

SW 823: Comparative Cross National Analyses of Social Service Systems
Fall 2014

Tuesdays, 2:00 p.m. to 5:00 p.m.
Room 1794 SSWB
School of Social Work Building

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Course Description

This course focuses on exploring and applying a structure for the comparative cross-national study of social services. It is intended to provide a common basis for developing comparisons and providing students with the opportunity to explore how a particular area of social services has developed and been implemented in a country of their choosing. The course will start with an exploration of the parameters for understanding and comparing national approaches to social services. These parameters include, but are not limited to, the resources/wealth of a country, the role of national/local government, cross-national influences, and the relevant religious and societal values in a country. In developing comparative perspectives on the realities of social service provision, emphasis will be placed on understanding challenges of implementation and gaps between policies and practice. Examples of social service areas that students will be encouraged to pursue include income security, protecting vulnerable populations, criminal justice, child care/adoption, health care, disability policy, and employment/labor rights.

Course Objectives

Upon successful completion of the course, students will be able to:

1. Describe the elements of social service systems and how social, economic, and political factors impact their development in nations.
2. Identify and describe the salient features that influence the operations of social service systems.
3. Describe and critically analyze an area of social service within its national context.

Relationship of the Course to Four Curricular Themes

1. *Multiculturalism and Diversity.* This course will seek to identify how the cultural or experiential situation of a nation impacts development and implementation of social welfare/social service policies and practices.
2. *Social Justice and Social Change.* The course critically analyzes how the social service systems reflect and impact social justice and social change within a country, with an

emphasis on stages of development, resource availability, historical experience, ideology, and cultural traditions.

3. *Promotion, Prevention, Treatment, and Rehabilitation.* The course will examine how promotion, prevention, treatment, and rehabilitation are a part of the social services in different countries.
4. *Behavioral and Social Science Research.* Analytic frameworks drawn from behavioral and social science literature and research are a part of the development and application of the comparative framework.

Student Support Services

Writing Assistance. The University of Michigan offers a variety of resources for assisting students in professional and academic writing. The Sweetland Writing Center is one such resource. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. SWC is located at 1310 North Quad (corner of W. Washington and State St.) You can register with them on line and schedule an appointment:

Website: <http://www.lsa.umich.edu/sweetland/>

Tutoring and writing assistance for social work courses is also available in Career Services.

Contact: <http://ssw.umich.edu/writing-help>

Another resource for students for whom English is not their first language is the English Language Institute: <http://www.lsa.umich.edu/eli>

Students with Disabilities. The School of Social Work has policies and services to provide equitable educational opportunities for students with documented disabilities in all programs and activities. Students with disabilities who require academic adjustments are encouraged to contact their instructors at the beginning of the semester to discuss their specific needs.

To find out more about services, register for services, or volunteer as a reader, note taker, or tutor, contact the University's Services for Students with Disabilities, G664 Haven Hall, Ann Arbor, MI 48109-1045, 734-763-3000. Hours are 8 a.m. to 5 p.m. Monday through Friday. Students with disabilities may also contact Nyshourn Price-Reed, LMSW (ndp@umich.edu) or Lauren Davis, LLMSW (laurdavi@umich.edu) at the School of Social Work, 734-936-0961.

Health and wellness services. Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates, Lauren Davis or Nyshourn Price-Reed, listed above.

Course Requirements

The following are course requirements. If students have special needs or circumstances that would interfere with their ability to complete these requirements, they should contact the instructor so that suitable accommodations can be arranged.

Class attendance and preparation

Students are expected to attend and to be prepared to take part in each class session. Attendance is important to keep up with course work. It is the student's responsibility to get materials, handouts, or class notes from one of your classmates if you are not in class. Late arrival to class is disruptive and should be avoided.

Regular attention to news sources

Examples of social policy issues in the United States and other countries are constantly coming up in the news. The best way to sharpen your understanding of current policy issues is to be a critical consumer of news. The traditional way to keep current on policy issues is to regularly read a major national newspaper. The New York Times and Wall Street Journal, which both have a strong web-presence (and hard-copy delivery locally) are excellent sources. Their news accounts are generally considered reliable, although their editorial or opinion pieces reflect a particular orientation. The online versions of these papers, and others, such as the Washington Post and the Los Angeles Times, provide good sources of traditional news coverage.

Broadcast news sources, such as daily news shows and specials, such as Washington Week in Review, Meet the Press, and Nightline, provide another useful source of information. The Newshour on Public Television, which covers top national stories, is an excellent weekday source of more in-depth discussion of emerging policy issues.

The proliferation of cable news/commentary, as well as the overwhelming number of online news shows, news aggregators, and blogs, reinforces the importance of critically assessing sources.

Students are encouraged to identify and bring to the class's attention news report related to social policy or social services issues relevant to the course.

Written Assignments

1. Responses to reading assignments

(Due on the Sunday before the relevant class)

There are short written assignments that are due before most classes. The majority are reflections on points that struck you as significant in the readings, their relevance to your thinking about social services and/or social policy. In a few cases, the assignment addresses specific applications of the readings. They are submitted through Ctools.

2. Social welfare profile of a target country

(Due: Monday, October 27)

Each student will select a country for study and prepare a 5-10 page paper describing the characteristics of that country, highlighting factors that are most relevant for understanding their overall social services/social welfare situation, such as resources/level of development, socio-cultural background (e.g., history, religion, traditions, and external relations), demographics/heterogeneity, and ideology).

3. Strategy for examining a social welfare or social service area within the target country.

(Due: Friday, December 12)

Delving deeper into the target country, each student will define a social service or social welfare area for further exploration. For example, the focus could be income maintenance programs, services for children/elderly, physical or behavioral health interventions, work-related programs, or other areas of the student's interest. The paper will focus on why this is an important issue for that country, what materials/resources appear to be available for studying this topic in the target country, and what other information would be needed to undertake this analysis. Note that the extent to which this paper actually analyzes the program/policy area will depend upon available information. To the extent that this information is unavailable, the paper should address the kinds of information that is needed and how such an analysis would be undertaken.

General expectations for written work

Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to proof-read your work before turning it in.

Plagiarism – presenting another's words or ideas as your own – is a serious violation of academic integrity and can be grounds for failure on an assignment and other disciplinary action as described under the School's policies on academic misconduct. More information about the School's policy can be found at on the website:

<http://www.ssw.umich.edu/studentGuide/2011/page.html?section=12&volume=1>

Grading

The criteria used for each letter grade are:

- A** Demonstration of a level of critical analysis, creativity and/or complexity in completion of the assignment that clearly exceeds expectations for the assignment or the course
- B** Mastery of subject content at level of expected competency at the graduate level – fully meeting course expectations
- C** Demonstrates some understanding of subject content, but improvement is needed

- to have mastery of the subject matter
- E** Student does not demonstrate sufficient understanding of course material to receive course credit

Pluses (+) or minuses (-) indicate gradations above or below the level indicated by the grade.

All grading has a subjective element. If, after you read my feedback, you have questions about your grade, please feel free to see me about them.

Assignments are due on the date specified. If you have schedule conflicts with one of the due dates, please see me ahead of time. If you have any special needs with respect to religious observances, health, disability, or other concerns that may affect your fulfillment of any course requirements, please see me individually.

The final grade for the class will be determined based on the following:

Class preparation and short written assignments	30%
Social welfare profile of a target country	30%
Examining a social welfare or social service area within the target country	40%

Course Materials

There is no required text. The readings will be available through Ctools. In addition, Internet-based and other class resources may be suggested.

A word of caution about ideological orientation/biases in Internet sources—particularly regarding cross-national policy analysis. It is best to use peer-reviewed materials (e.g., journal articles) or original historical materials for primary source material for your research. Government web sites may also be used as primary sources. If you use research published by research organizations (“think tanks”), try to balance their analyses with reports from other institutions with different political or ideological perspectives. When citing a website, be sure to fully spell out the website address (URL) and the download date so that the reader can find the page you used.

Course Outline

Part I. Social Service Systems—Definitions and Comparative Perspectives

Session 1--Sept. 2 Introduction to course and initial discussion of social policy frameworks

- a. Domains of social policy, unintended consequences, and possible responses
 - Minder, Raphael, Despite high unemployment, Portugal looks far afield for workers. *New York Times*, June 28, 2014
 - Belluck, P. Coverage for end-of-life talks gaining ground. *New York Times*, August 31, 2014

Session 2—Sept. 9 Overview of social welfare/social policy in the United States and bases for international comparisons

- a. Historical perspective social support/ services in the United States and discussion of domains of social services/support

Reisch, M. (2014). U.S. social policy and social welfare: A historical overview. Chapter 2 in Reisch, M. (Ed.) *Social Policy and Social Justice*. Thousand Oaks, CA: Sage.

- b. Current U.S. social security system

U.S. Social Security Administration, *Social Security Programs throughout the World: The Americas, 2013—United States of America*; downloaded from <http://ssa.gov/policy/docs/progdesc/ssptw/2012-2013/americas/index.html>

Assignment for Session 2: Personal encounter with a social policy or social program

Think about how a social welfare program or policy has impacted you, your family, or someone else with whom you are close. Submit a one-two page summary of the issue, how it affected the individual/family, and what issues in the policy seem to reflect its national context. Please indicate if you would not like this example discussed in the class.

This assignment should be submitted through the course Ctools site by the end of the day on Sunday, September 7.

Session 3 Sept. 16 Commonalities and differences between national systems

- a. Analytic perspectives on social welfare systems (Esping-Andersen's "Three Worlds of Welfare Capitalism" and Titmuss' "social division of welfare")

Esping-Andersen, G. (1999). *Social Foundations of Postindustrial Economies*. New York: Oxford University Press, chapter 5.

Mann, K. (2008). Remembering and rethinking the social divisions of welfare: 50 years on. *Journal of Social Policy*, 38, 1, 1-18.

Garfinkel, I., Rainwater, L., & Smeeding, T. (2010). *Wealth and Welfare States: Is America a Laggard or Leader?* New York: Oxford University Press, chapter 1.

- b. Comparing countries

U.S. Social Security Administration. (August 2012). *Social Security Programs Throughout the World* (various regions). Washington, DC: Office of Research, Evaluation, and Statistics, pp. 1-24.

The summaries for Europe, Africa, Asia, and the Americas are on Ctools. The narrative introductions are all similar; the tables displaying provisions in the individual countries are grouped presented in their respective regions.

Assignment for Session 3: Key country characteristics relevant to their social welfare system

For a country of your choosing, review characteristics relevant to social welfare/social services.

U.S. Social Security Administration's Social Security Programs Throughout the World:

<http://www.ssa.gov/policy/docs/progdesc/ssptw/>

CIA World Factbook:

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Select 2-5 characteristics of the country and indicate how you feel they would impact the social services/social welfare programs in that country.

Session 4--Sept. 23 Political contexts and "American exceptionalism"

a. Views of the role of government and market mechanisms

Hayek, F. (1945). *The Road to Serfdom* (condensed version, written for *Readers Digest* and approved by the F. Hayek). This version also includes an illustrated version, which was distributed by General Motors Corporation.

Skim introductory material

Condensed text, pp. 31-62

Extremely condensed text with graphics (pp. 63-81)

Block, Fred. (2001). Introduction (pp. XVIII-XXXVIII) to Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our Time*. Boston: Beacon Press.

b. Ideology, politics, and social welfare policy

Hacker, J.S. & Pierson, P. (March 2005). Abandoning the middle: The Bush tax cuts and the limits of democratic control. *Perspectives on Politics*, 3, 1: 33-53.

Toobin, J. (2014). The absolutist: Ted Cruz is an unyielding debater—and the far right's most formidable advocate. *The New Yorker*, June 20, 2014.

Grewal, D. (2012). How wealth reduces compassion. *Scientific American* [<http://www.scientificamerican.com/article.cfm?id=how-wealth-reduces-compassion>]

(o) Allan, J.P. & Scruggs, L. (July 2004). Political partisanship and welfare state reform in advanced industrial societies. *American Journal of Political Science* 48, 3, 496-512.

(o) Bartels, L.M. (March 2005). Homer gets a tax cut: Inequality and public policy in the American mind. *Perspectives on Politics*, 3, 1: 15-31.

(o) Piff, P.K., Stancato, D.M., Côté, S., Mendoza-Denton, R. & Keltner, D. (March 2012). Higher social class predicts increased unethical behavior. *PNAS*, 10, 11: 4086 -4091.

c. The idea of *American exceptionalism*

Ceasar, J.W. (2012). The origins and character of American exceptionalism. *American Political Thought*, 1, 1-25.

- (o) Ferrie, J. P. (2005). The end of American exceptionalism? Mobility in the United States since 1850. *Journal of Economic Perspectives* 19, 3: 199-215.

Assignment for Session 4: Reflections on one of the areas of readings

Select one of the set of readings (a, b, or c). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

Part II. Specific Policy Areas within the Social Welfare Domains

Session 5 --Sept. 30 Basic Support/Services: Poverty and income support

a. Poverty in the U.S.

U.S. Census Bureau. (September 2013). Poverty: 2000-2012. *American Community Survey Briefs*.

Shaefer, H.L. & Edin, K (2013). Rising extreme poverty in the United States and the response of Federal means-tested transfer programs. *Social Service Review* 87, 2, 250-268.

b. Poverty internationally and non-contributory assistance/transfers

World Bank (2013). The state of the poor: Where are the poor and where are they the poorest?

http://www.worldbank.org/content/dam/Worldbank/document/State_of_the_poor_paper_April17.pdf

World Bank. (2014). *The State of Social Safety Nets, 2014*. Washington, DC: World Bank—Executive Summary (pp. XIII-XV) and pp. 1-36.

Assignment for Session 5: Is poverty increasing or decreasing?

Use the Census Bureau, Poverty 2000-2010 and World Bank, The State of the Poor to respond to the question about whether poverty is increasing or decreasing in the U.S. and the world. Feel free to comment on the data, definitions, etc.

Session 6 --Oct. 7 – Basic Support/Services: Economic causes/responses to poverty

a. Changes in the nature of jobs

Auter, D. (April 2010). The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings. Washington: The

Center for American Progress and the Hamilton Project (Brookings Institution).

(o) Eurofound. (2014). *Drivers of recent job polarisation and upgrading in Europe: European Jobs Monitor*. Luxembourg: Publications Office of the European Union

Schmitt, J. & Mitukiewicz, A. (November 2011). *Politics Matter: Changes in Unionization Rates in Rich Countries, 1960-2010*. Washington, DC: Center for Economic and Policy Research.

b. Globalization of industry and impacts on jobs/national economies

World Bank. (2014). *Doing Business 2014*. Washington, DC: International Bank for Reconstruction and Development/The World Bank.

pp. 1-19 (Overview)

pp. 118-122 (Annex: Employing Workers)

(o) Economist Intelligence Unit. (2014). *Business Environment Rankings: Which Country is Best to Do Business In?* www.eiu.com

Bivens, J., Gould, E., Mishel, L. & Shierholz, H. (2014). *Raising America's Pay: Why It's Our Central Economic Policy Challenge*. Washington, DC: Economic Policy Institute, pp. 68-70 – Appendix: “Why globalization is affected by policy and does not make it impossible to generate wage growth for Americans workers.”

c. Microfinance as an anti-poverty strategy

Beaudry, S. (Golden Institute). *Microfinance: A Guide for Grantmakers*. San Francisco: Grantmakers Without Borders.

(o) Odell, K. *Measuring the Impact of Microfinance*. Washington, DC: Grameen Foundation.

(o) Banerjee, A.V. & Duflo, E. (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York: Public Affairs
Chapter 7: “The Men from Kabul and the Eunuchs of India: The (Not So) Simple Economics of Lending to the Poor

Assignment for Session 6: Reflections on one of the areas of readings

Select one of the set of readings (a, b, or c). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

[Fall break—no class on Oct. 14]

Session 7--Oct. 21

Basic Support/Services: Health care

- a. Comparative health care systems—impacts of market-based services
- Davis, K, Stremikis, K, Squires, D. & Schoen, C. (2014). *Mirror, Mirror on the Wall: How the Performance of the U.S. Health Care System Compares Internationally*. New York: The Commonwealth Fund.
- World Health Organization. 2010. World Health Report: Health Systems Financial: The Path to Universal Coverage. Executive Summary
- (o) Squires, D. A. (2012). Explaining High Health Care Spending in the United States: An International Comparison of Supply, Utilization, Prices, and Quality. New York: The Commonwealth Fund.
- Hayden, M.D. (March 31, 2014). To be poor and sick in India. *New York Times*.
- b. Treatments covered—cost, effectiveness, and values
- Weale, A. (1998). Rationing health care (Editorial). *British Medical Journal*, 316, 410.
- Tunis, S.R. & Kang, J.L. (2001). Improvements in Medicare coverage of new technology. *Health Affairs*, 20, 5: 83-85.
- (o) Foote, S.B. (2002). Why Medicare cannot promulgate a national coverage rule: A case of *Regula Mortis*. *Journal of Health Politics, Policy and Law*, 25, 5, 707-730.
- Unicef. (2013). *Female Genital Mutilation/Cutting*. New York: United Nations. Pp. 2-13 and Section 6. What are the prevailing attitudes towards FGM/C? (pp. 52-73)—scan/read other parts of the report.

Assignment for Session 7: Reflections on one of the areas of readings

Select one of the set of readings (a or b). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

Session 8—Oct. 28

Care for Vulnerable Groups: children and the aged

- a. Policies for assisting with care
- Bettio, F. and Plantenga, J. (March 2004). Comparing care regimes in Europe. *Feminist Economics*, 10, 1: 85-113
- Fagnani, J. (2012). Recent reforms in childcare and family policies in France and Germany: What was at stake? *Children and Youth Services Review* 34: 509-516.

b. Foster care and adoption

- George, S., VanOudenhoven, N. & Wazir, R. (2003). Foster care beyond the crossroads: Lessons from an international comparative analysis. *Childhood*, 10, 3: 343-361
- Thompson, G. (February 2, 2010). Case stokes Haiti's fear for children and itself. *New York Times*.
- Hague Conference on Private International Law. *Convention on Protection of Children and Co-operation in Respect of Intercountry Adoption* (concluded 29 May 1993).
- U.S. Department of State (Bureau of Consular Affairs). Understanding the Hague Convention. 2 pp. [adoption.state.gov/hague_convention/overview.php—downloaded 8/15/2012]

Assignment for Session 8: Reflections on one of the areas of readings

Select one of the set of readings (a or b). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

Written assignment: Social welfare profile of a target country—due October 27.

Session 9—Nov. 4 Social Protection: Criminal justice/social protection

a. Cross-national incarceration rates

- Walmsley, R. (2013). *World Prison Population List* (9th edition). Essex, United Kingdom: International Centre for Prison Studies.
- Mauer, M. (2003). *Comparative International Rates of Incarceration: An Examination of Causes and Trends*. Washington, DC: The Sentencing Project.
- (o) Ruddell, R. (2005). Social disruption, state priorities, and minority threat: A cross-national study of imprisonment. *Punishment & Society*, 7, 1: 7-28.

b. Crime and punishment as reflecting and amplifying social stratification

- Pew Center on the States. (June 2012). *Time Served: The High Cost, Low Return of Longer Prison Terms*. Washington, DC: Pew Charitable Trusts.
- Wakefield, S. & Uggen, C. (2010). Incarceration and stratification. *American Review of Sociology* 36, 387-406
- Maschi, T. (2012). *Aging in the Criminal Justice System*. Washington, DC: CSWE.
- Steinberg, J. (2011). Crime prevention goes abroad: Policy transfer and policing in South Africa. *Theoretical Criminology*, 14, 4, 349-364.
- (o) Beck, A.J. & Johnson, C. (May 2012). *Sexual Victimization Reported by Former State Prisoners, 2008*. Washington, DC: Bureau of Justice Statistics.

c. Alternative conceptualizations of the penal system

Pratt, J. (2008). Scandinavian exceptionalism in an era of penal excess. *British Journal of Criminology* 48, 119-137.

Assignment for Session 9: Reflections on one of the areas of readings

Select one of the set of readings (a, b, or c). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

Session 10—Nov 11 [No formal class today]

Session 11—Nov 18 Social Protection: Social cohesion, equity and opportunity

a. Systematic advantages/disadvantages associated groups in the population

Banting, K. & Kymlicka, W. (2009). *Multiculturalism and the Welfare State*. New York: Oxford University Press,
Chapter 1: Banting & Kymlick, “Setting the context)
(o) Chapter 2: Banting, Johnston, Kymlicka, and Soroka, “Do multiculturalism policies erode the welfare state? An empirical analysis.

Weisskopf, T.E. (2004). *Affirmative Action in the United States and India: A Comparative Perspective*. New York: Routledge. Chapter 1: On the origins of positive discrimination policies in the US and India.

Desai, S. & Kulkarni, V. (2008). Changing educational inequalities in India in the context of affirmative action. *Demography* 45, 2, 245-270.

b. Communal violence

Messer, C.M. (2011). The Tulsa race riot of 1921: Toward an integrative theory of collective violence. *Journal of Social History*, 44, 4, 1217-1232.

(o) Bohlken, A.T. & Sergenti, E.J. (2010). Economic growth and ethnic violence: An empirical investigation of Hindu-Muslim riots in India. *Journal of Peace Research*, 57, 5, 1-12.

c. Policies to address disadvantages

Gibson, J.L. (2006). The contributions of truth to reconciliation: Lessons from South Africa. *The Journal of Conflict Resolution* 50, 3, 409-432.

View: *Where Truth Lies*, one-hour (or so) video about the Truth and Reconciliation process in South Africa (in Media Gallery on Ctools site).

Assignment for Session 11: Reflections on one of the areas of readings

Select one of the set of readings (a, b, or c). Describe the points that struck you as significant in those readings—their relevance to your thinking about social services and/or social policy. Suggest three questions for possible class discussion concerning the readings. Your submission should not be longer than two single-spaced pages.

Session 12—Nov 25 Social Protection: Employment policies and labor protections/labor rights

a. Labor standards as a human rights issue

International Labour Office. (2014). *World of Work Report 2014: Developing with Jobs*. Geneva: International Labour Office.

Executive Summary (pp. XIX-XXIII)

Labour and social protection institutions (pp. 85-107)

Bescond, D., Chataignier, A. & Mehran, F. (2003). Seven indicators to measure decent work: An international comparison. *International Labour Review*, H142, 179-212.

Greenhouse, S. (April 24, 2014). In Florida tomato fields, a penny buys progress. *New Work Times*

Warner, J. (April 20, 2014). To reduce inequality, start with families. *New Work Times*.

b. Challenges to implementing international standards

Review website of the International Labor Rights Forum (ILRF) in terms of what issues would be relevant for your target country

<http://www.laborrights.org/our-work>

Norfield, T. (2012). T-shirt economics: Labour in the Imperialist Economy. online Global Labour Column, edited by CSID (Corporate Strategy and Industrial Development).

[column.global-labour-university.org/2012/08/t-shirt-economics-labour-in-imperialist.html#more]

Assignment for Session 12: Labor rights—whose responsibility?

Decent wage levels and labor conditions are an issue in many countries. In what ways do governments, companies, and consumers impact labor conditions and what steps would you recommend (within the 2-page limit!).

Session 13-14—Dec. 2 & 9 Student presentations of projects

Final paper: Strategy for examining a social welfare or social service area within the target country—due December 12.