

PADP 4200: Sustainability and Smart Cities
Spring 2026

Department of Public Administration & Policy
School of Public and International Affairs
University of Georgia

Instructor: Heewon Lee
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Class schedule: T TR 11:35AM – 12:55 PM
Class location: Baldwin Hall 202
Office hours: Tuesday 5-6pm or by appointment (in-person/virtual).

Course description and objectives

This course explores the institutions and physical infrastructure necessary for the successful governance and management of Sustainable and Smart Cities. The course focuses on three main aspects: 1) the meaning of sustainable and smart cities in research and practice, 2) the strategies, structure, managerial tools, and implementation processes for sustainable and smart cities, and 3) the ethical dimensions of equity, privacy, security, and quality of life. The course analyzes how these three aspects are part of the overall managerial challenge of developing sustainable and smart cities within technological, natural, societal, economic, and political systems.

Course Materials

Required readings and articles will be posted on ELC.

Assignments and Final Grade

Attendance and participation	10%
In Class activities	20%
Class presentation and discussion	
-presentation	10%
-discussion	10%
Quizzes	30%
Reading Memos	20%

Total:

100%

1. Attendance and participation

- I will call attendance **10** times randomly throughout the semester.
- You are allowed up to **two** unexcused absences without any penalty. However, starting with the third unexcused absence, a 1% deduction will be applied to your final grade for each additional unexcused absence.
- If you were absent for more than **5** class sessions throughout the semester, you will receive a **fails** grade in this course.
- You are expected to complete all required readings prior to class, actively engage in discussions with critical thinking, creative suggestions, and substantive questions, and link assigned materials to relevant debates in current events.
- Participation grade measures both a) making at least one meaningful verbal contribution to whole-class discussions and b) actively and meaningfully engaging in group activities.
- It is important to communicate respectfully with each other and refraining from using technologies for things that are not directly relevant to this course.

2. In class activities

- We will have in-class activities and each participation you may earn your grades based on your engagement and work.

3. Class presentation and discussion

1) Presentation

- Students will form groups at the beginning of the semester and pick one case they want to present. On the scheduled presentation days, one group will give a 30 minutes presentation on the assigned case.
- Presentation slides should be shared with the class **2** days prior to the presentation.
- Remember, you should not read aloud from your slides with a lot of text.
- What to include in the presentation:
 - Overview of the case
 - Define the conflicts/controversy
 - Identify how the case links to course materials for the week: be critical

2) Discussion

- When forming groups for presentations, non-presenting students will sign up to be the discussant. Each student should serve as discussant once throughout the semester. Each student are expected to raise discussion question in the class after the presentation.
- Each discussant should do research on the case, and write a 400-word discussion note. The note should include:

- Overview of the case
- Define the conflicts/ controversy
- Identify how the case links to course materials for the week
- Raise at least 1 discussion question(s) or discussion point(s) and provide brief answer.

4. Quizzes

- We will have 3 quizzes throughout the semester. One quiz will be online synchronous and two will be done in class.

5. Reading memos

- To be prepared for the in-class discussion, you are expected to write 4 reading memos. The memos are due Monday nights.
- Each memo should be 400 words on weekly readings. Summarize key questions, main findings, your thoughts and critics, and one discussion point.
- The memos will get full grades if you submit the memo AND participate in the discussion for that week.

Final grades

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale.

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

Course format

This course will follow a discussion/seminar format, which means that it is imperative that you come to class prepared to discuss the week's readings/viewings. Sharing your opinions, concerns, ideas, and thoughts i.e., class participation is a requirement for this course.

We will be using ELC and (when needed) Zoom to manage our course this semester. It is your responsibility to access readings/viewings on time and be prepared for class discussion.

Course Calendar

***Readings should be completed by the first day of each module.**

Week	Module	Readings*	Assignments
1 Jan 13 & 15	Introduction to Sustainable and Smart Cities	Syllabus	
2 Jan 20 & 22	Sustainable Infrastructure and Governments I · Sustainable infrastructure · Power generation	· Portney (2009). Sustainability in American cities: A comprehensive look at what cities are doing and why. <i>Toward sustainable communities: transition and transformations in environmental policy</i> , 227-254.	
3 Jan 27 & 29	Sustainable Infrastructure and Governments II · Sustainable infrastructure · Transportation	· Lee, Heewon, and Yixin Liu. 2024. "All Hands on Deck: The Role of Collaborative Platforms and Lead Organizations in Achieving Environmental Goals." <i>Journal of Public Administration Research and Theory</i> , March, muaeo06. · Case: Clean Transportation cases	
4 Feb 3 & 5	Smart City Technologies · Artificial intelligence · Internet of Things	· AI: Deloitte report · Young, M. M., Bullock, J. B., & Lecy, J. D. (2019). Artificial discretion as a tool of governance: a framework for understanding the impact of artificial intelligence on public administration. <i>Perspectives on Public Management and Governance</i> , 2(4), 301-313. · Case: Shotspotter	
5 Feb 10 & 12	Planning for Sustainable and Smart Cities I · Strategic planning overview · Needs assessment	· Boswell, M. R., Greve, A. I., & Seale, T. L. (2010). An assessment of the link between greenhouse gas emissions inventories and climate action plans. <i>Journal of the American planning association</i> , 76(4), 451-462. · ASEAN Smart City Planning Guidebook (p.1~33) · Case: Columbus SSC Application	
6 Feb 17 & 19	Planning for Sustainable and Smart Cities II · Strategic plan development	· Ji, H., & Darnall, N. (2018). All are not created equal: Assessing local governments' strategic approaches towards sustainability. <i>Public Management Review</i> , 20(1), 154–175. · Guidelines for SSC city action plan · ASEAN Smart City Planning Guidebook (p.34~)	
7 Feb 24 & 26	Implementing projects for Sustainable and Smart Cities	· Tian Tang and Hunter Hill. 2018. "Implementation and Impacts of Intergovernmental Grant Programs on Energy Efficiency in the USA." <i>Current Sustainable/Renewable</i>	

	<ul style="list-style-type: none"> · Project prioritization · Financing for infrastructure projects 	<p>Energy Reports 5 (1): 59–66. doi:10.1007/s40518-018-0097-5.</p> <ul style="list-style-type: none"> · Case: EPA project prioritization 	
8 Mar 5 & 7	Midterm	Quiz 1	
9 Mar 10 & 12	Spring Break		
10 Mar 17 & 19	Governance for Sustainable and Smart Cities I <ul style="list-style-type: none"> · Governance and collaboration overview · Different types of governance and coordination issues in sustainable and smart cities 	<ul style="list-style-type: none"> · Emerson, K., Nabatchi, T., & Balogh, S. (2012). An Integrative Framework for Collaborative Governance. <i>Journal of Public Administration Research and Theory</i>, 22(1), 1–29. https://doi.org/10.1093/jopart/muro11 · Clement, J., Manjon, M., & Crutzen, N. (2022). Factors for collaboration amongst smart city stakeholders: A local government perspective. <i>Government Information Quarterly</i>, 39(4), 101746. · Case: SSC Applications: partnerships 	
11 Mar 24 & 26	Governance for Sustainable and Smart Cities II <ul style="list-style-type: none"> · Citizen engagement and coproduction 	<ul style="list-style-type: none"> · Clark, Benjamin Y., Jeffrey L. Brudney, and Sung-Gheel Jang. 2013. “Coproduction of Government Services and the New Information Technology: Investigating the Distributional Biases.” <i>Public Administration Review</i> 73 (5): 687–701. · Case: Columbus SSC Application document, citizen engagement section 	
12 Mar 31 & Apr 2	Project work day		
13 Apr 7 & 9	Quiz 2	Quiz 2	
14 Apr 14 & 16	Performance Evaluation and Monitoring of Sustainable and Smart Cities	<ul style="list-style-type: none"> · Liu, Y., Lee, H., & Berry, F. (2023). How and When Democratic Values Matter: Challenging the Effectiveness-Centric Framework in Program Evaluation. <i>Public Performance & Management Review</i>, 46(4), 820–845. · OECD Smart cities measurement 	

		<ul style="list-style-type: none"> · Case: SSC Application documents, performance section 	
15 Apr 21 & 23	Equity · Environmental justice · Digital divide	<ul style="list-style-type: none"> · Orebaugh, A. (2022). Environmental Justice and Smart Cities. In Environmental Justice and Resiliency in an Age of Uncertainty (pp. 87-95). Routledge. · Case: Smart city plans · UN e-government survey chapter 4 	
16 Apr 30	Exam	Quiz 3 - Online	

Course Statements and Policies

Classroom expectations

These rules were collaboratively created by students.

- 1) Avoid Generalizations: Refrain from using statements like “you people” or “you always.”
- 2) No Piling On: Refrain from unproductive or excessive criticism of others’ ideas.
- 3) Respect Differences: Value differences in perspectives and experiences. Avoid shaming or making others feel excluded based on their differences.
- 4) Food Courtesy: Avoid bringing strongly scented food into the classroom.
- 5) Forum-style class: You do not need to raise your hands to speak. Be prepared to actively engage in discussions and share your ideas.
- 6) Respectful Exits: If you need to leave the classroom, do so quietly and without disrupting the class.
- 7) Childcare Flexibility: If you are in the position of having to choose between missing class to stay home with a child, occasionally bringing a child to class in order to cover gaps in care is acceptable as long as it is not a long term solution. Please sit near the door, and if the child becomes disruptive, step outside to address their needs before returning.
- 8) Snack Rule: If your phone rings during class, bring snacks for everyone next time.

Communication with Instructor

When sending an email, you can expect a response within 48 hours. Note that I may not respond on the weekend or holidays.

Use of Technology

Laptops and other electronic devices are welcome in class for note-taking and reviewing class materials. I ask you to silence your mobile devices so that you do not disrupt other students' learning.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Syllabus Policy

I reserve the right to update this syllabus as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through email.

Late work

Late assignments will be accepted up to 14 days after the deadline with a 10% penalty. If you make a late submission, it is your responsibility to inform me. Late submissions of group assignments will not be accepted. Late final papers will not be accepted, and no work will be accepted after the final exam week. Students are encouraged to consult with the instructor if they encounter unexpected or anticipated issues that may delay the submission of assignments, to arrange an alternate submission deadline.

Academic Honesty

Students are required to follow the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's Academic Honesty Policy. There you can also find more information about what counts as prohibited conduct.

Use of AI for Coursework

At UGA, the default rule for student use of AI on their coursework is that it is not permitted.

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

Preferred Names/Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Students with Disabilities

If you have a disability and would like to request specific accommodations, please notify the Office for Disability Services (<https://drc.uga.edu>) and your instructor as soon as possible. Documentation of a disability and our email exchanges are confidential.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

University's Religious Holidays Attendance Policy

Student absences due to religious holidays are addressed by the University's Religious Holidays Attendance Policy.

In accordance with that policy, approval of such absences will be granted only if the instructor receives written notice from the student at least one week in advance of the religious holiday. We will discuss to determine the conditions under which work will be made up when a student misses class or other academic obligations because of a religious holiday.

COVID-19 Protocols

Starting in 2022, UGA began to manage COVID-19 the same way as other infectious diseases. UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- Isolate for 7 days.
- If you have no symptoms and a negative test at the 7-day mark, you can leave isolation.
- Continue to wear a mask around others for 7 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you "...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19."