of France when the revolution began in 1789, he was executed in 1792.

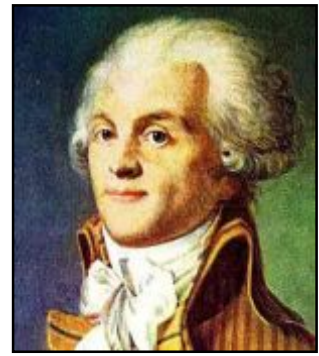


Emmanuel Sieyès: Deputy who helped radicalise the third estate and instigated the coup which brought the consuls to power.



Jean-Paul Marat: Popular journalist who advocated extreme measures against traitors and hoarders. Assassinated in 1793.

Maximilien Robespierre: Lawyer who went from advocating an end to the death penalty to the architect of the Terror. Executed in 1794.



Napoleon Bonaparte: French general whose rise to power brought the revolution to an end.



French Revolution Timeline:

1. Pre -1789 A series of social and political tensions build within France, before being unleashed by a financial crisis in the 1780s.

2. 1789 – 1791 The Estates General is called, but instead of bowing to the king it takes radical action, declaring itself a Legislative Assembly and seizing sovereignty. It starts tearing down the old regime and creating a new France.

3. 1792 A second revolution occurs, as Jacobins and sansculottes force the creation of a French Republic. The Legislative Assembly is replaced by the new National Convention.

4. 1793 – 1794 With foreign enemies attacking from outside France and violent opposition occurring within, the ruling Committee of Public Safety put into practice government by terror. Their rule is short but bloody.

5. 1795 – 1799 The Directory is created and put in charge of France, as the nation's fortunes wax and wane.

6. 1800 – 1802 A young General called Napoleon Bonaparte seizes power, ending the Revolution and consolidating some of its reforms.



Before you read. Discuss these questions:

1. Try to draw distinction between such adjectives as «human» and «humane». Give reasons what spheres of human life they could be applied to. Make 5 sentences with each of the adjectives in question.
2. What qualities of a person could be regarded as humane? Name 7 qualities as such at least.



Text 2. Napoleon Bonaparte. *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

One of the most brilliant individuals in history, Napoleon Bonaparte was a **masterful** soldier, an **unequaled** grand tactician and a superb administrator. He was also **utterly ruthless**, a dictator and, later in his career, thought he could do no wrong.

Not a Frenchman by birth - Napoleon Bonaparte was born at Ajaccio on Corsica - he never fully mastered French and his spelling left a lot to be desired.

The revolutionary fever that was spreading when Bonaparte was a teenager allowed a talented individual the opportunity to rise far beyond what could have been **achieved** only a few years previously.

Educated at military school, he was **rapidly** promoted and in 1796, was made commander of the French army in Italy, where he forced Austria and its **allies** to make peace. In 1798, Napoleon



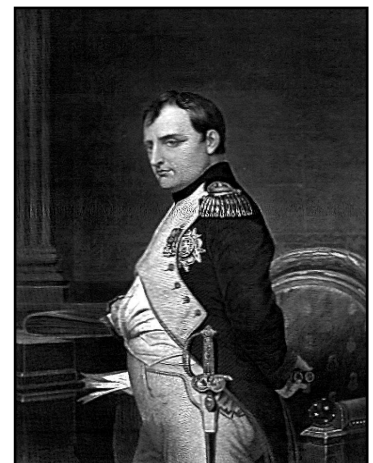
conquered Ottoman-ruled Egypt in an attempt to strike at British trade routes with India. He was stranded when his fleet was destroyed by the British at the Battle of the Nile.



France now faced a new **coalition** - Austria and Russia had allied with Britain. Napoleon returned to Paris where the government was **in crisis**. In a **coup d'etat** in November 1799, Napoleon became first consul. In 1802, he was made consul for life and two years later, emperor. He **oversaw** the **centralization of government**, the

creation of the Bank of France, the **reinstatement** of Roman Catholicism as the state religion and law reform with the Code Napoleon.

In 1800, he defeated the Austrians at Marengo. He then **negotiated** a general European peace which established French power on the continent. In 1803, Britain **resumed** war with France, later joined by Russia and Austria. Britain **inflicted** a naval defeat on the French at Trafalgar (1805) so Napoleon **abandoned** plans to invade England and turned on the Austro-Russian forces, defeating them at Austerlitz later the same year. He **gained** much new territory, including **annexation** of Prussian lands which **ostensibly** gave him control of Europe. The Holy Roman Empire was **dissolved**, Holland and Westphalia created, and over the next five years, Napoleon's relatives and **loyalists** were **installed** as leaders (in Holland, Westphalia, Italy, Naples, Spain and Sweden).



In 1810, he had his childless marriage to Josephine de Beauharnais **annulled** and married the daughter of the Austrian emperor in the hope of having **an heir**. A son, Napoleon, was born a year later.

The Peninsular War began in 1808. Costly French defeats over the next five years **drained** French military **resources**. Napoleon's invasion of Russia in 1812 resulted in a **disastrous retreat**. The tide started to turn **in favor of** the allies and in March 1814, Paris fell. Napoleon went into **exile** on the Mediterranean island of Elba. In March 1815 he **escaped** and marched on the French capital. The Battle of Waterloo ended his **brief** second reign. The British **imprisoned** him on the **remote** Atlantic island of St Helena, where he died on 5 May 1821.



Vocabulary tasks. A) Match these terms with their definitions.

a) masterful	a) sudden illegal violent taking of government power
b) unequalled	b) remove authority in a system
c) utterly ruthless	c) get smth that is useful, that gives an advantage
d) the revolutionary fever	d) place someone in an official position
e) achieve	e) joining together of different political parties or groups
f) rapidly	f) time of great disagreement, uncertainty or suffering
g) allies	g) very cruel
h) conquer	h) better or more extreme than any other
i) coalition	i) who strongly supports the government or ruler in power
j) coup d'etat	j) act of attaching, uniting or consolidating
k) oversee	k) move back by soldiers or an army; withdrawal of troops
l) centralization of government	l) apparently; seemingly; to all intents and purposes
m) gain	m) short in time, duration, length, or extent

n) annexation	n) forces or capabilities allocated to the commander
o) loyalists	o) take control or possession of foreign land
p) install	p) succeed in reaching an aim
q) remote	q) extremely bad or unsuccessful
r) drained	r) fast or suddenly
s) resources	s) very skilful
t) disastrous	t) run away from confinement
u) retreat	u) reduced or caused to be reduced
v) escape	v) for the advantage of
w) brief	w) far away in distance, time or relation
x) ostensibly	x) state of excitement on the eve of great political and social changes
y) crisis	y) organize an activity with certainty it is done correctly
z) in favor of	z) country that has agreed officially to give help

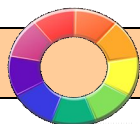


B) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence

reinstatement	abandoned	imprisoned	annulled
dissolved	resume	law reform	negotiate
inflict	exiled	retreat	heir

1. Was it necessary to _____¹ such a punishment on him for such a minor offence?
2. By the time the rebel troops arrived, the village had already been _____² and looked like the place without any signs of civilization.
3. Parliament has been _____³ in 1629 by Charles I, shortly after the Petition of right had been signed.

4. His second marriage was _____⁴ because he never divorced his first wife.
5. The government has refused to _____⁵ with the strikers.
6. The trade union demanded the immediate _____⁶ of all sacked workers.
7. The French finance minister is _____⁷ to a tradition of central control that goes back to Louis XIV's minister, Colbert.
8. The monarch was _____⁸ because of the coup.
9. The criminal's wife stated that she had made great efforts to _____⁹ her husband.
10. The long train of abuses led to the persistent unlawful practices of the Crown towards his subjects so as the suspects were often _____¹⁰ without any trial.
11. If you _____¹¹ a place or position which you have left for a period of time, you return to it.
12. After a hard struggle, they were finally forced to _____¹² .



It is interesting to know

Unusual and interesting facts about Napoleon Bonaparte:

1. Napoleon Bonaparte was born the 15th of August, 1769 on Corsica, just three months after the island had been defeated by the French. He spent his childhood hating France, the nation he would one day rule.



2. Napoleon was the second son of Carlo Buonaparte and Letizia Ramolino. To demonstrate that he was turning his back on to the Corsican independentists, Napoleon changed his name from Napoleone Buonaparte to Napoleon Bonaparte.

3. The Emperor Napoleon Bonaparte used the bee as a symbol of immortality and resurrection.

4. It was a habit of Napoleon's to give his horses names of his military or amorous successes. During the 'Hundred Days' ('les Cent Jours') he used

horses that had the following names: 'Cantal' (a region in France); 'Marie' (after Marie Waleska his Polish beloved); 'Desiree' (after Desiree Clary , the sister of his elder brother's bride); 'Cerberes', 'Jaffa'; and 'Marengo' (named after one of his victories in Italy).

5. Julius Caesar and Napoleon Bonaparte both suffered from epilepsy.

6. The national flag of Italy was designed by Napoleon Bonaparte.

7. The best movies about Napoleon: 1) Napoleon (1927 & 1955); 2) Desiree (1954); 3) Maria and Napoleon (1966); 4) Waterloo (1970) features Rod Steiger in the role of Napoleon and Christopher Plummer as Wellington; 5) Eagle in a Cage (1972); 6) The Emperor's New Clothes (2001); 7) Napoleon TV series (2002); 8) Monsieur N. (2003); 9) Napoleon and Me (2006).

8. Contrary to popular belief, he was not as short as often depicted in popular culture. His height recorded in French measurement is 5 feet 2 inches, but translated to measurements we'd use, this would be 5' 6", which was about average.

9. He was married twice: on March 9, 1796 to Josephine de Beauharnais and on March 11, 1810 by proxy to Marie Louise. As a wedding present, Napoleon gave Josephine a gold medallion with the inscription 'To Destiny' on it. Napoleon had the marriage annulled though because Josephine was allegedly infertile.

10. The cause of his death has been disputed on a number of occasions. From Napoleon's autopsy it was found the cause of death to be stomach cancer.

11. He slept only minutes when in campaign. He could take a 5 minute nap and wake fully refreshed.

12. He could dictate several different letters addressed to different people at the same time, jumping from one to the other. His memory was incredible as was his concentration.

13. He drank 48 cups of coffee on average daily.

14. Napoleon Bonaparte dictated that buttons be attached to jacket sleeves to stop the annoying habit soldiers had of wiping their runny noses on their jacket sleeves.

15. He instituted several lasting reforms, including centralized administration of the departements, higher education, a tax system, a central bank, law codes, road and sewer systems.



Before you read. Discuss these questions:

1. What is a citizen? What is a citizenship?
2. What is naturalization? What is the purpose of such procedure?



Text 3. Napoleon`s Code of Law (1804). *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The Napoleonic Code, or Code Napoléon (originally called the Code civil des Français) was the French civil code, established under Napoléon I. It was **drafted** rapidly by a commission of four **eminent** jurists and



entered into force on March 21, 1804. Even though the Napoleonic code was not the first legal code to be established in a European country with a civil legal system it is considered the first successful **codification** and strongly influenced the law of many other countries. It was **adopted** in many countries occupied by the French during the Napoleonic Wars and thus formed the basis of the

private law systems also of Italy, the Netherlands, Belgium, Spain, Portugal, etc. and their former **colonies**.

Thus, the civil law systems of the countries of modern continental Europe, with the exception of Russia and the Scandinavian countries have, to different degrees, been **influenced by** the Napoleonic Code (the legal systems of the United Kingdom, Ireland and the Commonwealth are **derived** from the English common law rather than from Roman roots; although before the 1707 union of England and Scotland, Scots law was strongly influenced by Romano-Dutch legal thought). The Code has thus

been the most permanent **legacy** of Napoleon. The Code, with its stress on clearly written and **accessible** law, was a major step in establishing the rule of law. The Napoleonic Code was based on earlier French laws as well as Roman law, and followed Justinian's Corpus Juris Civilis in dividing civil law into: 1) **personal status**; 2) **property**; 3) **acquisition** of property.

The intention behind the Napoleonic Code was to reform the French legal system in accordance with the principles of the French Revolution because the old feudal and royal laws seemed to be **confusing** and **contradictory** to the people. Many different legal systems used in different parts of France were replaced by a single legal code. The development of the Code caused a fundamental change in the nature of the civil law legal system: it made laws much clearer.

The **preliminary** article of the Code established certain important **provisions** regarding to the rule of law. Laws could only be applied if they had been duly **promulgated**, and if they had been published officially - thus no secret laws were **authorized**. It prohibited **ex post facto laws** (i.e. laws that apply to events that occurred before them). The code also prohibited judges from refusing justice on **grounds** of **insufficiency** of the law — thereby **encouraging** them to **interpret** the law. It, however, prohibited judges from passing general judgments of a legislative value. With regard to family, the Code established the supremacy of the husband with respect to the wife and children; this was the general legal situation in Europe at the time. It, however, allowed **divorce** on relatively **liberal** basis compared to other European countries, including divorce **by mutual consent**. The rest of the chapters discuss various aspects of property.




The term "Napoleonic code" is also used to refer to legal codes of other **jurisdictions** that are influenced by the French Code Napoleon, especially the civil code of Quebec, which was derived from the Coutume de Paris, which the British continued to use in Canada following the Treaty of Paris in 1763. Most of the laws in Latin American countries are also heavily based in the Napoleonic Code, such as the Chilean Civil Code and the Puerto Rican Civil Code. Despite being surrounded by Anglo-Saxon Common Law territories, Louisiana's civil code (the U.S. State) has kept its Roman roots and some of its aspects feature influences by the Napoleonic Code, but is based more on Roman and Spanish civil traditions. As a result, the **bar exam** and legal standards of practice in Louisiana are significantly different from other states, and **reciprocity** for lawyers from other states is not available.



Vocabulary tasks. A) Match these terms with their definitions.

a) draft	a) country or area controlled politically by a more powerful and often distant country
b) eminent	b) endowed with authority; signed and sealed
c) enter into force	c) infliction of punishment upon a person for some prior act that, at the time it was committed, was not illegal
d) codification	d) basis or foundation
e) adopt	e) formal suggestion or plan
f) private law	f) get something from something else
g) colony	g) gives someone confidence to do something
h) influenced by	h) respecting and allowing many different types of beliefs or behavior
i) derive	i) by shared and common agreement
j) accessible	j) process of collecting and restating the law
k) confusing	k) spread beliefs or ideas among a lot of people
l) contradictory	l) a written test that an individual must pass before

	becoming licensed to practice law as an attorney
m) promulgate	m) absence or failure
n) authorized	n) conflicting, opposed, incompatible
o) ex post facto laws	o) able to be reached or easily got; easy to understand
p) grounds	p) be affected by someone or something
q) insufficiency	q) famous, respected or important
r) encourage	r) part of a legal system that involves relationships btw individuals
s) liberal	s) when legislation comes to have legal force and effect
t) by mutual consent	t) difficult to understand so your mind is mixed up
u) bar exam	u) accept or start to use something new

 <i>B) Choose the best explanation for each of the word or phrase.</i>		
1. legacy a) political attitude b) gift of property by will c) within the law	4. preliminary a) introductory b) disputable c) prevailing	7. duly a. thanks to smb or smth b. properly c. tidy
2. personal a) selfish b) physical c) private	5. provision a) statement within an agreement or a law b) food c) supply	8. interpret a) express b) find meaning c) alter
3. property a) responsibility b) legal right to own and use smth c) quality	6. reciprocity a) hospitality b) mutual help and advantages c) violent action	9. divorce a) disagreement b) end of a marriage c) breach of a contract



Revise your grammar. Put the verb in parentheses into the present perfect tense.

Jack (be) _____¹ my friend for over 20 years. We (know) _____² each other since we were children. Recently, he and his family even (move) _____³ to a house on the same street as me, and now we meet each other almost every minute. For the last ten years, Jack and I (work) _____⁴ for the same law firm. In fact, we (have) _____⁵ different training so as a result we (perform) _____⁶ different jobs. Jack is a barrister, but in the last few months he (have) _____⁷ some trouble with his clients, and he (find) _____⁸ it difficult to represent some of them in the court. He (ask) _____⁹ me several times for an advice on his relationship with these troublesome guys, but I am used to advise my barrister about the facts of the case rather than to resolve psychological quizzes. So I (remind) _____¹⁰ Jack that I am only the solicitor and would better stay neutral, but he (decide) _____¹¹ I am rude and indifferent to his problems and (be) _____¹² upset with me. It's going to be lonely without him!



Optional themes for individual reports and essays

1. Napoleon`s biography.	6. The five commissions of 1800.
2. The great victories of Napoleon Bonaparte.	7. The Civil Law of Europe owes its modern form to Napoleon.
3. One hundred days of Napoleon Bonaparte.	8. The neglect of previous previleges and ranks (1804).
4. The legal system of France at the time of Napoleon.	9. All citizens are equal at Law.
5. The French Revolution.	10. French-speaking American communities and the Napoleon`s Code.



Systematize your knowledge of the topic: *Fill in the table.*

The French History. The French Revolution. Napoleon Bonaparte.

Table 7

No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The historical causes for creation of the Law	Main principles	Main aspects issues raised in the Code	Practical Application/ Significance for the World History & Law
6	<i>The Napoleon`s Code of Law</i>	.....	.....	.....	.....	.....	.....



Creative Work - Team Project Work - Multi-Media presentation.

Napoleon is an Emperor of France. Employ MS Office Power Point 2003/2007. Choose the coordinator of your project to be successful!

Create a Team MM presentation. Show, present, prove and clarify:



1) Napoleon Bonaparte was the most feared man in Europe, ruler of France, the most powerful nation in Europe in the early 1800's. 2) How is it possible that Napoleon Bonaparte could ever be defeated? 3) History shows that a nation that is based merely on the conquering of other nations will eventually fall to the mixture of rising opposition and internal problems. 4) The Quadruple Alliance against Napoleon: Great Britain, Russia, Prussia, and Austria. 5) Peace is stronger than war.



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
6	<i>Napoleon`s Code of Law (1804)</i>	www.napoleon-series.org/research/government/c_code.html http://en.wikipedia.org/wiki/Napoleonic_code www.historyhome.co.uk/c-eight/france/napfra.htm www.sparknotes.com/biography/napoleon/section4.rhtml www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=mek www.infoplease.com/ce6/society/A0812765.html www.history.com/this-day-in-history.do?action=Article&id=4851 www.answers.com/topic/code-civil-popularly-code-napoleon-or-napoleonic-code/ http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml http://www.lucidcafe.com/library/95aug/napoleon.html http://europeanhistory.about.com/od/bonapartenapoleon/a/bonapoleon.htm http://www.who2.com/napoleonbonaparte.html



Have Fun! Lawyer Jokes!



In a psychiatrist's waiting room two patients are having a conversation. One says to the other, "Why are you here?". The second answers, "I'm Napoleon, so the doctor told me to come here." The first is curious and asks, "How do you know that you're Napoleon?" The second responds, "God told me I was." At this point, a patient on the other side of the room shouts, "No, I didn't!"



Bonaparte was passing along the dreadful road across the Echelles de Savoie, with his engineer, when he stopped, and pointing to the mountain, said, "Is it not possible to cut a tunnel through yonder rock, and to form a more safe and commodious route beneath it?" "It is possible, certainly, sire," replied his scientific companion, "but..."—"No buts;—let it be done, and immediately," replied the Emperor.



Unit VII. The American History. The Declaration of Independence. The US Bill of Rights. The US Constitution.



Before you read. Discuss these questions:

1. What is globalization? What does the term «globalization» mean to you? What associations do you have in terms of globalization? Name 7 associated links at least.
2. What are the advantages and disadvantages of such process? Give reasonable grounds while proving the facts connected with globalization and its values.



Reading Tasks. A) Understanding main points.

Read the text about the American Revolution & The Declaration of Independence and answer the given questions:

1. When did the American Revolutionary War begin?
2. Who was involved into the Revolutionary events?
3. Which Acts led to the creation of the Sons of Liberty in 1765?
4. What was the British response to the escalation toward American revolution by the American colonists?
5. What was the attitude of the American society against the British rule prior to 1776?
6. What were the key goals in America in 1776?
7. What was the core-concept of the philosophy of the American revolutionaries?
8. Who wrote the Declaration of Independence?

9. What is the essence of the Declaration of Independence?
10. What date is officially recognized as the birth of America?



B) Understanding details.

Mark these sentences T(true) or F(false) according to the information in the text. Find the part of the text that gives the correct information.

1. The American Revolutionary War is also known as the Glorious Revolution.
2. The Currency Act of 1764 permitted the printing and use of colonial currency.
3. In fact, prior to 1776 the majority of Americans were openly devoting their activities to seeking revolution against British rule.
4. The British response was a more friendly attitude to the American colonists.
5. The essence of the 1776 Declaration was the creation of the Sons of Liberty.
6. The key goals in America in 1776 were expressed in that period's popular saying: «Be wealthy, healthy and wise».
7. Some leaders, notably those in Boston, had long realized that Liberty could and would be gained only through a long chain of negotiations.
8. The core-concept of the philosophy of the American revolutionaries was Violence.
9. The Declaration of Independence was written by Alexander Hamilton.
10. The declaration consisted of ten parts and several amendments.
11. The preamble describes how to increase the speed of your Internet connection.
12. The second part declares independence from your cable TV provider.

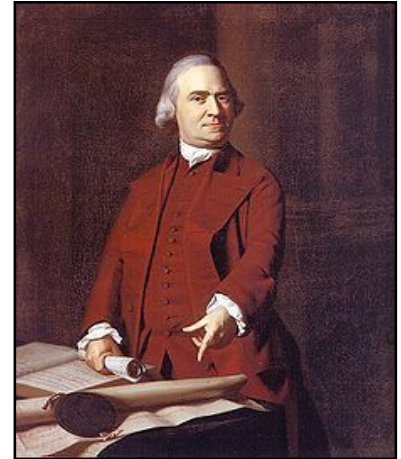


Text 1. The American Revolution (1775 - 1783) and

The Declaration of Independence (1776). *Read the text and pay attention to the words and expressions in bold type. Give a summary.*

The American Revolutionary War (1775–1783), also known as the American War of **Independence**, was a war between the Kingdom of Great Britain and thirteen British colonies on the North American **continent**.

Over the next thirteen years after the British success in the French and Indian War, ending in 1763, the British went from **benevolent** colonial rulers to hated colonial **overlords**, in the eyes of the American colonists. In addition to the British



Parliament's Navigation Acts (**tightening** regulations on sea trade and use of the British navy) and the Proclamation of 1763, there were other regulations that were placed upon the American colonists.

The Sugar Act of 1764 cut the **duty (or tax)** on sugar and **molasses** and strict **enforcement** of collecting the taxes on such goods. The **Currency** Act of 1764 prohibited the printing and use of colonial currency, the Stamp Act of 1765 taxed all paper items and transactions, which **damaged** the **burgeoning** American newspaper industry and other leaders (such as lawyers and printers). **The frustration** with the **aforementioned** acts led to the creation of the Sons of Liberty in 1765, led by Sam Adams and Patrick Henry. The Tea Act Crisis of 1773-1774 and its Boston Tea Party **were responsible for** the last stage of **escalation** toward American Revolution.

The British **response** was the Intolerable Acts, which closed the Boston Harbor, moved trials for British troops to a more friendly

environment in England, and increased the troop presence in Massachusetts.



In fact, prior to 1776 relatively few Americans were openly devoting their activities to seeking revolution against British rule. This is entirely understandable because of the **dreadful risks** involved not only for each Individual - including risk of Life and all else held dear - but also for the great Cause, due to the poor prospect of ultimate victory against the **massive armaments** of the powerful British Empire.

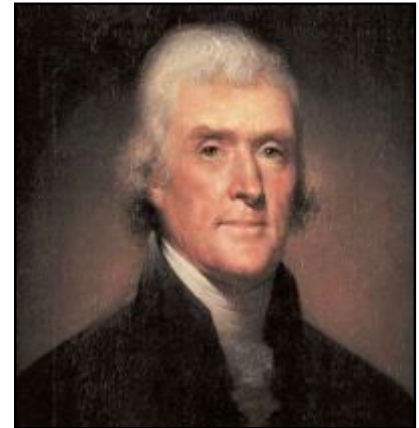
Yet some leaders, notably those in Boston, had long realized that Liberty could and would be gained in no way other than through revolution and America's Independence: **the remedy** of last resort.

In 1775, Revolutionaries seized control of each of the thirteen colonial governments, set up the Second Continental Congress, and formed a Continental Army. The following year, they formally **declared** their independence as a new nation, the United States of America.

The key goals in America in 1776 - for which the colonists had been **gradually** prepared to fight by their generations were expressed in that period's popular **slogan**: "Liberty and Independence." This meant Individual Liberty - Freedom from Government – over - Man (not by **occasional** favor of King or Parliament but **assured** governmentally) and Independence from foreign rule.

The core-concept of the philosophy of the American revolutionaries in 1776 was that in fact there was not any Controlling Authority on earth to whom the people are justly answerable. Their firm **conviction** was that no such Authority exists, and no such **pretended** Authority should be **tolerated**. This was of the **essence** of the 1776 Declaration.

The Declaration of Independence was written by Thomas Jefferson, with the **assistance** of John Adams and Benjamin Franklin and **approved** by the Delegates of the Second Continental Congress on July 4, 1776. The document defined the rights of the people of the independent states. The Declaration of Independence introduced a fundamental change in the view of government. Thomas Jefferson declared that governments were created to serve the people, and could only act **with consent** of the people. It created the **democratic government**.



The declaration consisted of two parts. The **preamble** describes the peoples rights and it states that «...all Men are created equal» and have the God - given right to «Life, Liberty, and the **Pursuit** of Happiness». The second part declares independence from Britain, and lists the colonies' issues against the British government.

July 4, 1776 is officially **recognized** as the birth of America.



Vocabulary tasks. A) Match these terms with their definitions.

a) independence	a) thick dark brown liquid made from sugar plants which is used in cooking
b) continent	b) money used in a particular country at a particular time
c) benevolent	c) by permission or agreement
d) overlord	d) developing quickly
e) tightening	e) cause injury; harm or spoil something
f) duty (or tax)	f) attempt to achieve smth over a long period of time
g) to damage	g) shocking and very sad dangerous situation
h) molasses	h) based on the freedom and equality between people
i) enforcement	i) kind and helpful

j) currency	j) person in a position of power, especially in the past
k) burgeoning	k) becoming or making firmer or less easy to move
l) dreadful risks	l) freedom from being governed or ruled
m) be responsible for	m) short easily remembered phrase for an idea, etc.
n) key goals	n) not happening or done often or regularly
o) massive armaments	o) system used for controlling a country, city or people
p) remedy	p) one of the 7 large land masses on the Earth's surface
q) slogan	q) the basic and most important part of an idea
r) pretended	r) increasing the strength/number of a country's weapons
s) occasional	s) very important and influential aims or purposes
t) core-concept	t) have control and authority over smth or a duty
u) approve	u) false
v) government	v) accept, allow or officially agree to something
w) democratic	w) successful way of dealing with a problem or difficulty
x) with consent	x) ensuring observance of or obedience to by force
y) pursuit	y) accept that something is legal, true or important
z) recognize	z) tax paid to the government



B) Choose the best explanation for each of the word or phrase.

1. response a) award b) consequence c) phenomenon	4. frustration a) irrigation b) encourage c) disappointment	7. escalation a) violence b) increase c) hostility
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2. preamble a) precedent b) closing argument c) introduction	5. assistance a) annoyance b) help; support c) experience	8. essence a) eau de cologne b) most important part c) bottom
3. conviction a) cruel penalty b) strong belief c) enthusiasm	6. tolerate a) treat unfairly b) suffer c) exhaust	9. gradually a) permanently b) step by step c) persistently



C) Word Families. Complete the chart.

<i>verb</i>	<i>adjective</i>	<i>noun</i>
depend	.....	.....
.....	.....	success
.....	responsive	.....
.....	.....	definition
tolerate	.....	.....
.....	frustrating	.....



D) Find the antonyms to the given words.

<i>term</i>	<i>antonym(s)</i>	<i>choose the appropriate from the list</i>
to pretend	misrepresent, tell truth, deceive, be honest
to enforce	neglect, disregard, accomplish, implement
to assure	contradict, affirm, encourage, discredit
to tolerate	disapprove, halt, allow, indulge, accept
to frustrate	disappoint, cooperate, encourage, hinder
to approve	allow, authorize, refuse, reject, permit
to damage	benefit, abuse, enhance, reward, protect
to recognize	disapprove, misunderstand, admit, agree



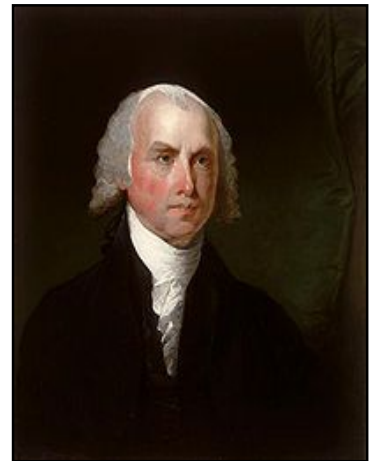
Before you read. Discuss these questions:

1. Do you often read magazines and newspapers? What are your favorites?
2. Does the modern mass media provide for the freedom of speech? Prove.
3. What other real freedoms do you know? Could a person be absolutely free?



Text 2. The US Bill of Rights (1791). *Read the text and pay attention to the words and expressions in bold type. Give a summary.*

The United States Bill of Rights plays a central role in American law and government, and remains a fundamental symbol of the freedoms and culture of the nation. **Initially drafted** by James Madison in 1789, the Bill of Rights was written at a time when **ideological conflict** between Federalists and anti-Federalists, dating from the Philadelphia Convention in 1787, threatened the Constitution's **ratification**. The Bill was largely a response to the Constitution's **influential** opponents, including prominent Founding Fathers, who **argued** that it **failed to protect** the basic principles of human liberty.



The original document **proposed** by Congress to the states **actually** contained 12 Articles of proposed **amendments**. However, only the 10 amendments were ratified by **the required number** of states by 1791 but not the first two, which dealt with Congress itself rather than the rights of the people.

The first Article, dealing with the number and **apportionment** of members of the House of Representatives, never became part of the

Constitution. The second Article, limiting the ability of Congress to increase the **salaries** of its members, was ratified two centuries later as the 27th Amendment.

The idea of adding a bill of rights to the Constitution was originally **controversial**. Alexander Hamilton argued against a «Bill of Rights»,



asserting that ratification of the Constitution did not mean the American people were **surrendering** their rights, and therefore that protections were unnecessary. As critics of the Constitution **referred to** earlier political documents that had protected specific rights, Hamilton argued that the Constitution was **inherently** different. Unlike previous political **arrangements** between sovereigns and subjects, in

the United States there would be no **agent empowered** to **abridge** the people's rights.

These amendments though went into effect on December 15, 1791, when ratified by three-fourths of the States. These amendments limit the **powers** of the federal government, protecting the rights of all citizens, **residents** and visitors on United States territory. Among the **enumerated** rights these amendments guarantee: the freedoms of speech, press, and religion; the people's right to keep and bear arms; the freedom of assembly; the freedom to petition; and the rights to be free of **unreasonable search and seizure**; cruel and unusual punishment; and **compelled self-incrimination**.

The Bill of Rights also **restricts** Congress' power by prohibiting it from making any law respecting establishment of religion and by prohibiting the federal government from **depriving** any person of life, liberty, or property without due process of law. In criminal cases, it requires **indictment** by grand jury for any capital or **infamous crime**, guarantees a speedy public trial with an **impartial** and local **jury**, and

prohibits **double jeopardy**. In addition, the Bill of Rights states that "the enumeration in the Constitution, of certain rights, shall not be **construed** to **deny** or **disparage** others **retained** by the people," and **reserves** all powers not granted to the Federal government to the **citizenry** or States.

The U. S. Bill of Rights represented a major step in the creation of democracy in defining the roles and **responsibilities** of the government **vis-a-vis** the citizenry.

 Vocabulary tasks. A) Match these terms with their definitions.	
a) initially	a) criticize someone or something in a way that shows you do not respect or value them
b) ideological	b) take smth away from smb; remove from rank or office
c) the required number	c) authority
d) influential	d) attempt to prove by reasoning
e) vis-a-vis	e) necessitate by force, drive or constrain
f) resident	f) not provide or keep safe against injury or damages
g) powers	g) amount necessary, obligatory by rule or order
h) argue	h) at the beginning
i) failed to protect	i) understand the meaning
j) proposed	j) one who lives at a particular place; inhabitant
k) salary	k) give or delegate power or authority to
l) agent	l) not allow someone to have or do something
m) refer to	m) relating to a particular set of ideas or beliefs
n) empower	n) in fact or really
o) compel	o) recommended for consideration, discussion, adoption
p) actually	p) stop fighting and admit defeat
q) to surrender	q) keep something for a particular purpose or time

r) deprive	r) fixed amount of money agreed as pay for an employee
s) restrict	s) group of people who live in a particular city or country
t) construe	t) keep or continue to have something
u) deny	u) having or exercising influence or power
v) disparage	v) your job or duties to deal with
w) retain	w) limit the movements or actions
x) reserve	x) direct to a source for help or information
y) citizenry	y) person who acts for or represents another
z) responsibilities	z) in relation to; in comparison with; against




***B) Terms of Legal Usage.** Use an appropriate word or phrase from the yellow box to complete each sentence.*

indictment	double jeopardy	infamous
enumerated	unreasonable search	Amendment
controversial	self-incrimination	agent
jury	seizures	abridge

1. The list included the _____¹ George Drake, a double murderer.
2. _____² is prohibited in the fifth amendment to the United States Constitution.
3. Police officers aren't usually allowed to serve on a _____³.
4. _____⁴ of illicit drugs have increased by 30% this year.
5. The 19th _____⁵ to the Constitution gave women the right to vote.
6. Many senators were _____⁶ in connection with the scandal.
7. The charges on the _____⁷ include murder and attempted murder.
8. A witness can legally refuse to give evidence to avoid _____⁸.

9. The right of the people to be secure in their persons, houses, papers, and effects, against _____⁹ and seizures, shall not be violated.
10. An _____¹⁰ is someone who handles business affairs for another.
11. The public outcry was due to the new law which might have _____¹¹ our freedom of expression.
12. Immigration is a _____¹² issue in many countries.

 **C) Word Families. Complete the chart.**

<i>noun</i>	<i>adjective</i>	<i>adverb</i>
necessity
.....	sufficiently
.....	initial	.....
.....	fairly
reasonableness

 **It is interesting to know**

18 Fun Facts about the US Constitution and More:



1. Since the creation of the U.S. Constitution in 1787-1790 over one hundred countries around the world have used it as a model for their own.
2. It is a living document. It is one of the world's oldest surviving constitutions. And, while the Supreme Court continually interprets the Constitution so as to reflect a rapidly changing world, its basic tenets have remained virtually unchanged since its inception.
3. The U.S. Constitution has 4,440 words. It is the oldest and the shortest written constitution of any government in the world.
4. Of the typographical errors in the Constitution, the misspelling of the word “Pensylvania” above the signers’ names is probably the most glaring.
5. Thomas Jefferson did not sign the Constitution. He was in France during the Convention, where he served as the U.S. minister.

- 6.** John Adams was serving as the U.S. minister to Great Britain during the Constitutional Convention and did not attend either.
- 7.** The oldest person to sign the Constitution was Benjamin Franklin (81).
- 8.** The youngest was Jonathan Dayton of New Jersey (26).
- 9.** The Constitution does not set forth requirements for the right to vote. As a result, at the outset of the Union, only male property-owners could vote. African Americans were not considered citizens, and women were excluded from the electoral process. Native Americans were not given the right to vote until 1924.
- 10.** The word “democracy” does not appear even once in the Constitution.
- 11.** James Madison, “the father of the Constitution,” was the first to arrive in Philadelphia for the Constitutional Convention. He arrived in February, three months before the convention began, bearing the blueprint for the new Constitution.
- 12.** When the Constitution was signed, the United States’ population was 4 million. It is now more than 300 million. Philadelphia was the nation’s largest city, with 40,000 inhabitants.
- 13.** It took one hundred days to actually “frame” the Constitution.
- 14.** There was initially a question as to how to address the President. The Senate proposed that he be addressed as “His Highness the President of the United States of America and Protector of their Liberties.” Both the House of Representatives and the Senate compromised on the use of “President of the United States.”
- 15.** A Supreme Court term begins on the first Monday in October, and runs through late June or early July.
- 16.** During the Supreme Court's first term (1790) it had no docket & made no decisions. When the nation's capitol moved to Washington D.C., in 1800 it did not even have a courtroom.
- 17.** In 1789, the Chief Justice’s salary was \$4,000, while associate justices made \$3,500. By 2009, the Chief Justice’s salary had risen to \$208,100, and associate justices received \$199,200.
- 18.** When the first session of the Court convened in 1790, the tradition of justices wearing wigs still lingered. Justice William Cushing wearing the white wig and he took the advice of Thomas Jefferson: “For heaven’s sake, discard the monstrous wig which makes the English judges look like rats peeping through bunches of oakum.”



Before you read. Discuss these questions:

1. What is an agreement? What is a disagreement? What is a compromise?
2. Draw common and distinctive features of these 3 notions: *agreement*; *disagreement*; *compromise*.



Text 3. The US Constitution. *Read the given text and pay attention to the words and expressions in bold type. Give a summary.*

The United States Constitution is the **supreme law** of the United States of America and **comprises** the **primary law** of the U.S. Federal Government. It also describes the three chief branches of the Federal Government and their **jurisdictions**. In addition, it lays out the basic rights of citizens of the United States.



The Constitution of the United States is the oldest Federal constitution in existence and is the **landmark** legal document of the United States. The work of many minds, the US Constitution stands as a model of cooperative **statesmanship** and the art of **compromise**.

Eleven years after the Declaration of Independence announced the birth of the United States, the **survival** of the young country seemed **in doubt**. The War for Independence had been won, but economic depression, social unrest, interstate **rivalries**, and foreign **intrigue** appeared to be **unraveling** the **fragile** confederation.

In early 1787, Congress called for a special **convention** of all the states in response to dissatisfaction with the Articles of Confederation and

the need for a strong centralized government. So the Federal Convention convened in the State House (Independence Hall) in Philadelphia, Pennsylvania, on May 14, 1787.

Because the delegations from only two states were at first present, the members **adjourned** from day to day until a quorum of seven states was obtained on May 25. Through discussion and debate it became clear by mid-June that, rather than amend the existing Articles, the Convention would **draft** an entirely new frame of government. After four months of secret debate and many compromises, the proposed Constitution was **submitted to** the states for **approval**.

Among the chief points **at issue** were how much power to allow the central government, how many **representatives** in Congress to allow each state, and how these representatives should be **elected** - directly by the people or by the state **legislators**.

Although the **vote** was close in some states, the Constitution was eventually **ratified** and the new Federal government came into existence in



1789. The Constitution established the U.S. government as it exists today.

During the debates on the **adoption** of the Constitution, its opponents repeatedly charged that the Constitution as drafted would open the way to **tyranny** by the central government. Fresh in their minds was the memory of the British violation of civil rights before and during the Revolution. They demanded a «bill of rights» that would spell out the **immunities** of individual citizens. Several state conventions in their formal ratification of the Constitution asked for such amendments; others ratified the Constitution with the understanding that the amendments would be offered.

On September 25, 1789, the First Congress of the United States therefore proposed to the state legislatures 12 amendments to the

Constitution that met **arguments** most frequently **advanced against** it. The first two proposed amendments, which concerned the number of **constituents** for each Representative and the **compensation** of Congressmen, were not ratified. Articles 3 to 12, however, ratified by three-fourths of the state legislatures, constitute the first 10 amendments of the Constitution, known as the Bill of Rights.



A) Terms of Legal Usage. Use an appropriate word or phrase from the yellow box to complete each sentence.

supreme	constituents	compensation
advanced against	immunity	tyranny
representatives	ratified	approval
arguments	adoption	draft


1. A decision was finally made after some heated _____¹.
2. The project has now received _____² from the government.
3. This is only a rough _____³, the finished article will have pictures as well.
4. The senator worked hard, always talking to his _____⁴ and hearing their problems.
5. Several suggestions have been offered for _____⁵ by the panel.
6. The present constitution gives _____⁶ authority to the presidency.
7. When a simple mistake, not a fraud, affects a contract, but does not change its essence, a court of equity will enforce it, upon making _____⁷ for the error.
8. Many countries have now _____⁸ the UN convention on the rights of the child.

9. The House of _____⁹ is the lower house of the parliaments of the United States, Australia and New Zealand.


10. Those newspapers _____¹⁰ the government each day and caused the outcry.

11. He was granted _____¹¹ from prosecution because he confessed the names of the other spies.

12. _____¹² is a government by a ruler or small group of people who have unlimited power over the people in their country or state and use it unfairly and cruelly.

 **B) Choose the best explanation for each of the word or phrase.**

<p>1. draft a) preamble b) rough form c) order</p>	<p>4. tyranny a) negligence b) unjust ruling c) unfair trial</p>	<p>7. landmark a) view of a scenery b) area of land c) important point</p>
<p>2. jurisdiction a) study of law b) range of official powers c) knowledge of law</p>	<p>5. compromise a) dispute resolution suitable to both sides b) full agreement c) disagreement</p>	<p>8. intrigue a) strange quality b) secret plan c) justification</p>
<p>3. rivalry a) arrival b) relative c) competition</p>	<p>6. approval a) argument against b) official permission c) apprehension</p>	<p>9. unraveling a) encouraging b) causing to separate c) unhappy</p>

 **Creative Work - Team Project Work - Role Play**

Create a Team Role Play. Show, present, prove and clarify:

1. Fancy you were the Fathers Founders. First name them.
2. What was the long train of abuses on the part of the British king? Who was the ruler at that period of the history?




3. What were the general causes for the Independence of America?
4. What was the attitude of ordinary residents of America to Britain before 1776?
5. What were the key goals in America in 1776?
6. What was the core-philosophy of the American Revolution?
7. What were the essential legal documents causing the birth of the US Constitution?
8. What was the main idea of the Declaration of Independence?
9. What are the clauses of the US Bill of rights about?
10. How many articles are there in the US Constitution? What makes it unique?




Revise your grammar. Choose the correct verb to form Present Perfect Tense.

1. It's late to challenge these jurors since the trial has already _____¹ (begin, begun, began).
2. Shelley can't go surfing in Internet any more. She has incidentally _____² her computer (broken, breaken, broke).
3. In the last few years, it has _____³ more and more difficult to combat crime (become, became, becume).
4. Sheriff Duncan's here, and he's _____⁴ some more physical exhibits from the scene of the crime (braught, brung, brought).
5. He's getting his case to be heard and tried in a week, but he hasn't _____⁵ his defender/lawyer yet (choosen, chose, chosen).
6. The alcohol test showed that the accused in the car accident driver has _____⁶ five cans of beer at least (drank, drunk, drunken).
7. The results of economic crisis are obvious: the price of oil has _____⁷ rapidly since January (fell, felt, fallen).

8. Have you already _____⁸ about that terrible accident? It`s all over in news. (heard, hear, heard)
9. I wrote a complaint at the police station after someone has _____⁹ my bicycle (stolen, stole, stolt).
10. Gerry is rather a scholar than a lawyer since he has _____¹⁰ Law at the University of Maryland for many years (tought, taught, teach)
11. How many pages have you _____¹¹ for your brief ? (writen, wrote, written)

 Optional themes for individual reports and essays	
1. Historical review of the US Constitution.	6. Legislature is a type of representative deliberative assembly.
2. The Declaration of Independence.	7. The process of elections in the USA.
3. The Articles of Confederation.	8. The System of Checks & Balances.
4. The Bill of Rights.	9. The power of judicial review.
5. The US Constitution as a model of a cooperative teamwork and an art of compromise.	10. The authority to interpret the constitutionality of legislation.

 Speaking. Discussion of the related topics:	
1. How many British colonies originally decided to become free independent States?	3. Who were the Fathers-founders of the original Constitution? The birth of the Constitution.
2. Why do Americans still respect their Bill of Rights? Which of the amendments do not fit the needs of the modern life?	4. Were there any amendments to the US Constitution after the Bill of Rights? What is the total number of alterations made?



Systematize your knowledge of the topic: *Fill in the tables.*

The American History. The Declaration of Independence. The US Bill of Rights. The US Constitution.

Table 8

No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical causes for creation of the Law	Main principles	Main aspects/ issues raised in the Law	Practical Application/ Significance for the development of World History & Law.
7	<i>The Declaration of Independence</i>	.....	.....	.....	.....	.....	.....

Table 9

No	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical causes for creation of the Law	Main principles	Main aspects/ issues raised in the Law	Practical Application/ Significance for the development of World History & Law.
8	<i>The US Bill of Rights</i>	.....	.....	.....	.....	.....	.....

Table 10

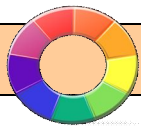
№	The legal document	The Creator/ Initiator of the Law	The date of birth of the Law	The Historical causes for creation of the Law	Main principles	Main aspects/ issues raised in the Law	Practical Application/ Significance for the development of World History & Law.
9	<i>The US Constitution</i>	.....	.....	.....	.....	.....	.....



Web – resources and support

№	Тема изучения	Web resources / Интернет ресурсы в помощь при изучении тем
7 - 9	<i>The US History and its prominent Laws (1773 - 1791)</i>	www.exampleessays.com/essay_search/separation_power.html www.law.cornell.edu/constitution/constitution.overview.html www.usconstitution.net/const.html www.usconstitution.net/ www.house.gov/house/Educate.shtml http://en.wikipedia.org/wiki/United_States_Constitution www.law.emory.edu/FEDERAL/usconst.html http://wiki.answers.com/Q/What_admendments_to_the_us_constituion_make_up_the_bill_of_rights www.constitution.org/constit_.htm www.archives.gov/exhibits/charters/constitution.html www.senate.gov/civics/constitution_item/constitution.htm www.midnightbeach.com/jon/US-Constitution.htm www.house.gov/house/Constitution/Constitution.html www.ushistory.org/documents/constitution.htm www.findlaw.com/casecode/constitution/ www.constitutionfacts.com/ www.let.rug.nl/usa/D/1776-1800/constitution/const.htm www.enchantedlearning.com/history/us/documents/constitution/ www.constitutionparty.com/ http://usgovinfo.about.com/od/uscongress/a/legbranch.htm

www.whitehouse.gov/our_government/legislative_branch/
www.usa.gov/Agencies/Federal/Legislative.shtml
www.congresslink.org/print_basics_histmats_constitution_art3.htm
<http://kindlingman.wordpress.com/2008/03/11/congress-unable-to-check-executive-branch-power/>
www.britannica.com/EBchecked/topic/197890/executive-branch
www.findingdulcinea.com/guides/Politics/US-Government.pg_00.html
www.pakspectator.com/one-man---the-power-of-the-us-president/
www.uscourts.gov/about.html
http://usinfo.org/enus/government/branches/judicial_branch_interpreting.html
www.tenthamentcenter.com/tag/executive-branch/



It is interesting to know

The American Flag (1777 - 1960)



The national flag of the United States of America (the American flag) consists of thirteen equal horizontal stripes of red (top and bottom) alternating with white, with a blue rectangle in the canton bearing fifty small, white, five-pointed stars arranged in nine offset horizontal rows of six stars (top and bottom) alternating with rows of five stars. The fifty stars on the flag represent the 50 states and the 13 stripes represent the original thirteen colonies that rebelled against the British monarchy and became the first states in the Union. Nicknames for the flag include the Stars and Stripes, Old Glory, and The Star-Spangled Banner (also the name of the national anthem). The flag is customarily flown year-round at most public buildings, and it is not unusual to find private houses flying full-size flags. Some private use is year-round, but becomes widespread on civic holidays like Memorial Day, Veterans Day, Presidents' Day, Flag Day, and on Independence Day. On Memorial Day it is common to place small flags by war memorials and next to the graves of U.S. war veterans.

22. There is one ____ for each state in the Union on the United States flag.
24. The 49th state added to the Union was ____.
25. One of the 13 original colonies.
27. What is the head executive of a city government called?
30. Article ____ states that the Constitution shall be the supreme law of the land.
31. Article ____ sets forth the ways to amend the Constitution.
32. One of the 13 original colonies (two words).
33. How many Supreme Court justices are there?
34. The Constitution of the United States can be ____.
39. One of the 13 original colonies.
41. The ____ of the United States elect Congress.
43. One of the 13 original colonies (two words).
46. How many full terms can the president of the United States serve?
47. The ____ ____ (2 words) becomes president of the United States if the president die.
49. How many stars are there on the United States flag?
50. The ____ Continental Congress called for peace, made preparations for war, and declared independence.
51. What holiday was celebrated for the first time by the American colonists?
52. Colonist who remained loyal to the King of England during the American Revolution; a Tory.
53. One of the 13 original colonies.

Down

1. How many stripes are there on the United States flag?
2. Al __ : President Bill Clinton's vice-president.
3. A Boston patriot, Paul ____ rode to warn Lexington and Concord that the British were marching their way.
4. Pilgrim agreement (compact) before landing at Plymouth to pass and obey laws for the good of the colony.
5. The stars on the United States flag are ____.
8. George Washington was Commander-in-Chief of the ____ Army.
10. Bill _ : The president following George Bush.
11. It is the duty of Congress to make ____.
12. Benjamin __ was a statesman who helped arrange a military alliance with France and headed the American peace talks.
15. The Senate and the House of Representatives is what we call ____.
16. The destruction of a cargo of tea by colonists who were opposed to the tea tax is known as the ____ Tea Party.
18. The name given to the clash between British soldiers and Bostonians was the "Boston ____" - several colonists were killed.
19. The ____ on the United States flag represent the original 13 states.

21. Patrick ____ was a Virginia patriot whose eloquent speeches helped to stir up resistance to Britain.
23. The colors of the United States flag are red, white, and ____.
26. A change to the United States Constitution is called an ____.
28. The article ____ of the Constitution tells how the Legislative Branch of government should work.
29. The ____ is the supreme law of the United States.
35. Established in 1607, this colony became the first permanent English colony in America.
36. The stripes on the United States flag are ____ and white.
37. Name given to the British soldiers by the people of Boston.
38. One of the 13 original colonies (New ____).
40. What is the head executive of a state government called?
42. The Pilgrims came to America for ____ freedom.
44. The first president of the United States was George ____.
45. There are 50 ____ in the Union.
48. On Independence Day Americans celebrate independence from ____.



Treasure Hunt: Do you know the US Constitution? (Test 2)

Use Google.com or MSN.com Search to get quick access to the proper answers.

<i>No</i>	<i>Your question</i>	<i>Your Web-link</i>
1	When was the Constitution signed?	.....
2	How many individuals signed the Constitution? Name the prominent Father-founders.	.....
3	How many "Articles" are there in the Constitution?	.....
4	Which state had the most signers to the Constitution?	.....
5	Which of the Articles deals with the Legislative Branch of Government?	.....
6	Which of the Articles deals with the Executive Branch of Government?	.....
7	How many amendments are there to the Constitution?	.....

8	Name the only amendment that has been repealed.	.....
9	Which amendment protects the US citizens from illegal searches and seizures?	.....
10	What does the phrase “full faith and credit” mean in Article IV of the Constitution?	.....
11	Which of the amendments was the most recent one to be passed?	.....
12	The United States government is based on a bicameral (two house) legislature. What does the term <i>bicameral</i> mean accordingly?	.....
13	Name the two Houses of the US Congress. Name their major and minor functions.	.....
14	What does the term “impeachment” mean? Which of the two houses has the sole power to impeach?	.....
15	Which part of the Constitution covers the powers of the federal government listed specifically?	.....
16	Which of the Articles deals with the Judicial Branch of government?	.....
17	List four powers of the President as outlined in Article II.	.....
18	Which of the amendments ended slavery in 1865?	.....
19	Name the three constitutional qualifications to be a member of the United States House of Representatives.	.....
20	Name the three constitutional qualifications to be a member of the United States Senate.	.....
21	Name the constitutional qualifications to be elected as the President of the United States.	.....
22	Where would one find a list of the powers forbidden to Congress?	.....



Do you know the US Constitution? Crossword puzzle (Test 3)



Across

1. John ____: Vice President under Washington; also second President of the United States.
4. Benjamin Franklin attended the Constitutional Convention as ____ of Pennsylvania.
12. Article ____ of the Constitution describes the relationship between the states and the federal government.
13. The Supreme Court is the highest court of ____ in the United States.
15. The president is the ____ in - chief of the U.S. Army and Navy.
18. We celebrate the 4th of July because it is ____ Day.

19. Military force made up of civilians called upon during special emergencies; today would be called the National Guard.
20. Article ___ of the Constitution tells how the Executive Branch of government should work.
21. One of the 13 original colonies.
22. John ___ was an English leader whose courage and wisdom saved Jamestown from failure.
26. Congress makes the ___ laws in the United States.
28. The ___ of the House of Representatives becomes president of the U.S. if the president and the vice president die.
30. The Committees of Correspondence were patriot groups organized in each colony to ___ information.
34. Term applied by the British to the colonists because they refused to obey the king's orders.
35. There has been ___ (hyphenated word) changes or amendments to the United States Constitution.
37. One of the 13 original colonies.
41. One of 3 branches of the United States government.
45. One of 3 branches of the United States government, (or -ial)
47. The ___ (or CT) Compromise established that the House of Representatives would be based on population and the Senate would be based on equal representation.
48. The duty of the Supreme Court is to ___ laws.
49. The name of the ship that brought the Pilgrims to America is "The ___".
50. George ___ is called the father of the United States.

Down

2. The ___ Court is the highest court in the United States.
3. One of the two houses of Congress historically known as the upper house.
5. What country did America fight during the Revolutionary War?
6. The ____: The introduction to the United States Constitution.
7. July 4, 1776: Day the ___ Continental Congress adopted the Declaration of Independence.
8. The ___ signs bills into law.
9. The 13 original states of the United States were called ____.
10. The electoral ___ elects the president of the United States.
11. What is the name of the president's official home? The ___ ___ (two words).
14. Patriot soldiers who were prepared to assemble quickly from their homes when needed.
16. One of the 13 original colonies (two words).
17. What are the first ten amendments to the Constitution called (three words)?
19. One of the 13 original colonies.

23. Article _____ of the Constitution tells how the Judicial Branch of government should work.
24. Hired soldiers who serve in a foreign army, e.g., the (German) Hessians used in the Revolutionary War by the British.
25. The president who freed the slaves was Abraham _____.
27. The Constitution of the United States is the supreme _____ of the land.
28. The national anthem of the United States is "The Star _____ Banner".
29. One of the 13 original colonies.
31. One who loves their country, e.g., supported the cause of independence.
32. The Constitution of the United States was written in 178__.
33. The governmental philosophy in which the people ideally have a high degree of control over political leaders.
36. One of 3 branches of the United States government.
38. Article VII of the Constitution describes how the Constitution would be _____ .
39. How many states are there in the United States?
40. Two of the 13 original colonies were North and South.
42. The lower house of Congress in which states are represented based on _____ is the House of Representatives.
43. Who has the power to declare war?
44. Congress meets in the _____, in Washington, D.C.
45. John _____: First Chief Justice of the United States Supreme Court.
46. The _____; The special group that advises the president.

ANSWERS (Crossword 1 – Test 1) p.133 ACROSS (6. four 7. George III 9. Independence 13. Hawaii 14. three 17. Stamp 20. fourth 22. star 24. Alaska 25. Pennsylvania 27. Mayor 30. six 31. five 32. New York 33. nine 34. changed 39. Massachusetts 41. people 43. New Jersey 46. two 47. Vice President 49. fifty 50. second 51. Thanksgiving 52. Loyalist 53. Connecticut)

DOWN (1. thirteen 2. Gore 3. Revere 4. Mayflower 5. white 8. continental 10. Clinton 11. laws 12. Franklin 15. Congress 16. Boston 18. Massacre 19. Stripes 21. Henry 23. blue 26. Amendment 28. one 29. Constitution 35. Jamestown 36. red 37. Redcoats 38. Hampshire 40. Governor 42. religious 44. Washington 45. States 48. England)

ANSWERS (Crossword 2 – Test 3) p.137 ACROSS (1. Adams 4. Governor 12. four 13. Appeals 15. commander 18. Independence 19. Militia 20. two 21. Delaware 22. Smith 26. federal 28. Speaker 30. exchange 34. rebel 35. twenty seven 37. Georgia 41. legislative 45. judiciary 47. Gray 48. interpret 49. Mayflower 50. Washington)

DOWN (2. Supreme 3. Senate 5. England 6. preamble 7. second 8. President 9. colonies 10. college 11. White House 14. minutemen 16. Rhode Island 17. Bill of Rights 19. Maryland 23. three 24. Mercenaries 25. Lincoln 27. law 28. spangled 29. Virginia 31. patriot 32. seven 33. democracy 36. Executive 38. ratified 39. fifty 40. Carolina 42. population 43. Congress 44. Capitol 46. Cabinet



The Glossary.

Your quick access to the World of Legal Terminology!

	<i>Nº</i>	<i>Term</i>	<i>English definition of a term or an expression</i>
A	1	Abandon	to leave a place, thing or person forever
	2	Abdicate	to announce that he no longer wants to be a king
	3	Abolish	to end an activity or custom officially
	4	Abridge	to make shorter by removing details
	5	Accept	to agree or consent
	6	Accessible	able to be reached or easily understood
	7	Accession	the time when someone starts a position of authority
	8	Accuse	to say that someone has done something illegal
	9	Accused	the person who is on trial in a court
	10	Accuser	the one who says that someone is guilty
	11	Achieve	to succeed in finishing something or reaching an aim
	12	Acquit	to decide officially that someone is not guilty
	13	Acquittal	the decision of a court that someone is not guilty
	14	Adduce	to give reasons why something is true
	15	Adherence	when someone acts strictly according to rules
	16	Adjourn	to have a pause or rest during a formal meeting
	17	Advocate	to publicly support someone or suggest an idea
	18	Agent	a person who acts on behalf of another
	19	Allegiance	the loyalty and support for a ruler, country, etc.
	20	Ally	a country that has agreed to give help
	21	Alter	to change something, usually slightly or
	22	Amend	to change the words of a text, especially a law
	23	Amendment	a correction or alteration for the better
	24	Anachronistic	relating to a person or idea out of its time in history
	25	Annexation	an act of attaching, uniting, or joining together
	26	Annul	to announce that a law or agreement no longer exists
	27	Anxiety	an uncomfortable feeling of nervousness or worry
	28	Appeal	to request for money, help or re-examination
	29	Appeal	a request to change a previous decision
	30	Appoint	to choose/nominate for a job or responsibility

	31	Arbitrary	using unlimited personal power in unfair way
	32	Ascension	when someone climbs or moves upwards
	33	Assassination	the murder of someone famous or important
	34	Assent	an agreement or consent
	35	Assert	to behave in a way which expresses your importance
	36	Assistance	a help
	37	Assumption	what you accept as true without question or proof
	38	Assured	showing skill and confidence
	39	Assure	to tell with certainty that something is true
	40	Attempt	to try to do something, especially something difficult
	41	Attempt	an act of trying to kill someone
	42	Attempted	trying to perform, make or achieve
	43	Attitude	a feeling or opinion about something or someone
	44	Authorities	a group of people with official legal power
	45	Authority	a moral or legal right or ability to control
	46	Authorized	endowed with authority or licensed
B	47	Bar (from)	to prevent from doing something
	48	Bar exams	a written qualification test to practice law (license)
	49	Benevolent	kind and helpful
	50	Bloodshed	a killing and violence
	51	Brief	(law) a formal outline listing main fact of a case
	52	Brief	short in time, duration, length, or extent
	53	Brink of bankruptcy	where a business or a person becomes unable to pay what they owe
	54	Burdensome	causing difficulties or extra-work
	55	Burgeoning	developing quickly
C	56	Capture	to take someone as a prisoner by force
	57	Capture	an act of taking someone as a prisoner by force
	58	Centralize	to remove authority from local places to one central
	59	Radical change	the most important and complete alteration
	60	Charge	to publicly accuse someone of doing something bad
	61	Charge	an accusation of someone of something bad
	62	Charter	a formal statement of the rights of people, etc.
	63	Citizenship	having rights being a member of a particular country
	64	Civil	relating to private disputes between people
	65	Civil rights	the rights by virtue of citizenship

66	Civil War	(within a country) resorting to arms to settle a conflict
67	Claim	to say that something is true though not proved
68	Claim damages	to make an official request for compensation
69	Claim	a written request or a right to have or get
70	Clarify	to make easier to understand by giving more details
71	Clergy	priests, especially in the Christian Church
72	Clause	a particular part of a written legal document
73	Coalition	joining together for a particular purpose
74	Codification	a process of collecting and restating the law
75	Collection of law	a set of rules, usually made by a government
76	Colony	a country controlled politically by a powerful one
77	Common Law	a law based upon customs and judicial decisions
78	Commonwealth	a formal group of countries with the same aims
79	Complaint	an expression of pain, dissatisfaction or resentment
80	Complain	to tell other people what is making you feel ill
81	Concept	an abstract or idea derived from specific instances
82	Concession	what is allowed in order to end a disagreement
83	Conduct	to behave in a particular way, especially in a public
84	Conduct	a behaviour; organized and performed activity
85	Condemn	to criticize strongly usually for moral reasons
86	Confiscate	to take a possession away as a punishment
87	Consent	a permission or agreement
88	Constitution	a set of political principles and fundamental rights
89	Consider	to care about or respect; to give attention
90	Consideration	when you think about something carefully
91	Controversy	a dispute or debate usually a public one
92	Controversial	causing disagreement or discussion
93	Convict	to decide in a court of law that someone is guilty
94	Convict	who is in prison because they are guilty of a crime
95	Convince	to persuade someone or make them certain
96	Convincing	able to make to believe that something is true
97	Council	people elected to govern and organize services
98	coup d'etat	an illegal, often violent, taking of government power
99	Criminal	relating to crime; very bad or morally wrong
100	Crisis	a time of great uncertainty or suffering
101	Customs duties	duties or taxes imposed on imported/exported goods

D	102	Deal (with)	to be concerned with; to take action on
	103	Decision	a choice made after thinking of several possibilities
	104	Declare	to announce something clearly, publicly or officially
	105	Defeat	to win a victory over someone in a fight or war
	106	Defend	to protect someone against attack or criticism
	107	Define	to say what the meaning of something is; explain
	108	Denial	when someone is not allowed to do something
	109	Self-denial	not having what you would like for better sake
	110	Deposition	a formal written statement made in a court of law
	111	Detain	to force someone officially to stay in a closed place
	112	Detention	when someone is officially kept in a certain place
	113	Determine	to make a strong decision
	114	Deteriorate	to become worse
	115	Detest	to hate someone or something very much
	116	Descend	to go or come down from generation to generation
	117	Disastrous	extremely bad or unsuccessful
	118	Disband	to stop being a group
	119	Discrimination	a denial of normal privileges, such as race, sex, etc.
	120	Disembark	to go ashore from a ship.
	121	Dismissal	when employer makes someone leave the job forever
	122	Dissolve	to end an organization or a legal arrangement
	123	Divination	a skill of discovering what will happen in future
	124	Doctrine	a set of beliefs taught and accepted by a group
	125	Double jeopardy	the second time prosecution for the same offence
	126	Draft	a formal plan but not a developed form
	127	Drained	reduced or caused to be reduced
	128	Dynasty	a series of rulers who are all from the same family
E	129	Effect	the result of a particular influence
	130	Election(s)	the time people vote to choose their representatives
	131	General E.	an election in all or most constituencies of a state
	132	Emigrate	to leave a country permanently to live in another one
	133	Eminent	famous, respected or important
	134	Emperor	a male ruler of an empire
	135	Enemy	a person who hates or opposes another person
	136	Enlightenment	a period in the 18th century in Europe, when people emphasized the importance of science and reason

	137	Erupt	to start suddenly and violently in a noisy way
	138	Escape	to get free from something, or to avoid something
	139	Evidence	one or more reasons or proofs
	140	Evolve	to develop gradually
	141	Examination	a formal interrogation; testing knowledge or skill
	142	Excessive	unreasonably great and not warranted by law
	143	Exclude	to intentionally not include something or someone
	144	Execution	when someone is killed as a legal punishment
	145	Exile	to send away from the country for political reasons
	146	Exile	a person who is sent away from his own country
	147	Extenuate	to cause a wrong act to be judged less seriously
	148	Extenuating	reasoning that makes the crime seem less serious
	149	ex post facto	laws providing punishment for some prior act
F	150	Face	to deal with; be opposite; front
	151	Fair	treating someone in a right or reasonable way
	152	(In) favor (of)	for the advantage of; to someone`s pleasure
	153	Final version	the last and particular form of something
	154	Fine	a criminal sanction; monetary charges imposed
	155	Foreign affairs (pl)	affairs concerning international relations and national interests in foreign countries
	156	Foreign policy	a policy governing international relations
	157	Forced billet	an order to provide involuntary lodging for troops
G	158	Gain	to get something that gives you an advantage
	159	Give up	to quit; abandon; cease to do or perform; stop
	160	Government	a group of people who officially control a country
	161	Grant	to give or allow usually in an official way; give
	162	Grounds	a basis or foundation; sufficient reasons
	163	Guarantee	to promise to accept the responsibility for
	164	Guarantee	a formal agreement to take responsibility
	165	Guilt	a feeling of worry because of having caused harm
H	166	Harden	to become more severe, determined or unpleasant
	167	Harsh	too strong, cruel or unnecessarily severe
	168	Heir	one legally receiving smth from a deceased person
	169	Hostility	when someone is unfriendly;
I	170	Immediate	happening or done without delay; nearest in space
	171	Immutable	not changing, or unable to be changed

	172	Imposition	an introduction of a new law or system
	173	Imprison	to put someone in prison; to incarcerate
	174	Inalienable	the rights unable to be removed
	175	Incarcerate	to keep someone in a closed place; imprison
	176	Indictment	a formal written charge of crime by a grand jury
	177	Indulgence	not minding someone's failure or bad behaviour
	178	Infamous	known widely and usually unfavorably; notorious
	179	Inflict	to force to experience something very unpleasant
	180	Infringe	to break a rule, law, etc; violate; invalidate
	181	Inordinate	much more than usual or expected
	182	Innocence	when someone is not guilty of a crime
	183	Innovations	(the use of) a new progressive idea or method
	184	Insecurity	a feeling of not being confident
	185	Install	to place someone in an official position
	186	Insufficiency	a shortage; disability; disadvantage; incompetence
	187	Intend	to have as a plan or purpose
	188	Intent	a state of mind, when you want to do something and know and foresee the consequences (results)
	189	Intent	giving all your attention to something
	190	Interfere	to involve in a situation when it is not wanted
	191	Interregnum	a period when a country does not have a leader
	192	Institution	a public establishment
	193	Intervene	to intentionally be involved in a difficult situation
	194	Invasion	use of force to enter/take control of another country
	195	Issue	to produce or provide something official; release
	196	Issue	a problem that people are thinking/ talking about
J	197	Joint	merged; shared between two or more persons
	198	Jury	a body of 12 laymen chosen to bring a verdict
	199	Jurist	an expert in law, especially a judge
	200	Justice	a fairness in the way people are dealt with
L	201	Law	a collection of rules imposed by authority
	202	Libel	a piece of writing that tends to injure reputation.
	203	Libelous	abusive, discrediting, insulting, malicious
	204	Liberal	respecting different types of beliefs; broad-minded
	205	Legacy	property that you receive from someone after they die
	206	Legality	the fact that something is allowed by the law

	207	Levy	to impose or collect a tax; to declare and wage a war
	208	Limit	to control within a particular amount, number or level
	209	Limited	kept within a particular size, range, time, etc.
	300	Literate	having basic knowledge of a particular subject
	301	Loss	when you no longer have something or have less
	302	Loyalist	a person strongly supporting the government or ruler
M	303	Maintain	to continue to have; to keep in existence
	304	Martial law	temporary rule by military authorities in time of war
	305	Masterful	able to control people and situations; very skilful
	306	MP	an elected member of the British Parliament
	307	Merge	to combine or join together
	308	Modification	a change to improve or alter for better
	309	Morality	a personal or social set of standards for good or bad
N	310	Nationalize	to take control of a business or industry by a state
	311	Negotiate	to have formal discussions to reach an agreement
	312	Notify	to tell someone officially about something
O	313	Oath	a promise to tell the truth in a law court
	314	under/on oath	to have formally promised to tell the truth
	315	Hippocratic	a promise made by doctors to preserve human life
	316	Obey	to act or behave according to a rule or law
	317	Offence	an illegal act; a crime
	318	(Public) outcry	a strong expression of anger by the public
	319	Orderly	a hospital worker helping the nurses
	320	Orderly	well arranged or organized
	321	Ostensibly	apparently; seemingly; to all intents and purposes
	322	Overjoyed	extremely pleased and happy
	323	Oversee	to organize a job to make certain it is done correctly
	324	Overthrow	to remove someone from power, using force
P	325	Parliament	a group of elected politicians who make the laws
	326	The Parliament	the House of Commons and the House of Lords UK
	327	The Congress	the Senate and the House of Representatives US
	328	Pass	to give approval by voting to make it law
	329	Pass judgment	to express a judgment or opinion about something
	330	Pass sentence	to impose sanctions by an authorized decision
	331	Passage	the official approval of something
	332	Patron	a person who supports an activity or organization

333	Perceive	to come to an opinion about something
334	Persecution	unfair or cruel treatment over a long period of time
335	Petition	to make a formal request for something
336	Petition	demand for some action from the government
337	Petty	[before noun] not important or not serious
338	Petit jury	a jury of 12 to decide the issue in proceedings
339	Plunder	to steal goods violently during a war
340	Plunder	when goods are stolen from a place violently
341	Poundage	weight measured in pounds
342	Power	an ability to control people and events
343	Powers	an authority
344	Preamble	an introduction to a speech or piece of writing
345	Precondition	something prescribed which must happen
346	Prerogative	not possible or allowed for everyone
347	Royal prerog.	an exclusive privilege by virtue of his office
348	Prescribed	set by a rule or order; demanded
349	Presumption	a belief that something is true without any proof
350	p. of innocence	to be considered innocent until proven guilty
351	Principle	a basic idea or rule; a moral rule or standard
352	Precedent	an action already happened and thus used as a reason or model for the decision of a similar one
353	Preserve	to keep something as it is, to prevent it from decaying
354	Pretender	a person who makes deceitful pretenses
355	Private Law	a body of law that deals with rights and duties and relationships of private individuals
356	Proclaim	to announce something publicly or officially
357	Promote	to encourage the popularity or existence of something
358	Prosecute	to officially accuse someone of committing a crime
359	Prosecution	the lawyers in a trial who try to prove that a person accused of committing a crime is guilty of that crime
360	Prohibit	to officially forbid (= refuse to allow) something
361	Prohibition	when something is officially forbidden
362	Promulgate	to spread beliefs or ideas among a lot of people
363	Property	the legal right to own and use something
364	Provision	a statement within an agreement or a law that a particular thing must happen or be done

	365	Provide	to give something needed or wanted
	366	Provider	a supplier of a particular service or commodity
	367	Public office	a job or position of trust in an organization
Q	368	Quote	to repeat the words that someone else has said
R	369	Ransom	to pay money in order to set someone free
	370	Ransom	a sum of money demanded in exchange for someone
	371	Rapidly	fast or suddenly
	372	Ratify	to make an agreement official
	373	Reaffirm	to give support to a person, for the second time
	374	Rebellion	a violent action aimed to change the political system
	375	Reciprocity	a behaviour of mutual support
	376	Recover	to get back something lost
	377	Reduce	to make smaller in size, amount, degree or importance
	378	Re-establish	to establish (something) again
	379	Referred (to)	to direct to a source for help or information
	380	Refinement	a small change that improves something
	381	Reform	to improve by alteration or correction of abuses
	382	Reform	an improvement aimed to correct malpractices
	383	Refuse	to say that you will not do or accept something
	384	Reign	to be the king or queen of a country
	385	Reign	the period of time when a king or queen rules
	386	Reinstate	to cause something to exist again
	387	Reinstatement	when something exists again
	388	Reject	to refuse to accept, use or believe
	389	Rejoice	to feel or show great happiness about something
	390	Rejoicing	feeling or showing great happiness about something
	391	Relieve	to make an unpleasant feeling less strong
	392	Remote	far away in distance, time or relation
	393	Render	to cause something to be in a particular state
	394	Replace	to put something back where it was before
	395	Repression	when people are controlled severely by force
	396	Require	to need or make necessary
	397	Resent	to feel angry because of the actions against your will
	398	Respond	to say or do something as a reaction to something
	399	Response	an answer or reaction
	400	Rest (with)	to remain with someone or something

	401	Restless	unable to be quiet being worried or bored
	402	Restate	to say something again or in a different way
	403	Resume	to return to a previous location or condition
	404	Retreat	to go away from a place to escape from danger
	405	Retreat	withdrawal of troops to a more favorable position
	406	Reveal	to make known or show what was previously secret
	407	Revenues	income a government or company receives regularly
	408	Revolt	an attempt to reject the government by using violence
	409	Revolution	a change to a different political system by violence
	410	Revolutionary	completely new and having a great effect
	411	Rev. fever	great excitement on the eve of great changes
	412	Rights & liberties	standards of moral behaviour, justice and freedoms
	413	Rights	(Inalienable) rights unable to be removed
	414	Rival	to be as good, clever, etc. as someone else
	415	Rival	a competitor for the same thing or in the same area
	416	Royal prerogative	an exclusive hereditary or official right or privilege
	417	Royal Assent	a formal signing of an act of Parliament by the sovereign, by which it becomes a law and a statute
S	418	Safety	a state where you are safe and not in danger or at risk
	419	Scope	an area or volume over which something extends
	420	Seal	to close a letter or parcel by sticking or stamping
	421	Security	protection against threats such as crime or attacks
	422	Securities	valuable papers which can be traded on the financial markets and producing an income for the investor
	423	Sedition	behaviour intended to persuade to oppose the ruler
	424	Seditious	arousing to action or rebellion; revolutionary
	425	Seditious libel	the offence of speaking or writing seditious words
	426	research	Scientific - systematic investigation to establish facts
	427	Seizure	taking something by force or with legal authority
	428	Self-incrimination	saying or doing something which shows that you are guilty of a crime; blaming
	429	Significant	important or noticeable
	430	Society	a large group of people who live together
	431	Specify	to state or describe something clearly and exactly

	432	Sponsor	a person giving money, encouragement or other help
	433	Sponsor	who intervenes voluntarily and not being requested
	444	Station	a particular position
	445	Statute	a law formally approved and written down UK
	446	Statute book	a set of formally approved and written down laws UK
	447	Strengthen	to make something stronger or more effective
	448	Subject	a person who lives in a particular country; citizen
	449	Subject to	depending on the stated things happening
	450	Subjugate	to defeat and rule people in an absence of freedom
	451	Submit to	to offer something for a decision to be made by others
	452	Subsequent	happening after something else
	453	Subtenant	who rents from someone renting it from the owner
	454	Succession	similar events or people that happen after each other
	455	In succession	happening one after another
	456	Successor	someone who comes after another person
	457	Support	to give encouragement to someone or something
	458	Supporter	a person who pleads for a cause or propounds an idea
	459	Supremacy	the leading or controlling position
	460	supremacy	a legal authority allowed by the law
	461	Suspend	to cause to be not active temporarily or permanently
	462	Suspension	when someone stops something from happening
	463	Suspect	to think or believe something to be true or probable
	464	Suspect	a person believed to have committed a crime
	465	Suspicion	a belief or idea that something may be true or false
	466	Swear	to state or promise that you are telling the truth
	467	Swear (word)	a rude or offensive word
T	468	Take effect	to produce or achieve the results you want
	469	Tax	to make someone pay a tax
	470	Taxation	the system of taxing people
	471	direct tax	money paid to the state by a person himself
	472	indirect tax	a tax charged on goods and services
	473	Testify	to give or provide proof in a court of law
	474	Tolerance	respecting the beliefs or practices of others
	475	Tolerant	willing to respect what is different /unpleasant
	476	Tonnage	a size of a ship or the weight of goods on a ship
	477	Transform	to change completely the appearance or character

	478	Transgress	to break a law or moral rule
	479	Transgression	a violation of a law, command, or duty
	480	Transgressor	someone who violates a law or command
	481	Treason	helping enemies or attempting to defeat government
	482	High treason	a commission of a socially dangerous crime
	483	Trial	the judicial examination of the issues in a courtroom
	484	Pending trial	lawsuit from its inception until the final judgment
	485	Turbulent	involving a lot of sudden changes or violence
U	486	Ultimate	most extreme or important
	487	Unclear	not obvious or easy to see, know, understand
	488	Unemployment	a state of not having a job
	489	Unequaled	better or more extreme than any other
	490	Unreasonable	beyond reasonable limits and without sense
	500	Unrest	disagreements or fighting between different groups
	501	Upheaval	a great change causing much difficulty or trouble
	502	Urge	to strongly advise or persuade someone to do smth
	503	Urge	a strong wish difficult or impossible to control
	504	Utterly ruthless	completely or extremely cruel
V	505	Valid	having legal force
	506	Vanish	to disappear in a sudden, surprising way
	507	Violent turmoil	using force to hurt or attack; disorder
	508	Vote	to express your choice or opinion
W	509	Warfare	activity of fighting a war, including the weapons
	510	Warrant	to say that you are certain about something
	511	Warrant	a court order permitting police to take the actions
	512	death warrant	an official document on capital punishment
	513	Warranty	a written promise to fix what is not satisfactory
	514	Weave	twist long objects together
	515	Widespread	happening in many places among many people
	516	Wisdom	the ability to use experience to make good decisions
	517	Withdraw	to take or move out or back, or remove
	518	Worship	to show a strong feeling of respect and admiration
	519	Worship	a praying or singing
	520	Writ	a legal document from a court of law; authority



The Reader. The Texts of the Legal Documents of the Past.

I. Hammurabi's Code of Laws

Readings from the Ancient Near East

Translated by L.W. King (1910)

Edited by Richard Hooker

<http://eawc.evansville.edu/anthology/hammurabi.htm>

Translated by R.F. Harper in 1904, Chicago University Press



When Anu the Sublime, King of the Anunaki, and Bel, the lord of Heaven and earth, who decreed the fate of the land, assigned to Marduk, the over-ruling son of Ea, God of righteousness, dominion over earthly man, and made him great among the Igigi, they called Babylon by his illustrious name, made it great on earth, and founded an everlasting kingdom in it, whose foundations are laid so solidly as those of heaven and earth; then Anu and Bel called by name me, Hammurabi, the exalted prince, who feared God, to bring about the rule of righteousness in the land, to destroy the wicked and the evil-doers; so that the strong should not harm the weak; so that I should rule over the black-headed people like Shamash, and enlighten the land, to further the well-being of mankind. (...) When Marduk sent me to rule over men, to give the protection of right to the land, I did right (...) and brought about the well-being of the oppressed.

The Code of Laws

(...) 2. If any one bring an accusation against a man, and the accused go to the river and leap into the river, if he sink in the river his accuser shall take possession of his house. But if the river prove that the accused is not guilty, and he escape unhurt, then he who had brought the accusation shall be put to death, while he who leaped into the river shall take possession of the house that had belonged to his accuser.

3. If any one bring an accusation of any crime before the elders, and does not prove what he has charged, he shall, if it be a capital offense charged, be put to death. (...)
5. If a judge try a case, reach a decision, and present his judgment in writing; if later error shall appear in his decision, and it be through his own fault, then he shall pay twelve times the fine set by him in the case, and he shall be publicly removed from the judge's bench, and never again shall he sit there to render judgement.
6. If any one steal the property of a temple or of the court, he shall be put to death, and also the one who receives the stolen thing from him shall be put to death.(...)
16. If any one receive into his house a runaway male or female slave of the court, or of a freedman, and does not bring it out at the public proclamation of the major domus, the master of the house shall be put to death. (...)
21. If any one break a hole into a house (break in to steal), he shall be put to death before that hole and be buried.
22. If any one is committing a robbery and is caught, then he shall be put to death. (...)
25. If fire break out in a house, and some one who comes to put it out cast his eye upon the property of the owner of the house, and take the property of the master of the house, he shall be thrown into that self-same fire. (...)
45. If a man rent his field for tillage for a fixed rental, and receive the rent of his field, but bad weather come and destroy the harvest, the injury falls upon the tiller of the soil.
46. If he do not receive a fixed rental for his field, but lets it on half or third shares of the harvest, the grain on the field shall be divided proportionately between the tiller and the owner.
48. If any one owe a debt for a loan, and a storm prostrates the grain, or the harvest fail, or the grain does not grow for lack of water; in that year he need not give his creditor any grain, he washes his debt-tablet in water and pays no rent for this year. (...)

65. If the gardener do not work in the garden and the product fall off, the gardener shall pay in proportion to other neighboring gardens.

[The text for laws 66 through 99 is missing. At this point on the stone slab, 34 Laws were missing.] (...)

102. If a merchant entrust money to an agent (broker) for some investment, and the broker suffer a loss in the place to which he goes, he shall make good the capital to the merchant.

103. If, while on the journey, an enemy take away from him anything that he had, the broker shall swear by God and be free of obligation.

104. If a merchant give an agent corn, wool, oil, or any other goods to transport, the agent shall give a receipt for the amount, and compensate the merchant therefore. Then he shall obtain a receipt form the merchant for the money that he gives the merchant.

105. If the agent is careless, and does not take a receipt for the money which he gave the merchant, he can not consider the unreceipted money as his own. (...)

108. If a tavern-keeper (feminine) does not accept corn according to gross weight in payment of drink, but takes money, and the price of the drink is less than that of the corn, she shall be convicted and thrown into the water.

109. If conspirators meet in the house of a tavern-keeper, and these conspirators are not captured and delivered to the court, the tavern-keeper shall be put to death.

110. If a "sister of a god" open a tavern, or enter a tavern to drink, then shall this woman be burned to death.

111. If an inn-keeper furnish sixty ka of usakani-drink to ... she shall receive fifty ka of corn at the harvest.

112. If any one be on a journey and entrust silver, gold, precious stones, or any movable property to another, and wish to recover it from him; if the latter do not bring all of the property to the appointed place, but appropriate it to his own use, then shall this man, who did not bring the property to hand it over, be convicted, and he shall pay fivefold for all that had been entrusted to him. (...)

117. If any one fail to meet a claim for debt, and sell himself, his wife, his son, and daughter for money or give them away to forced labor: they shall work for three years in the house of the man who bought them, or the proprietor, and in the fourth year they shall be set free. (...)

122. If any one give another silver, gold, or anything else to keep, he shall show everything to some witness, draw up a contract, and then hand it over for safe keeping.

123. If he turn it over for safe keeping without witness or contract, and if he to whom it was given deny it, then he has no legitimate claim.

124. If any one deliver silver, gold, or anything else to another for safe keeping, before a witness, but he deny it, he shall be brought before a judge, and all that he has denied he shall pay in full. (...)

128. If a man take a woman to wife, but have no intercourse with her, this woman is no wife to him.

129. If a man's wife be surprised with another man, both shall be tied and thrown into the water, but the husband may pardon his wife and the king his slaves.

130. If a man violate the wife of another man, who has never known a man, and still lives in her father's house, and sleep with her and be surprised, this man shall be put to death, but the wife is blameless.

131. If a man bring a charge against one's wife, but she is not surprised with another man, she must take an oath and then may return to her house.

132. If the "finger is pointed" at a man's wife about another man, but she is not caught sleeping with the other man, she shall jump into the river for her husband. (...)

137. If a man wish to separate from a woman who has borne him children, or from his wife who has borne him children: then he shall give that wife her dowry, and a part of the usufruct of field, garden, and property, so that she can rear her children. When she has brought up her children, a portion of all that is given to the children, equal as that of one son, shall be given to her. She may then marry the man of her heart.

138. If a man wishes to separate from his wife who has borne him no children, he shall give her the amount of her purchase money and the dowry which she brought from her father's house, and let her go. (...)

145. If a man take a wife, and she bear him no children, and he intend to take another wife: if he take this second wife, and bring her into the house, this second wife shall not be allowed equality with his wife. (...)

148. If a man take a wife, and she be seized by disease, if he then desire to take a second wife he shall not put away his wife, who has been attacked by disease, but he shall keep her in the house which he has built and support her so long as she lives.

149. If this woman does not wish to remain in her husband's house, then he shall compensate her for the dowry that she brought with her from her father's house, and she may go.

150. If a man give his wife a field, garden, and house and a deed therefor, if then after the death of her husband the sons raise no claim, then the mother may bequeath all to one of her sons whom she prefers, and need leave nothing to his brothers. (...)

154. If a man be guilty of incest with his daughter, he shall be driven from the place (exiled). (...)

157. If any one be guilty of incest with his mother after his father, both shall be burned. (...)

165. If a man give to one of his sons whom he prefers a field, garden, and house, and a deed therefor: if later the father die, and the brothers divide the estate, then they shall first give him the present of his father, and he shall accept it; and the rest of the paternal property shall they divide. (...)

168. If a man wish to put his son out of his house, and declare before the judge: "I want to put my son out," then the judge shall examine into his reasons. If the son be guilty of no great fault, for which he can be rightfully put out, the father shall not put him out.

169. If he be guilty of a grave fault, which should rightfully deprive him of the filial relationship, the father shall forgive him the first time; but if he be guilty of a grave fault a second time the father may deprive his son of all filial relation. (...)

175. If a State slave or the slave of a freed man marry the daughter of a free man, and children are born, the master of the slave shall have no right to enslave the children of the free. (...)

184. If a man do not give a dowry to his daughter by a concubine, and no husband; if then her father die, her brother shall give her a dowry according to her father's wealth and secure a husband for her.

185. If a man adopt a child and to his name as son, and rear him, this grown son can not be demanded back again.

186. If a man adopt a son, and if after he has taken him he injure his foster father and mother, then this adopted son shall return to his father's house. (...)

195. If a son strike his father, his hands shall be hewn off.

196. If a man put out the eye of another man, his eye shall be put out.

197. If he break another man's bone, his bone shall be broken.

198. If he put out the eye of a freed man, or break the bone of a freed man, he shall pay one gold mina.

199. If he put out the eye of a man's slave, or break the bone of a man's slave, he shall pay one-half of its value. (...)

202. If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.(...)

209. If a man strike a free-born woman so that she lose her unborn child, he shall pay ten shekels for her loss.

210. If the woman die, his daughter shall be put to death. (...)

218. If a physician make a large incision with the operating knife to a freed man, and kill him, or open a tumor with the operating knife, and cut out the eye, his hands shall be cut off.

219. If a physician make a large incision in the slave of a freed man, and kill him, he shall replace the slave with another slave. (...)

229 If a builder build a house for some one, and does not construct it properly, and the house which he built fall in and kill its owner, then that builder shall be put to death.

230. If it kill the son of the owner the son of that builder shall be put to death. (...)

244. If any one hire an ox or an ass, and a lion kill it in the field, the loss is upon its owner.

245. If any one hire oxen, and kill them by bad treatment or blows, he shall compensate the owner, oxen for oxen. (...)

278. If any one buy a male or female slave, and before a month has elapsed the benu-disease be developed, he shall return the slave to the seller, and receive the money which he had paid. (...)

280. If while in a foreign country a man buy a male or female slave belonging to another of his own country; if when he return home the owner of the male or female slave recognize it: if the male or female slave be a native of the country, he shall give them back without any money. (...)

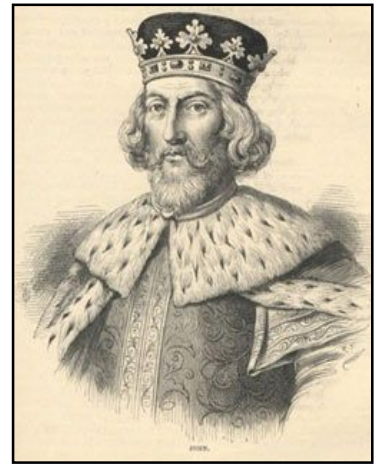
282. If a slave say to his master: "You are not my master," if they convict him his master shall cut off his ear.

The Epilogue

(...) Hammurabi, the protecting king am I. (...) The great gods have called me, I am the salvation-bearing shepherd, whose staff is straight, the good shadow that is spread over my city; on my breast I cherish the inhabitants of the land of Sumer and Akkad; in my shelter I have let them repose in peace; in my deep wisdom have I enclosed them. That the strong might not injure the weak, in order to protect the widows and orphans, I have in Babylon the city where Anu and Bel raise high their head, in E-Sagil, the Temple, whose foundations stand firm as heaven and earth, in order to bespeak justice in the land, to settle all disputes, and heal all injuries, set up these my precious words, written upon my memorial stone, before the image of me, as king of righteousness. (...) My words are well considered; there is no wisdom like unto mine. (...) let my name be ever repeated; let the oppressed, who has a case at law, come and stand before this my image as king of righteousness; let him read the inscription, and understand my precious words: the inscription will explain his case to him; he will find out what is just, and his heart will be glad, so that he will say: "Hammurabi is a ruler, who is as a father to his subjects, who holds the words of Marduk in reverence, (...) who has bestowed benefits for ever and ever on his subjects, and has established order in the land." (...)

II. Magna Carta

The Great Charter of English liberty granted (under considerable duress) by King John at Runnymede on June 15, 1215



John, by the grace of God King of England, Lord of Ireland, Duke of Normandy and Aquitaine, and Count of Anjou, to his archbishops, bishops, abbots, earls, barons, justices, foresters, sheriffs, stewards, servants, and to all his officials and loyal subjects, greeting.

Know that before God, for the health of our soul and those of our ancestors and heirs, to the honour of God, the exaltation of the holy Church, and the better ordering of our kingdom, at the advice of our reverend fathers Stephen, archbishop of Canterbury, primate of all England, and cardinal of the holy Roman Church, (...) and other loyal subjects:

1. First, that we have granted to God, and by this present charter have confirmed for us and our heirs in perpetuity, that the English Church shall be free, and shall have its rights undiminished, and its liberties unimpaired. That we wish this so to be observed, appears from the fact that of our own free will, before the outbreak of the present dispute between us and our barons, we granted and confirmed by charter the freedom of the Church's elections - a right reckoned to be of the greatest necessity and importance to it - and caused this to be confirmed by Pope Innocent III. This freedom we shall observe ourselves, and desire to be observed in good faith by our heirs in perpetuity. We have also granted to all free men of our realm, for us and our heirs for ever, all the liberties written out below, to have and to keep for them and their heirs, of us and our heirs:

2. If any earl, baron, or other person that holds lands directly of the Crown, for military service, shall die, and at his death his heir shall be of full age and owe a `relief', the heir shall have his inheritance on payment of the ancient scale of `relief'. (...)

3. But if the heir of such a person is under age and a ward, when he comes of age he shall have his inheritance without `relief' or fine.
4. The guardian of the land of an heir who is under age shall take from it only reasonable revenues, customary dues, and feudal services. He shall do this without destruction or damage to men or property. (...)
6. Heirs may be given in marriage, but not to someone of lower social standing. (...)
7. At her husband's death, a widow may have her marriage portion and inheritance at once and without trouble. She shall pay nothing for her dower, marriage portion, or any inheritance that she and her husband held jointly on the day of his death. She may remain in her husband's house for forty days after his death, and within this period her dower shall be assigned to her.
8. No widow shall be compelled to marry, so long as she wishes to remain without a husband. (...)
9. Neither we nor our officials will seize any land or rent in payment of a debt, so long as the debtor has movable goods sufficient to discharge the debt. A debtor's sureties shall not be distrained upon so long as the debtor himself can discharge his debt. If, for lack of means, the debtor is unable to discharge his debt, his sureties shall be answerable for it. (...)
12. No `scutage' or `aid' may be levied in our kingdom without its general consent, unless it is for the ransom of our person, to make our eldest son a knight, and (once) to marry our eldest daughter. For these purposes only a reasonable `aid' may be levied. (...)
14. To obtain the general consent of the realm for the assessment of an `aid' - except in the three cases specified above - or a `scutage', we will cause the archbishops, bishops, abbots, earls, and greater barons to be summoned individually by letter. To those who hold lands directly of us we will cause a general summons to be issued, through the sheriffs and other officials, to come together on a fixed day (of which at least forty days notice shall be given) and at a fixed place. In all letters of summons, the cause of the summons will be stated. (...)

17. Ordinary lawsuits shall not follow the royal court around, but shall be held in a fixed place. (...)
20. For a trivial offence, a free man shall be fined only in proportion to the degree of his offence, and for a serious offence correspondingly, but not so heavily as to deprive him of his livelihood. (...)
21. Earls and barons shall not be amerced save through their peers, and only according to the measure of the offence. (...)
24. No sheriff, constable, coroners, or other bailiffs of ours shall hold the pleas of our crown. (...)
38. No bailiff, on his own simple assertion, shall henceforth any one to his law, without producing faithful witnesses in evidence.
39. No freeman shall be taken, or imprisoned, or disseized, or outlawed, or exiled, or in any way harmed--nor will we go upon or send upon him--save by the lawful judgment of his peers or by the law of the land.
40. To none will we sell, to none deny or delay, right or justice.
41. All merchants may safely and securely go out of England, and come into England, and delay and pass through England, as well by land as by water, for the purpose of buying and selling, free from all evil taxes, subject to the ancient and right customs (...)
42. Henceforth any person, saving fealty to us, may go out of our realm and return to it, safely and securely, by land and by water, except perhaps for a brief period in time of war, for the common good of the realm. But prisoners and outlaws are excepted according to the law of the realm; also people of a land at war against us (...)
45. We will not make men justices, constables, sheriffs, or bailiffs unless they are such as know the law of the realm, and are minded to observe it rightly. (...)
48. All evil customs concerning forests and warrens, and concerning foresters and warreners, sheriffs and their servants, river banks and their guardians, shall straightway be inquired into each county, through twelve sworn knights from that county, and shall be eradicated by them, entirely, so that they shall never be renewed, within forty days after the inquest has

been made; in such manner that we shall first know about them, or our justice if we be not in England.

49. We shall straightway return all hostages and charters which were delivered to us by Englishmen as a surety for peace or faithful service. (...)

52. If any one shall have been disseized by us, or removed, without a legal sentence of his peers, from his lands, castles, liberties or lawful right, we shall straightway restore them to him. And if a dispute shall arise concerning this matter it shall be settled according to the judgment of the twenty-five barons who are mentioned below as sureties for the peace. But with regard to all those things of which any one was, by king Henry our father or king Richard our brother, disseized or dispossessed without legal judgment of his peers, which we have in our hand or which others hold, and for which we ought to give a guarantee: We shall have respite until the common term for crusaders. Except with regard to those concerning which a plea was moved, or an inquest made by our order, before we took the cross. But when we return from our pilgrimage, or if, by chance, we desist from our pilgrimage, we shall straightway then show full justice regarding them. (...)

54. No one shall be taken or imprisoned on account of the appeal of a woman concerning the death of another than her husband.

55. All fines imposed by us unjustly and contrary to the law of the land, and all amerciements made unjustly and contrary to the law of the land, shall be altogether remitted, or it shall be done with regard to them according to the judgment of the twenty five barons mentioned below as sureties for the peace, or according to the judgment of the majority of them together with the aforesaid Stephen archbishop of Canterbury, if he can be present, and with others whom he may wish to associate with himself for this purpose. (...)

58. We shall straightway return the son of Llewelin and all the Welsh hostages, and the charters delivered to us as surety for the peace.

59. We shall act towards Alexander king of the Scots regarding the restoration of his sisters, and his hostages, and his liberties and his lawful right, as we shall act towards our other barons of England (...)

61. Inasmuch as, for the sake of God, and for the bettering of our realm, and for the more ready healing of the discord which has arisen between us and our barons, we have made all these aforesaid concessions,--wishing them to enjoy for ever entire and firm stability, we make and grant to them the following security: that the baron, namely, may elect at their pleasure twenty five barons from the realm, who ought, with all their strength, to observe, maintain and cause to be observed, the peace and privileges which we have granted to them and confirmed by this our present charter. In such wise, namely, that if we, or our justice, or our bailiffs, or any one of our servants shall have transgressed against any one in any respect, or shall have broken one of the articles of peace or security, and our transgression shall have been shown to four barons of the aforesaid twenty five: those four barons shall come to us, or, if we are abroad, to our justice, showing to us our error; and they shall ask us to cause that error to be amended without delay. And if we do not amend that error, or, we being abroad, if our justice do not amend it within a term of forty days from the time when it was shown to us or, we being abroad, to our justice: the aforesaid four barons shall refer the matter to the remainder of the twenty five barons, and those twenty five barons, with the whole land in common, shall distrain and oppress us in every way in their power,--namely, by taking our castles, lands and possessions, and in every other way that they can, until amends shall have been made according to their judgment. Saving the persons of ourselves, our queen and our children. And when amends shall have been made they shall be in accord with us as they had been previously. (...)

62. And we have fully remitted to all, and pardoned, all the ill-will, anger and rancour which have arisen between us and our subjects, clergy and laity, from the time of the struggle. (...)

63. Wherefore we will and firmly decree that the English church shall be free, and that the subjects of our realm shall have and hold all the aforesaid liberties, rights and concessions, duly and in peace, freely and quietly, fully and entirely, for themselves and their heirs from us and our heirs, in all matters and in all places, forever, as has been said. (...)

III. The Petition of Right (1628)

The Petition exhibited to his Majesty by the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, concerning divers Rights and Liberties of the Subjects, with the King's Majesty's royal answer thereunto in full Parliament.



To the King's Most Excellent Majesty,

Humbly show unto our Sovereign Lord the King, the Lords Spiritual and Temporal, and Commons in Parliament assembled, that whereas it is declared and enacted by a statute made in the time of the reign of King Edward I, commonly called Stratutum de Tallagio non Concedendo, that no tallage or aid shall be laid or levied by the king or his heirs in this realm, without the good will and assent of the archbishops, bishops, earls, (...) and by authority of parliament holden in the five-and-twentieth year of the reign of King Edward III, it is declared and enacted, that from thenceforth no person should be compelled to make any loans to the king against his will, because such loans were against reason (...) and by other laws of this realm it is provided, that none should be charged by any charge or imposition called a benevolence (...) not set by common consent, in parliament.

II. Yet nevertheless of late divers commissions directed to sundry commissioners in several counties, with instructions, have issued; by means whereof your people have been in divers places assembled, and required to lend certain sums of money unto your Majesty, and many of them, upon their refusal so to do, have had an oath administered unto them not warrantable by the laws or statutes of this realm, and have been constrained to become bound and make appearance and give utterance before your Privy Council and in other places, and others of them have been therefore imprisoned, confined, and sundry other ways molested and disquieted (...) against the laws and free custom of the realm.

III. And whereas also by the statute called 'The Great Charter of the Liberties of England,' it is declared and enacted, that no freeman may be taken or imprisoned or be disseized of his freehold or liberties, or his free customs, or be outlawed or exiled, or in any manner destroyed, but by the lawful judgment of his peers, or by the law of the land.

IV. And in the eight-and-twentieth year of the reign of King Edward III, it was declared and enacted by authority of parliament, that no man, of what estate or condition that he be, should be put out of his land or tenements, nor taken, nor imprisoned, nor disinherited nor put to death without being brought to answer by due process of law.

V. Nevertheless, against the tenor of the said statutes (...) divers of your subjects have of late been imprisoned without any cause showed; and when for their deliverance they were brought before your justices by your Majesty's writs of habeas corpus, there to undergo and receive as the court should order, and their keepers commanded to certify the causes of their detainer, no cause was certified, but that they were detained by your Majesty's special command, signified by the lords of your Privy Council, and yet were returned back to several prisons, without being charged with anything to which they might make answer according to the law.

VI. And whereas of late great companies of soldiers and mariners have been dispersed into divers counties of the realm, and the inhabitants against their wills have been compelled to receive them into their houses (...) to the great grievance and vexation of the people.

VII. And whereas also by authority of parliament, in the five-and-twentieth year of the reign of King Edward III, it is declared and enacted, that no man shall be forejudged of life or limb against the form of the Great Charter and the law of the land (...); nevertheless of late time divers commissions under your Majesty's great seal have issued forth (...) to proceed to the trial and condemnation of such offenders, and them to cause to be executed and put to death according to the law martial.

VIII. By pretext whereof some of your Majesty's subjects have been by some of the said commissioners put to death, when and where, if by the laws and statutes of the land they had deserved death, by the same laws

and statutes also they might, and by no other ought to have been judged and executed.

IX. And also sundry grievous offenders, (...) have escaped the punishments (...) by reason that divers of your officers and ministers of justice have unjustly refused or forborne to proceed against such offenders (...)

X. They do therefore humbly pray your most excellent Majesty, that no man hereafter be compelled to make or yield any gift, loan, benevolence, tax, or such like charge, without common consent by act of parliament; and that none be called to make answer, or take such oath, or to give attendance, or be confined, or otherwise molested or disquieted concerning the same or for refusal thereof; and that no freeman, in any such manner as is before mentioned, be imprisoned or detained; and that your Majesty would be pleased to remove the said soldiers and mariners, and that your people may not be so burdened in time to come; and that the aforesaid commissions, for proceeding by martial law, may be revoked and annulled; and that hereafter no commissions of like nature may issue forth to any person or persons whatsoever to be executed as aforesaid, lest by color of them any of your Majesty's subjects be destroyed or put to death contrary to the laws and franchise of the land.

XI. All which they most humbly pray of your most excellent Majesty as their rights and liberties, according to the laws and statutes of this realm; and that your Majesty would also vouchsafe to declare, that the awards, doings, and proceedings, to the prejudice of your people in any of the premises, shall not be drawn hereafter into consequence or example; and that your Majesty would be also graciously pleased, for the further comfort and safety of your people, to declare your royal will and pleasure, that in the things aforesaid all your officers and ministers shall serve you according to the laws and statutes of this realm, as they tender the honor of your Majesty, and the prosperity of this kingdom.

IV. Habeas Corpus Act (of 1679)

An act for the better securing the liberty of the subject, and for prevention of imprisonments beyond the seas. (Assented to 27th May, 1679).



WHEREAS great delays have been used by sheriffs, gaolers and other officers, to whose custody, any of the King's subjects have been committed for criminal or supposed criminal matters, in making returns of writs of habeas corpus to them directed, by standing out an alias and pluries habeas corpus, and sometimes more, and by other shifts to avoid their yielding obedience to such writs, contrary to their duty and the known laws of the land, whereby many of the King's subjects have been, and hereafter may be long detained in prison, in such cases where by law they areailable, to their great charges and vexation.

II. For the prevention whereof, and the more speedy relief of all persons imprisoned for any such criminal or supposed criminal matters; be it enacted by the King's most excellent majesty, by and with the advice and consent of the lords spiritual and temporal, and Commons (...) that whensoever any person or persons shall bring any habeas corpus directed unto any sheriff or sheriffs, gaoler, minister or other person whatsoever (...); the said writ shall be served upon the said officer, or left at the gaol or prison (...) and shall, within three days after the service thereof as aforesaid, (unless the commitment aforesaid were for treason or felony, plainly and specially expressed in the warrant of commitment), upon payment or tender of the charges of bringing the said prisoner, to be ascertained by the Judge or Court that awarded the same, (...) and shall then likewise certify the true causes of his detainer or imprisonment, unless the commitment of the said party be in any place beyond the distance of twenty miles from the place or places where such Court or person is or shall be residing; and if beyond the distance of twenty miles, and not above one hundred miles, then within the space of ten days, and if

beyond the distance of one hundred miles, then within the space of twenty days, after such delivery aforesaid, and no longer.

III. And to the intent that no sheriff, gaoler or other officer, may pretend ignorance of the import of any such writ (...) all such writs shall be marked in this manner (...) and shall be signed by the person that awards the same; and if any person or persons shall be or stand committed or detained as aforesaid, for any crime, unless for felony or treason plainly expressed in the warrant of commitment, in the vacation-time, and out of term, it shall and may be lawful to and for the person or persons so committed or detained (...) to appeal or complain to the Lord Chancellor or Lord Keeper, or any one of his Majesty's Justices (...) upon view of the copy or copies of the warrant or warrants of commitment and detainer (...), or otherwise upon oath made (...); or upon request made in writing by such person or persons, or any on his, her, or their behalf, attested and subscribed by two witnesses who were present at the delivery of the same, to award and grant an habeas corpus under the seal of such Court (...)

V. And be it further enacted by the authority aforesaid, that if any officer or officers, his or their under-officer or under-officers, (...) shall neglect or refuse to make the returning aforesaid, or to bring the body or bodies of the prisoner or prisoners according to the command of the said writ, within the respective times aforesaid, or upon demand made by the prison or person in his behalf, shall refuse to deliver, or within the space of six hours after demand shall not deliver to said person so demanding, a true copy of the warrant or warrants of commitment and detainer of such prisoner, (...) all and every the head gaolers and keepers of such prisoner (...) shall for the first offense forfeit to the prisoner or party grieved the sum of one hundred pounds; and for the second offense the sum of two hundred pounds, and shall and is hereby made incapable to hold or execute his said office (...)

VI. And for the prevention of unjust vexation by reiterated commitments for the same offense; be it enacted by the authority aforesaid, that no person or persons (...) shall at any time hereafter be again imprisoned or committed for the same offense (...) other than by the legal order and

process of such Court (...) having jurisdiction of the cause; and if any other person or persons shall knowingly, contrary to this act, recommit or imprison, or knowingly procure or cause to be recommitted or imprisoned (...) then he or they shall forfeit to the prisoner or party grieved the sum of five hundred pounds (...)

VII. Provided always, and be it further enacted, that if any person or persons shall be committed for high treason or felony, plainly and specially expressed in the warrant of commitment, upon his prayer or petition in open Court (...) shall be brought to his trial, shall not be indicted and tried the second term, (...) after his commitment, or upon his trial shall be acquitted, and he shall be discharged from his imprisonment.

VIII. Provided always, that nothing in this act shall extend to discharge out of prison any person charged in debt, or other action, or with process in any civil cause, but that after he shall be discharged of his imprisonment for such his criminal offense, he shall be kept in custody according to the law, for such other suit.

IX. Provided always, and be it enacted by the authority aforesaid, that if any person or persons, subjects of this realm, shall be committed to any prison, or in custody of any officer or officers whatsoever, for any criminal or supposed criminal matter, that the said person shall not be removed from the said prison and custody into the custody of any other officer or officers; unless it be by Habeas Corpus or some other legal writ; or where the prisoner is delivered to the constable or other inferior officer to carry such prisoner to some common gaol; or where any person so sent by order of any Judge or Assize or Justice of the Peace, to any common workhouse or house of correction; or where the prisoner is removed from one prison or place to another within the same county, in order to his or her trial or discharge in due course of law; or in case of sudden fire or infection, or other necessity (...)

X. Provided also, and be it further enacted by the authority aforesaid, that it shall and may be lawful to and for any prisoner and prisoners as aforesaid, to move and obtain his or their Habeas Corpus, as well out of the High Court of Chancery or Court of Exchequer, as out of the Courts of

King's Bench or Common Pleas, or either of them; and if the said Lord Chancellor or Lord Keeper, or any Judge or Judges, Baron or Barons for the time being of the degree of the coif, of any of the Courts aforesaid, in the vacation time, upon such of the copy or copies of the warrant or warrants of commitment or detainer, or upon oath made that such copy or copies were denied as aforesaid, shall deny any writ of Habeas Corpus by this act required to be granted, being moved for as aforesaid, they shall severally forfeit to the prisoner or party grieved the sum of five hundred pounds, to be recovered in manner aforesaid.

XI. And be it declared and enacted by the authority aforesaid, that an Habeas Corpus, according to the true intent and meaning of this act, may be directed and seen in any county Palatine, the Cinque Ports, or other privileged places within the Kingdom of England, dominion of Wales, or town of Berwick upon Tweed, and the islands of Jersey and Guernsey; any law or usage to the contrary notwithstanding.

XII. And, for preventing illegal imprisonments in prisons beyond the seas, be it further enacted by the authorities aforesaid that no subject of this realm that now is (...) shall or may be sent prisoner into Scotland, Ireland, Jersey, (...) or places beyond the seas (...), and that every such imprisonment is hereby enacted and adjudged to be illegal; and that if any of the said subjects now is or hereafter shall be so imprisoned, every such person and persons so imprisoned, shall and may, for every such imprisonment, maintain, by virtue of this act, an action or actions of false imprisonment (...); and the plaintiff in every such action shall have judgment to recover his treble costs, besides damages, which damages so to be given shall not be less than five hundred pounds; (...) and the person or persons who shall knowingly frame, contrive, write, seal or countersign any warrant for such commitment, detainer, or transportation, or shall so commit, detain, imprison, or transport any person or persons contrary to this act, or be any way advising, aiding, or assisting therein, being lawfully convicted thereof, shall be disabled from thenceforth to bear any office of trust or profit within the said realm of England, (...) and shall incur and sustain the pains, penalties and forfeitures limited (...); and be incapable of

any pardon from the King, his heirs or successors, of the said forfeitures, losses or disabilities or any of them.

XIII. Provided always, that nothing in this act shall extend to give benefit to any person who shall by contract in writing agree with any merchant or owner of any plantation, or other person whatsoever, to be transported to any parts beyond the seas, and receive earnest upon such agreement, although that afterwards such person shall renounce such contract.

XIV. Provided always, and be it enacted, that if any person or persons, lawfully convicted of any felony, shall in open Court, pray to be transported beyond the seas, and the Court shall think fit to leave him or them in prison for that purpose, such person or persons may be transported into any parts beyond the seas; this act, or anything therein contained to the contrary notwithstanding. (...)

XVI. Provided also, that if any person or persons at any time resident in this realm, shall have committed any capital offense in Scotland or Ireland, or any of the islands, or foreign plantation of the King, his heirs or successors, where he or she ought to be tried for such offense, such person or persons may be sent to such place, there to receive such trial, in such manner as the same might have been used before the making of this act; any thing herein contained to the contrary notwithstanding.

XVII. Provided also, and be it enacted, that no person or persons shall be sued, impleaded, molested, or troubled for any offense against this act, unless the party offending be sued or impleaded for the same within two years at the most after such time wherein the offense shall be committed, in case the party grieved shall not be then in prison; and if he shall be in prison, then within the space of two years after the decease of the person imprisoned, or his or her delivery out of prison, which shall first happen.

XVIII. And, to the intent no person may avoid his trial – or general gaol delivery by procuring his removal before the Assizes, at such time as he cannot be brought back to receive his trial there, be it enacted, that after the Assizes proclaimed for that county where the prisoner is detained, no person shall be removed from the common gaol under any Habeas Corpus granted in pursuance of this act, but upon any such Habeas Corpus shall be

brought before the Judge of Assizes in open Court, who is thereupon to do what to justices shall appertain.

XIX. Provided nevertheless, that after the Assizes are ended, any person or persons detained, may have his or her Habeas Corpus according to the direction and intention of this act.

XX. And be it also enacted by the authority aforesaid, that if any information, suit, or action shall be brought or exhibited against any person or persons for any offense committed or to be committed against the form of this law, it shall be lawful for such defendant to plead the general issue, that they are not guilty, or that they owe nothing, and to give such special matter in evidence to the jury that shall by the same, which matter being pleaded had been good and sufficient matter in law to have discharged the said defendant or defendants against the said information, suit, or action, and the said matter shall be then as available to him or them, to all intents and purposes, as if he or they had difficiently pleaded, set forth, or alledged, the same matter in bar or discharge of such information, suit, or action.

XXI. And because many times persons charged with petty treason or felony (...), are committed upon suspicion only, whereupon they areailable, or not, according as the circumstances making out that suspicions are more or less weighty, which are best known to the Justices of Peace that committed the persons, and have the examinations before them, or to other Justices of the Peace in the county; be it therefore enacted that when any person shall appear to be committed by any Judge or Justice of the Peace, and charged as accessory before the fact, to any petty treason or felony, or upon suspicion thereof, or with suspicion of petty treason or felony, which petty treason or felony shall be plainly and specially expressed in the warrant of commitment, that such person shall not be removed or bailed by virtue of this act, or in any other manner than they might have been before the making of this act.

V. The Bill of Rights (1689).

An Act Declaring the Rights and Liberties of the Subject and Settling the Succession of the Crown.



Whereas the Lords Spiritual and Temporal and Commons assembled at Westminster, lawfully, fully and freely representing all the estates of the people of this realm, did upon the thirteenth day of February in the year of our Lord one thousand six hundred eighty-eight present unto their Majesties, then called and known by the names and style of William and Mary, prince and princess of Orange, being present in their proper persons, a certain declaration in writing made by the said Lords and Commons in the words following, viz.:

Whereas the late King James the Second, by the assistance of divers evil counsellors, judges and ministers employed by him, did endeavour to subvert and extirpate the Protestant religion and the laws and liberties of this kingdom;

By assuming and exercising a power of dispensing with and suspending of laws and the execution of laws without consent of Parliament;

By committing and prosecuting divers worthy prelates for humbly petitioning to be excused from concurring to the said assumed power;

By issuing and causing to be executed a commission under the great seal for erecting a court called the Court of Commissioners for Ecclesiastical Causes;

By levying money for and to the use of the Crown by pretence of prerogative for other time and in other manner than the same was granted by Parliament;

By raising and keeping a standing army within this kingdom in time of peace without consent of Parliament, and quartering soldiers contrary to law;

By causing several good subjects being Protestants to be disarmed at the same time when papists were both armed and employed contrary to law;

By violating the freedom of election of members to serve in Parliament;
By prosecutions in the Court of King's Bench for matters and causes cognizable only in Parliament, and by divers other arbitrary and illegal courses;

And whereas of late years partial corrupt and unqualified persons have been returned and served on juries in trials, and particularly divers jurors in trials for high treason which were not freeholders;

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects;

And excessive fines have been imposed;

And illegal and cruel punishments inflicted;

And several grants and promises made of fines and forfeitures before any conviction or judgment against the persons upon whom the same were to be levied;

All which are utterly and directly contrary to the known laws and statutes and freedom of this realm;

And whereas the said late King James the Second having abdicated the government and the throne being thereby vacant, his Highness the prince of Orange (...) cause letters to be written to the Lords Spiritual and Temporal being Protestants, (...), to meet and sit at Westminster upon the two and twentieth day of January in this year one thousand six hundred eighty and eight, in order to such an establishment as that their religion, laws and liberties might not again be in danger of being subverted, upon which letters elections having been accordingly made;

And thereupon the said Lords Spiritual and Temporal and Commons, (...) taking into their most serious consideration the best means for attaining the ends aforesaid, do in the first place (as their ancestors in like case have usually done) for the vindicating and asserting their ancient rights and liberties declare

That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal;

That the pretended power of dispensing with laws or the execution of laws by regal authority, as it hath been assumed and exercised of late, is illegal;

That the commission for erecting the late Court of Commissioners for Ecclesiastical Causes, and all other commissions and courts of like nature, are illegal and pernicious;

That levying money for or to the use of the Crown by pretence of prerogative, without grant of Parliament, for longer time, or in other manner than the same is or shall be granted, is illegal;

That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against law;

That the subjects which are Protestants may have arms for their defence suitable to their conditions and as allowed by law;

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders;

That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void;

And that for redress of all grievances, and for the amending, strengthening and preserving of the laws, Parliaments ought to be held frequently.

And they do claim, demand and insist upon all and singular the premises as their undoubted rights and liberties, and that no declarations, judgments, doings or proceedings to the prejudice of the people in any of the said premises ought in any wise to be drawn hereafter into consequence or example; (...)

Now in pursuance of the premises the said Lords Spiritual and Temporal and Commons in Parliament assembled, for the ratifying, confirming and establishing the said declaration and the articles, clauses, matters and things therein contained by the force of law made in due form by authority

of Parliament, do pray that it may be declared and enacted that all and singular the rights and liberties asserted and claimed in the said declaration are the true, ancient and indubitable rights and liberties of the people of this kingdom, and so shall be esteemed, allowed, adjudged, deemed and taken to be; and that all and every the particulars aforesaid shall be firmly and strictly holden and observed as they are expressed in the said declaration, and all officers and ministers whatsoever shall serve their Majesties and their successors according to the same in all time to come. (...) And for preventing all questions and divisions in this realm by reason of any pretended titles to the crown, and for preserving a certainty in the succession thereof, (...); it hath been found by experience that it is inconsistent with the safety and welfare of this Protestant kingdom to be governed by a popish prince, or by any king or queen marrying a papist, the said Lords Spiritual and Temporal and Commons do further pray that it may be enacted, that all and every person and persons that is, are or shall be reconciled to or shall hold communion with the see or Church of Rome, or shall profess the popish religion, or shall marry a papist, shall be excluded and be for ever incapable to inherit, possess or enjoy the crown and government of this realm and Ireland and the dominions thereunto belonging or any part of the same, or to have, use or exercise any regal power, authority or jurisdiction within the same; and in all and every such case or cases the people of these realms shall be and are hereby absolved of their allegiance; and the said crown and government shall from time to time descend to and be enjoyed by such person or persons being Protestants as should have inherited and enjoyed the same in case the said person or persons so reconciled, holding communion or professing or marrying as aforesaid were naturally dead; and that every king and queen of this realm who at any time hereafter shall come to and succeed in the imperial crown of this kingdom shall on the first day of the meeting of the first Parliament next after his or her coming to the crown, sitting in his or her throne in the House of Peers in the presence of the Lords and Commons therein assembled, or at his or her coronation before such person or persons who shall administer the coronation oath to him or her at

the time of his or her taking the said oath (which shall first happen), make, subscribe and audibly repeat the declaration mentioned in the statute made in the thirtieth year of the reign of King Charles the Second entitled, "An Act for the more effectual preserving the king's person and government by disabling papists from sitting in either House of Parliament". But if it shall happen that such king or queen upon his or her succession to the crown of this realm shall be under the age of twelve years, then every such king or queen shall make, subscribe and audibly repeat the same declaration at his or her coronation or the first day of the meeting of the first Parliament as aforesaid which shall first happen after such king or queen shall have attained the said age of twelve years. All which their Majesties are contented and pleased shall be declared, enacted and established by authority of this present Parliament, and shall stand, remain and be the law of this realm for ever; and the same are by their said Majesties, by and with the advice and consent of the Lords Spiritual and Temporal and Commons in Parliament assembled and by the authority of the same, declared, enacted and established accordingly.

II.

And be it further declared and enacted by the authority aforesaid, that from and after this present session of Parliament no dispensation by non obstante of or to any statute or any part thereof shall be allowed, but that the same shall be held void and of no effect, except a dispensation be allowed of in such statute, and except in such cases as shall be specially provided for by one or more bill or bills to be passed during this present session of Parliament.

III.

Provided that no charter or grant or pardon granted before the three and twentieth day of October in the year of our Lord one thousand six hundred eighty-nine shall be any ways impeached or invalidated by this Act, but that the same shall be and remain of the same force and effect in law and no other than as if this Act had never been made.

VI. Europe and the Superior Being: Napoleon

(Lectures on Modern European Intellectual History by Steven Kreis)

<http://www.historyguide.org/intellect/lecture15a.html>



Frenchmen, you will no doubt recognize in my conduct the zeal of a soldier of liberty and of a devoted citizen of the Republic. Liberal, beneficent, and traditional ideas have returned to their rightful place through the dispersal of the odious and despicable factions which sought to overawe the Councils. (Napoleon Bonaparte, "Proclamation to the French Nation"

(November 10, 1799)).

There is no denying the fact that the French Revolution created NAPOLEON BONAPARTE (1769-1821). It was this man who, in 1799, combined a passion for power with his genius for leadership. Although much of what Napoleon accomplished over fifteen years seemed to undermine the principles of 1789, the end result was that many of the achievements of the Revolution were made French realities. Indeed, these realities were also made manifest across Europe. Napoleon was born August 15, 1769, on the island of Corsica, the son of a petty or low noble. He trained at a military school and so the wars of the French Revolution gave him the opportunity to test his skills. In 1793, when he was only 24 years old, Napoleon's artillery pushed the British out of Toulon. In 1795, he saved the Convention from a Royalist insurrection. In 1796, he was given command of the French Army of Italy. It was during his ITALIAN CAMPAIGNS against the Austrians that Napoleon's talent for military strategy was first demonstrated. He tasted glory -- he could never do without it. He knew he was headed for greatness. He was aware, that he was a "world-historical figure," a "great man," "a hero in history." He later confided that: *«In Italy I realized I was a superior being and conceived the ambition of performing great things, which hitherto had filled my thoughts only as a fantastic dream»*. In November 1797, Napoleon was ordered to plan an invasion of England. Aware that France had a weak navy compared to that of England, Napoleon decided to strike the British by attacking British commerce in Egypt and India (which supplied cotton for

British mills). He left France with 35,000 men and took Cairo. Napoleon's meager fleet, however, was destroyed at the Battle of the Nile by Nelson's navy. Meanwhile, Napoleon sent glowing reports back to France. While all this was going on, things were not that peaceful back in France. Political unrest, financial disaster, and war with Europe compelled Napoleon to return. France needed a savior and Napoleon recognized himself as that savior. In October 1799, and without informing his troops in Egypt, Napoleon landed in France. A conspiracy was already underway against the lame five-man Directory. Some politicians realized the need to seize power and establish a strong executive. Perhaps a tyrant was needed. On November 10, 1799 -- the 18th BRUMAIRE of the Year VIII -- the Directory was overthrown by a coup d'etat and Napoleon became a military dictator. The French Revolution had entered yet another stage of its history. The French people welcomed Napoleon -- the bourgeoisie, in particular, expected Napoleon to protect the wealth and influence they had gained as a result of 1789. A new constitution was drawn up which specified that three Consuls would share power as a sort of triumvirate. Napoleon, of course, was one of these Consuls. His ambition, however, forced him to aspire to much more. In 1802, Napoleon was made first Consul for life with the right to choose his successor. On December 2, 1804, Napoleon crowned himself Emperor of the French. So, by 1804, the fate of both France and Europe depended upon this one man. *Well, what sort of a man was he?* Like most men of stature and power, Napoleon's was a complex personality. We naturally think of Alexander, Augustus, Charlemagne, Peter the Great, Hitler and Stalin. His intellectual ability was clearly impressive. He had grandiose ideas. He had a philosophic mind. He could work 18 to 20 hours at a stretch without so much as a break in concentration. He was, as one French historian put it, «a typical man of the 18th century, a rationalist, a philosophe who placed his trust in reason, in knowledge and in methodical effort». But Napoleon was no disembodied brain -- his personality was not pure intellect. He also had a love of action and a boundless ambition. «I live only for posterity», he said, «death is nothing . . . but to live defeated and without glory is to die every day». He was an artist, a poet of action, for whom France, Europe and a mankind were but instruments. He had charisma, he could move men to obedience, to loyalty and to heroic acts. He was also quite arrogant -- he

manipulated people at will. «A man like me», he once said, «troubles himself little about the lives of a million men». Living in a revolutionary age, Napoleon observed firsthand the precariousness of power. He knew what happened to Louis XVI. He knew that the Girondins had been executed and that Robespierre had fallen victim to the Reign of Terror. Napoleon assumed that he would not make the same mistakes. He knew that he must become both a statesman and a tyrant. He had to consolidate the Revolution and bind together the different social classes of the French nation. His domestic policy then, is crucial to our overall understanding of Napoleonic France. Here, he was clearly influenced by the Revolution. He was also affected by the ideas of the philosophers. He considered himself «enlightened». There are five areas of domestic policy worth our attention: government, religion, law, education and the economy.

Government Napoleon provided France with a strong centralized government -- a government he would himself dominate, as an emperor, a Caesar. Previous French monarchs could not overcome political barriers (the remnants of feudalism, an obstinate nobility, local traditions and legal problems). But, when the Revolution basically swept away these remnants, administrative unity could become a reality. This left an opening for a man like Napoleon. So Napoleon created an army of officials -- civil servants and bureaucrats -- an army which reached into every village, town and city. The entire nation was linked together under rational administration. The result was that Napoleon concentrated power and this provided him with taxes and soldiers. Napoleon also had to shape public opinion -- this was accomplished by crude forms of propaganda, but more importantly by the use of secret agents, arbitrary arrests, and executions. Like all dictators -- we think of Mussolini, Hitler and Stalin -- Napoleon relied on public opinion to prevent hostile criticism. In other words, dissent was nearly impossible. Printers and booksellers swore oaths of allegiance and all newspapers fell under state control. So, by repressing liberty, subverting republicanism and restoring absolutism, Napoleon reversed some of the liberal gains of the Revolution. He favored equality before the law and careers open to talent BUT he believed that political liberty threatened the efficiency of the state with anarchy. He would govern in the interests of the people as an enlightened but absolute ruler. He was Plato's philosopher-king made reality.

Religion In terms of religion, Napoleon bordered between deism and atheism. I suppose you could say that Catholicism as a religion of salvation had little meaning to him. But, like Machiavelli, Rousseau, and Marx, Napoleon believed that religion was little more than the cement which held society together. Again, we are reminded of Marx when he remarked that "religion is the opiate of the people." According to Napoleon, religion promoted national unity and prevented class war - it kept the people meek and mild instead of strong and independent. He made every effort to close the divide between the State and the Church, a divide created by the Revolution. The Temples of Reason (i.e., the churches) and the Cult of the Supreme Being, erected in the early 1790s, were too abstract for Napoleon. How could he expect the French common people to have understood them? So, his desire was to reconcile Church and State. Such a reconciliation would gain for Napoleon even greater approval of his people. Shrewd, calculating and intelligent, Napoleon knew exactly what he was doing. It was for these reasons that he negotiated an agreement with the Pope. The Concordat of 1801 recognized Catholicism as the favored religion of France - not the state religion. The clergy would be selected and paid by the State, but consecrated by the Church. So, in terms of religion, Napoleon basically guaranteed one of the rights mentioned in the Declaration of the Rights of Man and the Citizen - religious freedom. However, the Church did not regain land confiscated during the Revolution, nor did they have the right to collect the tithe and the French clergy, though consecrated at Rome, remained under state control. Napoleon had achieved another of his aims - Jews, Protestants and Catholics could freely practice their religion. But the Church was under state control. Although the people seemed to get what they wanted, so too did Napoleon.

Law We mentioned that one of the causes of the Revolution was that 18th century France was plagued with numerous and sometimes conflicting codes of law. These codes obstructed national unity and administrative efficiency. Although the National Assembly had made the attempt to rectify the situation, they always had other things on their mind. Napoleon pressed for the completion of the project. So, he instituted the CODE NAPOLEON which incorporated the great principles of 1789: equality before the law, careers open to talent, freedom of religion, protection of

private property, abolition of serfdom, and the secularization of the state. The Code, however, also had its less-liberal side. Workers were denied collective bargaining, trade unions were outlawed, and a system of labor passports was instituted. Women were declared to be inferior to men by law, and children had no rights at all. Of women, Napoleon once remarked, «...the husband must possess the absolute power and right to say to his wife: Madame, you shall not go out, you shall not go to the theater, you shall not visit such and such a person: for the children you bear, they shall be mine».

Education Like some of the philosophers and the majority of active revolutionaries, Napoleon favored a state system of public education. The curriculum would be secular and schools would be managed under the direction of the state and not the Church. For Napoleon, education would serve a dual role. State funded education would provide him with capable officials necessary to administer his laws and trained officers to man his army. The young would also be indoctrinated to obedience and authority. Napoleon established the University of France -- a giant board of education that placed education under state control. To this day, little has changed -- education is strictly centralized with curriculum and academic standards set for the entire nation. Women, of course, were excluded. "Marriage is their whole destination," Napoleon once wrote. Women did not need education, all they needed was religion.

Economics Napoleon's economic policies were designed to strengthen France and increase his popularity. To stimulate the economy and serve the interests of the bourgeoisie, Napoleon aided industry through tariffs and loans. He built or repaired roads, bridges and canals. He established the Bank of France. He kept careers open to men of talent and provided bread at low prices. He stimulated the employment of artisans and did not restore ancient feudal rights. Napoleon was not a democrat - nor was he a republican. He was, he liked to think, an enlightened despot, the sort of man Voltaire might have found appealing. He preserved numerous social gains of the Revolution while suppressing political liberty. He admired efficiency and strength and hated feudalism, religious intolerance, and civil inequality. Enlightened despotism meant political stability. He knew his Roman history well -- after 500 years of republicanism, Rome became an empire under Augustus Caesar. Napoleon's domestic policies gained the

popular support he demanded. But it was his military victories that mesmerized the French people. Napoleon realized the grand dream of Louis XIV -- the mastery of Europe. Between 1805 and 1807, Napoleon defeated Austria, Prussia and Russia becoming the virtual ruler of the Continent. He embraced his own "art of war" that stressed rapid offensive attack over defensive positions (similar to the German Blitzkrieg). Surprise and speed were essential ingredients. So too were efforts to confuse his opponents: he supplied newspapers with incorrect information, he launched secondary offenses and he sent dense screens of cavalry ahead of his marching columns. He wanted to both surprise and demoralize the enemy. His troops were amazing. They marched fifty miles in 36 hours during one campaign in Italy in 1796. They accomplished 275 miles in 23 days during the Austrian campaign in 1805. While he made every effort to humiliate and demoralize his enemy, Napoleon also understood the necessity of maintaining the morale of his own troops. So, he shared the dangers of war with his own men. He did not wait on a hill -- rather, he led the charge. An army based on honor, vanity and personal loyalty is difficult to overcome. Alexander, Augustus Caesar and Charlemagne were all aware of this. By 1810, Napoleon dominated nearly all of Europe. Belgium, vast territories of Germany, Holland, Italy, Westphalia and Spain had all been annexed. Napoleon's "Grand Empire" also included Austria, Prussia, Russia, Sweden and Denmark. While Napoleon and his armies were busy securing their military domination of Europe, Napoleon also set about to extend his reforms within France to other lands. His officials instituted the Code Napoleon, organized a corps of civil servants, opened careers to talent, and equalized taxes. Serfdom was abolished as were manorial dues and the courts of nobility. Freedom of religion was permitted, guilds were abolished, uniform systems of weights and measures were established, roads and canals were built, and secular education was promoted. Why did Napoleon bother? Well, his desire was efficient administration and the support of the conquered peoples (like the ancient Romans, Napoleon gave the people offers they could not refuse). In fact, most people of the conquered nations considered Napoleon to be their "great liberator." But there is another side to the story. Those lands which Napoleon conquered became satellite states which were exploited for the benefit, not of the Grand Empire, but for France. So, Napoleon had

a difficult task on his hands -- how to control such a vast territory of land? However, the real threat came not from the Continent, but from England, France's perpetual enemy. Between 1803 and 1805, Napoleon tried to invade the English but it was not to be. Instead, he instituted the CONTINENTAL SYSTEM which barred all countries under French control to trade with England. However, thanks to smuggling, piracy, and trade with the New World, England was able to thwart Napoleon's plan. Meanwhile, Napoleon had problems with Spain; Germany fought her own wars of liberation; and Napoleon's Russian campaign of 1812 came to be the beginning of the end. The Napoleonic wars came to an end in March 1814. Napoleon was removed as Emperor to the island of Elba and a Bourbon monarch returned to the French throne. Napoleon made one last ditch effort in 1815 -- his last 100 days, and then he was exiled to St. Helena, a small island hundreds of miles off the west coast of Africa. Napoleon died in 1821. Napoleon was a real man as well as a legend. It was Napoleon himself who helped to create this legend. He wrote his memoirs while exiled on St. Helena between 1815 and 1821. He tells us his aim was to defend the Revolution and consolidate its gains. He emerges as a champion of equality, a supporter of popular sovereignty, a destroyer of privilege and a lover of peace. According to Napoleon, his vision was to create a United States of Europe. He wanted to free Europe from tyranny, oppression and despotism. As we know full well, this never happened. However, he did help to consolidate many gains of the Revolution. But, such a view ignores the downside of Napoleon -- his repression of liberty, the general subversion of republicanism, and the oppression of conquered peoples. Historians would agree on two things about Napoleon. First, he was an extraordinary man, a self-made man. His drive, will, military genius and charisma made him a great man, a world historical figure, a man who made history. Machiavelli would have found Napoleon to be his perfect prince. Second, by spreading revolutionary ideals and institutions, Napoleon made it impossible for the restoration of the ancien regime. After Napoleon there was no turning back: feudalism was dead, society was secularized, the modern nation state replaced the dynastic state, and the bourgeoisie became the new class of privilege and status.

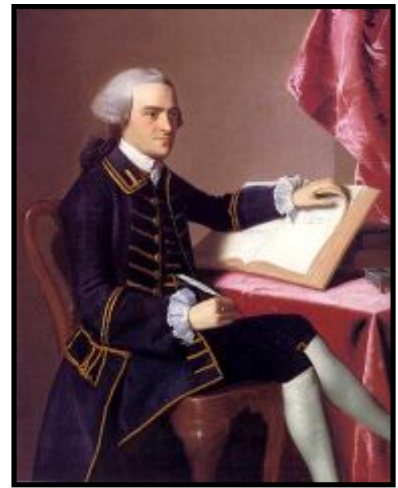
VII. The Declaration of Independence

The Want, Will and Hopes of the People.

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.



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, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object

the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. 1) He has refused his Assent to Laws, the most wholesome and necessary for the public good. 2) He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. 3) He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. 4) He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures. 5) He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people. 6) He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within. 7) He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands. 8) He has obstructed the Administration of Justice by refusing his Assent to Laws for establishing Judiciary Powers. 9) He has made Judges dependent on his Will alone for the tenure of their offices, and the amount and payment of their salaries. 10) He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people and eat out their substance. 11) He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. 12) He has affected to render the Military independent of and superior to the Civil Power. 13) He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation: For quartering large bodies of armed troops among us: For

protecting them, by a mock Trial from punishment for any Murders which they should commit on the Inhabitants of these States: For cutting off our Trade with all parts of the world: For imposing Taxes on us without our Consent: For depriving us in many cases, of the benefit of Trial by Jury: For transporting us beyond Seas to be tried for pretended offences: For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies For taking away our Charters, abolishing our most valuable Laws and altering fundamentally the Forms of our Governments: For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

14) He has abdicated Government here, by declaring us out of his Protection and waging War against us. 15) He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people. 16) He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation, and tyranny, already begun with circumstances of Cruelty & Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. 17) He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. 18) He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions. In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here.

We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

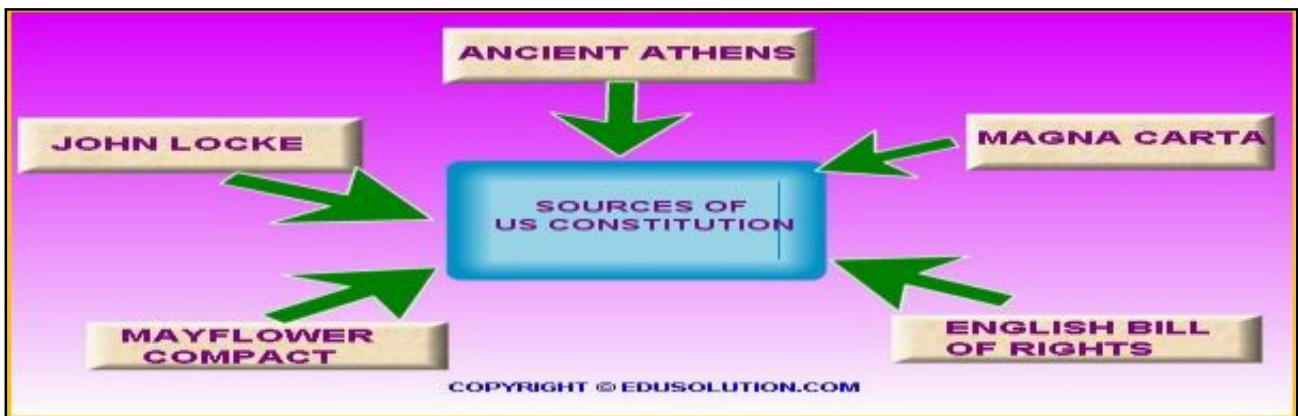
We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.— John Hancock

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton; Massachusetts: John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry; Rhode Island: Stephen Hopkins, William Ellery; Connecticut: Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott; New York: William Floyd, Philip Livingston, Francis Lewis, Lewis Morris; New Jersey: Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark; Pennsylvania: Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross; Delaware: Caesar Rodney, George Read, Thomas McKean; Maryland: Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton; Virginia: George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton; North Carolina: William Hooper, Joseph Hewes, John Penn; South Carolina: Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton; Georgia: Button Gwinnett, Lyman Hall, George Walton.

VIII. The United States Constitution

<http://www.law.cornell.edu/constitution/index.html>

http://www.law.cornell.edu/anncon/html/art1toc_user.html



Preamble ["We the people"]

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.



Article I [The Legislative Branch] Section 1 [Legislative Power Vested]

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives. **Section 2 [House of Representatives]** The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature. No person shall be a Representative who shall not have attained to the age of twenty five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen. Representatives and direct taxes shall be apportioned among the several states which may be included within this union, according to their respective numbers, which shall be determined by

adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other Persons. The actual Enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three. When vacancies happen in the Representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies. The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment. **Section 3** [*Senate*] The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years; and each Senator shall have one vote. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States and who shall not, when elected, be an inhabitant of that state for which he shall be chosen. The Vice President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided. The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice

President, or when he shall exercise the office of President of the United States. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no person shall be convicted without the concurrence of two thirds of the members present. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law. **Section 4** [*Elections of Senators and Representatives*] The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators. The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day. **Section 5** [*Rules of House and Senate*] Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide. Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member. Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal. Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting. **Section 6** [*Compensation and Privileges of Members*] The Senators and Representatives shall receive a compensation for their services, to be

ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time: and no person holding any office under the United States, shall be a member of either House during his continuance in office. **Section 7** [*Passage of Bills*] All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other Bills. Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate

and House of Representatives, according to the rules and limitations prescribed in the case of a bill. **Section 8** [*Scope of Legislative Power*]
The Congress shall have power to lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States; To borrow money on the credit of the United States; To regulate commerce with foreign nations, and among the several states, and with the Indian tribes; To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States; To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures; To provide for the punishment of counterfeiting the securities and current coin of the United States; To establish post offices and post roads; To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries; To constitute tribunals inferior to the Supreme Court; To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations; To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water; To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years; To provide and maintain a navy; To make rules for the government and regulation of the land and naval forces; To provide for calling forth the militia to execute the laws of the union, suppress insurrections and repel invasions; To provide for organizing, arming, and disciplining, the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress; To exercise exclusive legislation in all cases whatsoever, over such District (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in

which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings;--And To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or officer thereof. **Section 9** *[Limits on Legislative Power]* The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it. No bill of attainder or ex post facto Law shall be passed. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken. No tax or duty shall be laid on articles exported from any state. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another: nor shall vessels bound to, or from, one state, be obliged to enter, clear or pay duties in another. No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of receipts and expenditures of all public money shall be published from time to time. No title of nobility shall be granted by the United States: and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state. **Section 10** *[Limits on States]* No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility. No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing it's inspection laws: and the net produce of all duties and imposts, laid by any

state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress. _No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

Article II [The Presidency] Section 1 [Election, Installation, Removal]

The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice President, chosen for the same term, be elected, as follows: Each state shall appoint, in such manner as the Legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector. The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by States, the representation from each state having one vote; A quorum for this purpose shall consist of a member or members from two thirds of the states, and a

majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice President. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States. No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty five years, and been fourteen Years a resident within the United States. In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected. The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them. Before he enter on the execution of his office, he shall take the following oath or affirmation:--"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States." **Section 2** [*Presidential Power*] The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment. He shall have power, by and with

the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law: but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session. **Section 3** [*State of the Union, Receive Ambassadors, Laws Faithfully Executed, Commission Officers*] He shall from time to time give to the Congress information of the state of the union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States. **Section 4** [*Impeachment*] The President, Vice President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

Article III [*The Judiciary*] **Section 1** [*Judicial Power Vested*] The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behaviour, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office. **Section 2** [*Scope of Judicial Power*] The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or

which shall be made, under their authority;--to all cases affecting ambassadors, other public ministers and consuls;--to all cases of admiralty and maritime jurisdiction;--to controversies to which the United States shall be a party;--to controversies between two or more states;--between a state and citizens of another state;--between citizens of different states;--between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make. The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed. **Section 3 [Treason]** Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

Article IV [The States] Section 1 [Full Faith and Credit] Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof. **Section 2 [Privileges and Immunities, Extradiction, Fugitive Slaves]** The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states. A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the

executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime. No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due. **Section 3** [*Admission of States*] New states may be admitted by the Congress into this union; but no new states shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state. **Section 4** [*Guarantees to States*] The United States shall guarantee to every state in this union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

Article V [*The Amendment Process*] The Congress, whenever two thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several states, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

Article VI [*Legal Status of the Constitution*] All debts contracted and engagements entered into, before the adoption of this Constitution, shall be

as valid against the United States under this Constitution, as under the Confederation. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any State to the contrary notwithstanding. The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

Article VII [Ratification] The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same. Signers

Amendments to the US Constitution

(including the Bill of Rights – the first 10 Amendments, 1791)

Amendment I [Religion, Speech, Press, Assembly, Petition (1791)] Congress shall

make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II [Right to Bear Arms (1791)] A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III [Quartering of Troops (1791)] No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV [Search and Seizure (1791)] The right of the people to be secure in their persons, houses, papers, and effects, against



unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V [*Grand Jury, Double Jeopardy, Self-Incrimination, Due Process (1791)*] No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI [*Criminal Prosecutions - Jury Trial, Right to Confront and to Counsel (1791)*] In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII [*Common Law Suits - Jury Trial (1791)*] In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII [*Excess Bail or Fines, Cruel and Unusual Punishment (1791)*] Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX [*Non-Enumerated Rights (1791)*] The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X [*Rights Reserved to States (1791)*] The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Amendment XI [*Suits Against a State (1795)*] The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State.

Amendment XII [*Election of President and Vice-President (1804)*] The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate; The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; The person having the greatest Number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. The person having the greatest number of votes as Vice-President, shall be the

Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

Amendment XIII [*Abolition of Slavery (1865)*] 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. 2. Congress shall have power to enforce this article by appropriate legislation.

Amendment XIV [*Privileges and Immunities, Due Process, Equal Protection, Apportionment of Representatives, Civil War Disqualification and Debt (1868)*] 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State. 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-

President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability. 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void. 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment XV [Rights Not to Be Denied on Account of Race (1870)] 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XVI [Income Tax (1913)] The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

Amendment XVII [Election of Senators (1913)] The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures. When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the

executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct. This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

Amendment XVIII [Prohibition (1919)] 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited. 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation. 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XIX [Women's Right to Vote (1920)] The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate legislation.

Amendment XX [Presidential Term and Succession (1933)] 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin. 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day. 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act

as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified. 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them. 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article. 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission.

Amendment XXI [Repeal of Prohibition (1933)] 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed. 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited. 3. The article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

Amendment XXII [Two Term Limit on President (1951)] 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President, when this Article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term. 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of

the several States within seven years from the date of its submission to the States by the Congress.

Amendment XXIII [Presidential Vote in D.C. (1961)] 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment. 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXIV [Poll Tax (1964)] 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax. 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXV [Presidential Succession (1967)] 1. In case of the removal of the President from office or of his death or resignation, the Vice President shall become President. 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress. 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President. 4. Whenever the Vice President and a majority of either the principal officers of the executive departments

or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President. Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty eight hours for that purpose if not in session. If the Congress, within twenty one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty one days after Congress is required to assemble, determines by two thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office.

Amendment XXVI [Right to Vote at Age 18 (1971)] 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age. 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment XXVII [Compensation of Members of Congress (1992)] No law, varying the compensation for the services of the Senators and Representatives, shall take effect, until an election of Representatives shall have intervened.

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Short overview of what you should know for your final exam about the legal documents of the past presented in this educational resource:

Nº	Document	Date	Country	What to know
1	Hammurabi`s Code of Law	About 1792 - 1750	Ancient Babylon, Mesopotamia	1) The legal document by name; 2) The Creator/ Initiator of the Law; 3) The Date of birth of the Law; 4) The Historical Environment /The causes for creation of the Law; 5) Main Principles of the Law; 6) Main issues raised in the Law; 7) Practical Application; 8) Significance for the World community and history of Law
2	Magna Carta	1215	Early England	As listed in the cell 1 above
3	Petition of right	1628	Early England	As listed in the cell 1 above
4	Habeas Corpus Act	1679	Early England	As listed in the cell 1 above
5	The Bill of Rights	1689	Early England	As listed in the cell 1 above
6	Napoleon`s Code of Law	1804	France	As listed in the cell 1 above
7	The Declaration of Independence	1776	USA	As listed in the cell 1 above
8	The US Constitution	1789	USA	As listed in the cell 1 above
9	The Bill of Rights	1791	USA	As listed in the cell 1 above



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Автор ряда монографий, учебно-методических и учебных пособий, посвящённых теории и практике применения современных инновационных технологий в обучении иностранным языкам в вузе, формированию конкурентоспособного специалиста – выпускника высшей профессиональной школы.

Научные направления и интересы: Зарубежная и сравнительная педагогика. Инновационные образовательные технологии в обучении иностранным языкам в вузе. Международная образовательная интеграция и формирование конкурентоспособного специалиста. Межкультурная коммуникация. Россия в Болонском процессе: позитивный опыт, проблемы и пути их решения. Европейский портфель студента. Компьютерные и Интернет технологии обучения иностранным языкам в вузе. Мультимедийные средства обучения иностранным языкам в вузе. Дистанционное обучение в вузе.

**Вопросы по организации учебной работы по данному пособию можно присылать по электронному адресу: aina_kazan@live.ru
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