



**PADM 500 Introduction to Public Administration and Policy
Fall Semester, 2025**

Instructor: Elizabeth Pérez-Chiqués., Ph.D., Visiting Assistant Professor of Public Administration

Class Time: Thursdays, 6-8:45pm

Office Hours: Tuesdays 2pm-4pm and by appointment

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Course Overview

This seminar is an introductory-level graduate seminar introducing key concepts in public administration and policy. It is designed as an introduction to the Public Administration curriculum; to key elements in government, policymaking and implementation.

Thematic Blocks

The course will be structured into three thematic blocks, addressing both classical approaches to public policy as well as recent literature in the public administration field.

Block 1. Classical Approaches to Public Policy Theory

In the first block, we will examine foundational materials such as the public policy cycle and the *top-down* perspective in policy analysis. We will also discuss topics that invite critical reflection, such as the social construction of target populations and policy learning, which will be particularly relevant and evident in the following blocks.

Block 2. *Bottom-Up* Approaches, Street-Level Bureaucracies, and Implementation

In the second block, we will review the literature on the *bottom-up* approach in public policy analysis, as well as the “classic” literature on street-level bureaucracies. We will also explore recent contributions from the Global South on the implementation and everyday work of these bureaucracies, with special attention to studies that contextualize their interactions with citizens in these settings.

Block 3. Citizen Perspective

In the final block, we will analyze the perspective of citizens in their interactions with policies, programs, and public servants. While some topics from the previous block will be revisited, the emphasis will be on the citizen experience. Central themes will include administrative burdens and their effects, as well as other dimensions that influence the relationship between individuals and the State.

Class Structure

Each week will include a combination of assigned readings and, in some cases, other types of audiovisual material (e.g., blogs or podcasts). Students are expected to come prepared to actively participate in discussions about the material and its application to problems and concrete cases.

Most of the classes will be structured as follows: In the first half of class, the professor will deliver a lecture followed by a group discussion on the week's topics and materials. We will then have a short break. In the second half of the class, students will be working individually or in groups in critically applying course material to concrete cases or specific experiences, as well as making progressive advances in the development of the final class project. *Subject to agreement among course participants, we will be alternating between having in-person class (with some students connected in Zoom), and virtual class (with all students connected in Zoom). We will be having some guest speakers to class throughout the semester (to be announced).

Grading

Group or indivial in-class work	30%
Midterm	25%
Case study	35%
Case study presentation	10%

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62 F 59 points and below

Credit Hour Statement

This is a three credit-hour course. Class meets for one 2 hours and 45-minute session of direct instruction for fifteen weeks during the Fall 2025 semester. Please plan for a *minimum* of six hours of out-of-class work (or homework, study, assignment completion, and class preparation) each week.

Readings

Weekly required readings, including journal articles will be posted in Modules on UNM Canvas. You are expected to read them before the class meets for the week.

Schedule (*subject to changes)

Date	Readings and activities
August 21, 2025	<p>Introduction to the course Experiencing government class activity</p> <p>Reading: Cairney, P. (2025). Why perfect policy coherence is unattainable (and may be ill-advised). <i>Policy Sciences</i>, 1-24.</p> <p>https://apnews.com/article/albuquerque-dwi-police-corruption-probe-2c65c232e182e7e54aa12b71786922a0</p> <p>https://www.aclu-nm.org/en/news/how-albuquerque-traffic-stop-cost-me-everything</p>
BLOCK 1	Top-Down Perspective: Public Policy Cycle
August 28, 2025.	<p>Sabatier, P. A. (2019). The need for better theories. In <i>Theories of the Policy Process, Second Edition</i> (pp. 3-17). Routledge.</p> <p>Jann, W., & Wegrich, K. (2017). Theories of the Policy Cycle. In <i>Handbook of public policy analysis</i> (pp. 69-88). Routledge.</p>
September 4, 2025.	<p>Rocheftort, D. A., & Cobb, R. W. (1993). Problem definition, agenda access, and policy choice. <i>Policy Studies Journal</i>, 21(1), 56-71.</p> <p>Strach, P., Zuber, K., & Pérez-Chiqués, E. (2020). Why policies fail: the illusion of services in the opioid epidemic. <i>Journal of Health Politics, Policy and Law</i>, 45(2), 341-364.</p>
September 11, 2025.	<p>Bardach, E. 2000. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving.</p> <p>Howlett, M., & Mukherjee, I. (2018). Policy design and non-design—A continuum of formulation modalities. In <i>Routledge handbook of policy design</i> (pp. 305-315). Routledge.</p>
September 18, 2025.	<p>Jerolmack, Colin. 2008. "How Pigeons became Rats: The Cultural-Spatial Logic of Problem Animals." <i>Social Problems</i> 55(1): 72-94.</p> <p>Schneider, Anne, and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." <i>American Political Science Review</i> 87(2): 334-347.</p>

	Soss, Joe. "Lessons of Welfare: Policy Design, Political Learning, and Political Action." <i>American Political Science Review</i> 93, no. 2 (1999): 363-380.
BLOCK 2	Bottom-Up Perspective: The Implementors of Public Policies
September 25, 2025.	<p>Brodkin, Evelyn Z. "Implementation as policy politics." <i>Implementation and the policy process: Opening up the black box</i> (1990): 107-118.</p> <p>Lipsky, 1980, Chapter 2. Street-Level Bureaucrats as Policy Makers.</p> <p>Peeters, R., & Campos, S. A. (2023). Street-level bureaucracy in weak state institutions: a systematic review of the literature. <i>International Review of Administrative Sciences</i>, 89(4), 977-995.</p> <p>DeLeon, P., & DeLeon, L. (2002). What ever happened to policy implementation? An alternative approach. <i>Journal of public administration research and theory</i>, 12(4), 467-492.</p>
October 2, 2025.	<p>Riccucci, N. M. (Ed.). (2017). <i>Public personnel management: Current concerns, future challenges</i>. Routledge. Chapter 1.</p> <p>Pérez-Chiqués, Elizabeth, and Ellen V. Rubin. "Debasement of Merit: The Method and Experience of Political Discrimination by Public Employees in the Commonwealth of Puerto Rico." <i>Review of Public Personnel Administration</i> (2021): 0734371X211014948.</p> <p>Oliveros, V. (2021). Working for the machine: patronage jobs and political services in Argentina. <i>Comparative Politics</i>, 53(3), 381-427.</p> <p>Story, J., Lotta, G., & Tavares, G. M. (2023). (Mis) Led by an outsider: abusive supervision, disengagement, and silence in politicized bureaucracies. <i>Journal of Public Administration Research and Theory</i>, 33(4), 549-562.</p>
October 9, 2025.	<p>Kellough, J. E. (2025). The fragility of merit: Erosion of the foundation of public service under trump. <i>Review of Public Personnel Administration</i>, 45(1), 3-28.</p> <p>Moynihan, D. P. (2020). Populism and the deep state: The attack on public service under Trump. <i>Available at SSRN 3607309</i>.</p> <p>Bauer, M. W. (2024). Administrative responses to democratic backsliding: When is bureaucratic resistance justified? <i>Regulation & Governance</i>, 18(4), 1104-1117.</p> <p>González-Vázquez, A., Nieto-Morales, F., & Peeters, R. (2024). Parabureaucracy: The case of Mexico's "Servants of the Nation". <i>Governance</i>, 37, 41-60.</p>

October 16, 2025.	<p>Vega, R. A., & Maya, A. P. Operating at the Edge of Legality/Illegality: Systemic Corruption in Mexican Health Care.</p> <p>Meza, O., & Pérez-Chiqués, E. (2021). Corruption consolidation in local governments: A grounded analytical framework. <i>Public Administration</i>, 99(3), 530-546.</p> <p>Pérez-Chiqués, E., & Meza, O. (2021). Trust-based corruption networks: A comparative analysis of two municipal governments. <i>Governance</i>, 34(4), 1039-1056.</p> <p>Mungiu-Pippidi, Alina. "Corruption: Diagnosis and treatment." <i>Journal of Democracy</i> 17.3 (2006): 86-99.</p>
October 23, 2025.	Midterm
BLOCK 3	Citizen's Perspectives: Experiencing Public Policy
October 30, 2025.	<p>Moynihan, D., Herd, P., & Harvey, H. (2015). Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions. <i>Journal of Public Administration Research and Theory</i>, 25(1), 43-69.</p> <p>Zuber, K., Strach, P., & Pérez-Chiqués, E. (2024). Trickle-down burdens: The effect of provider burdens on clients' experience. <i>Journal of Public Administration Research and Theory</i>, 34(2), 224-237.</p> <p>Ray, V., Herd, P., & Moynihan, D. (2020). Racialized burdens: Applying racialized organization theory to the administrative state. <i>Journal of Public Administration Research and Theory</i>.</p>
November 6, 2025.	<p>Chudnovsky, M., & Peeters, R. (2021). A cascade of exclusion: Administrative burdens and access to citizenship in the case of Argentina's national identity document. <i>International Review of Administrative Sciences</i>, 0020852320984541.</p> <p>Kleizen, B., Van Dooren, W., MacCarthaigh, M., & Vanden Abbeele, C. (2025). Stuck in the waiting room: citizen experiences of administrative limbo in three European crises. <i>Journal of Public Administration Research and Theory</i>, muaf017.</p>
November 13, 2025.	<p>Nieto-Morales, F., Peeters, R., & Lotta, G. (2024). Burdens, bribes, and bureaucrats: the political economy of petty corruption and administrative burdens. <i>Journal of Public Administration Research and Theory</i>, 34(4), 481-497.</p> <p>Dincer and Johnston. <i>Corruption in America: A Fifty-Ring Circus</i>. (selected pages)</p>

November 20, 2025.	Closing Session: An Integrated Perspective In class work on case studies
Break	Rest and Enjoy
December 4, 2025.	Case study presentations
December 11, 2025.	Case study due on Canvas

Important matters:

Accommodations. UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact Accessibility Resource Center at arcsrvs@unm.edu or 505-277-3506.

UAP 2720 and 2740. Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek support and report incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must communicate reports of sexual harassment, sexual misconduct and sexual violence to Compliance, Ethics and Equal Opportunity. For more information, please see UAP 2720 and UAP 2740

Academic Dishonesty and Plagiarism Policy. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's Student Code of Conduct and UNM's policies on academic dishonesty.

Plagiarism. Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of something and are worried you may be

plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult UNM's Plagiarism Guidelines, the Pathfinder for UNM's Student Code of Conduct and the Dean of Student's Academic Integrity/Honesty for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.
- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.
- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Canvas.

Academic honesty and AI use

Responsible Learning and Academic Honesty: Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a Student Code of Conduct violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource

Acceptable uses of generative AI tools in this class are:

- Brainstorming ideas (like you would with Internet search engines such as Google or Bing)
- Finding information on your topic from sources you verify are credible (like you would with Internet search engines such as Google or Bing)
- Formatting tables with content/data that you provide
- Formatting your reference list to APA style

Unacceptable uses of generative AI tools in this class are:

- Impersonating you in classroom contexts (e.g., generating content that you share as your own)
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to use in or submit as assignments
- Relying solely on generative AI as an information source for any assignment or class activity

The creative process is an important part of your learning. Writing and designing can be difficult tasks, but once accomplished are very rewarding. Creating will reinforce the concepts you learn in this course, help you find your voice, and allow you to express yourself. AI tools, like other information sources, can help you create but can never, and should never, be used as a substitute for what can only come from you.

Classroom etiquette:

Title IX The basic rule is one of respect. The goal is to create a community where all feel free to participate in discussions and are open to the ideas and contributions of others. We should expect to disagree with each other on at least some issues of debate, but discussion and disagreement must be expressed in a manner that recognizes the dignity of all and is open to learning from other perspectives. Disrespectful language and/or behavior will not be tolerated.

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus. Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see:

<https://policy.unm.edu/university-policies/2000/2740.html>.

Support: LoboRESPECT Advocacy Center and the support services listed on its website, the Women's Resource Center and the LGBTQ Resource Center all offer confidential services and reporting.

Citizenship and/or Immigration Status: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.