

## America's Constitutions

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Fall-Winter 2006

### Take Home Exam

The purpose of the take home exam is to induce some thought about some of the main themes of the course. It attempts to determine whether you understand the key concepts and tools developed in the course and also whether you can use the tools and historical resources to go a bit beyond the lectures.

You have one week to complete the exam. Grades will be based on the accuracy and depth of understanding demonstrated in your answers. It will take a few hours to answer the exam questions completely, but it should not take more than half a day. Your entire exam should be about TEN 12pt, 1.5 spaced, A4 pages in length.

The exams should be e-mailed to my "gmu" e-mail address at the end of the week in pdf or doc format. It may also be submitted in hard copy to me at the University. Your e-note should include "US constitutions exam" in the header. You are free to use the text books, the Internet, and class notes as resources, but not your classmates or other professors.

### Questions

*I (25 points, one paragraph each) Identify and briefly discuss the constitutional relevance of:*

- (i) Mayflower Compact
- (ii) Bill of Rights
- (iii) Madison vs. Marbury
- (iv) Emancipation Proclamation
- (v) Brown vs. Board of Education.

*II (25 points, 1-2 pages) The Demand for Labor, Mobility, and Colonial Governance*

The English colonies in North America needed to attract immigrants to prosper. Discuss the role that economic opportunities and colonial governance played in the process of attracting immigrants. Explain (i) why colonial elites were willing to create popularly elected chambers of government with veto power over taxes and legislation, (ii) how that veto power may have influenced decisions to emigrate to a particular parliament, and (iii) why such institutions may have contributed to prosperity and tolerance within the colonies.

*III (25 points, 2-3 pages) Choosing a National Constitution*

After the Revolutionary War, the treaty organization (Continental Congress) used during the war was found to be inadequate for national governance--both by political elites and by voters. (i) Discuss a few of the failings of the *Articles of Confederation*. (ii) The new architecture for governance proposed in 1789 seems to be largely based on that of the pre-Revolutionary colonial governments. Discuss the validity of this claim, by noting similarities and differences. (iii) The new constitution was not simply agreed to by political elites, but was discussed and voted on (indirectly) by the state voters. Explain the process of ratification and (iv) discuss advantages of having a direct vote on major constitutional reforms.

*IV (25 points, 2-3 pages) Industrialization and Democracy*

In the late 19th and early 20th century, the United States went through a rapid period of industrialization, accompanied by significant constitutional reforms. Discuss (i) the links between political and economic liberalism and (ii) the connection between ideas and constitutional reform within representative governments. Discuss (iii) the effects of the progressive constitutional amendments (the 16-19th amendments) and (iv) the extent to which these and other constitutional reforms may be regarded as "liberal" reforms.