

Archer Center Washington Internship



Course Information

PSCI 4V76

Archer Center Washington Internship

Spring 2025

Class meets in person at the Archer Center

Professor Vanesa Browne & Professor Jose-Luis Davila Gonzalez

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Professor Contact Information

Professor **Vanesa Browne, JD**
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Phone 954-663-1234
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Professor **Jose-Luis Davila Gonzalez, MBA**
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Class Materials

The instructors may provide class materials that will be made available to all students registered for this class. These materials are intended to supplement the classroom experience through coaching conversations that encourage reflection. These materials may be downloaded during the course; however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Admission to the Archer Fellowship Program.

Course Overview

Work is love made visible (Kahlil Gibran)

The subtitle of this course is “**On Work: Values in Practice at Work.**” Student reflection on work and its meaning in life is the goal of this course. During the Internship course, students will develop their personal work philosophy and enhance their professional skillset through practical training and reflection on the philosophy and organizational psychology literature on work.

Academic credit for the course is based on completion of coursework that complements the student’s work in a full-time (32-40 hours a week) internship in a governmental or non-governmental organization based in Washington, D.C., or whose work includes federal policy. This internship work may be paid or unpaid.

Please note that the process of internship selection, support and professional development is managed by **Sally Lawrence, the Archer Center’s Associate Director of Professional Development and Employer Relations**. Outside of the Internship course, Sally will meet with students to provide training in professional development and support the internship agreement, assessment/review and other information requirements related to your internship. If you have any questions about your specific internship requirements and/or the working relationship with your internship supervisor, please reach out directly to Sally (slawrence@utsystem.edu).

Student Learning Objectives/Outcomes

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

- Identify their professional skillset across the six Archer Principles and articulate how these values emerge at work (Appreciation, Responsibility, Character, Humility, Empathy, and Respect)
- Articulate the values surrounding issues shaping work today including emerging technologies, generational workplace dynamics, and cross-cultural communication, as well as challenges working for or with the federal government and/or federal policy-making process
- Define their philosophy of work including:
 - What work means at this point in life
 - What values support that definition of work
 - Values that support approaches to dealing with moral or ethical problems in the workplace
 - Values supporting management and leadership principles

Required Textbooks and Materials

Required Texts

All course materials are provided or available for free over the Internet. Links to the materials are provided, or copies will be posted to the class eLearning site.

Required Materials

Access to a computer and reliable internet service.

eLearning

All course materials available on eLearning. All assignments, except where noted, should be submitted to eLearning. Login to your eLearning account [here](#).

Assignments & Academic Calendar

Debrief & Discuss

Over the course of the semester, you will meet with Professors Browne and Davila-Gonzalez in two joint sessions, one small-group session, and three individual coaching sessions.

The joint meetings will take place in person on **January 23** (Sidley Austin, 1501 K St. NW, 6:30-8:30 pm) and **April 28** (Archer Center, 6:30-9:30 pm).

The small group meetings will take place *virtually* on **January 29 and 30** between 6-9:00 pm. You will be assigned to a 4-person group and 50-minute time slot. The meeting will take place on Teams.

In addition to the group meetings, this course provides 3 individual (25-min) coaching sessions for students. These sessions are for the student to set the agenda to discuss issues of interest, their reflection on values and practice, and work-related issues. The sessions are scheduled between 6:30-9:30 pm ET and may be in-person or virtual. The first sessions meet on **Feb 5, 12, 13, 19**. The second sessions meet on **Feb 26, March 6, 12, 19**. The third sessions meet on **March 26, April 2, 9, 16**. All coaching sessions are required. If you are unable to meet your lecturer during your assigned meeting time, you're responsible for scheduling a mutually acceptable alternative time.

Class schedule

All meetings are at the Archer Center unless otherwise noted.

All classes & individual meetings are mandatory.

1. **1/23 (Thursday) 6:30-8:30 pm FULL CLASS** - Class introduction and discussion about leadership, Values at Work, and an interactive exercise to examine your personal values. *Pizza provided - Meet at Sidley Austin (1501 K St. NW).*
2. **1/29 (Wednesday), 1/30 (Thursday) 6-9:00 pm** - Small group check in with your lecturer. You will meet in 4-person groups for introductions, and discussion of the Philosophy of Work. These meetings will take place on Teams. Each session will last 50 minutes.
3. **2/5, 2/12, 2/13, 2/19 (6:30-9:30 pm)**: First INDIVIDUAL Coaching Session/Check In. 25 min sessions. At the Archer Center.
4. **2/26, 3/6, 3/12, 3/19 (6:30-9:30 pm)**: Second INDIVIDUAL Coaching Session/Check In. 25 min sessions. At the Archer Center. *Bring draft copy of your Philosophy of Work to discuss.*
5. **3/26, 4/2, 4/9, 4/16 (6:30-9:30 pm)**: Third INDIVIDUAL Coaching Session/Check In. 25 min sessions. At the Archer Center.
6. **4/28 (Monday) 6:30-9:30 pm**: FULL CLASS - Presentation of Philosophy of Work

Writing Assignments

Required (applies to all students). Your Philosophy of Work should be posted to eLearning by 11:59 p.m. (EDT) on the dates specified. Label the document as follows: LAST NAME First Name POW.docx

NOTE: SUBMIT DOCUMENT IN WORD ONLY. No pdf files.

Philosophy of Work

During this course, you will develop your **Philosophy of Work (POW)**. A philosophy of work is a 1-2 page statement of beliefs and values that guides your approach to your job, career, and work experience. It encompasses your attitudes towards work, the purpose of work, the meaning of success, and the role that work plays in your life. It can also include beliefs about the relationship between work and society, such as the importance of contributing to the greater good and the responsibility of businesses to operate ethically. Having a philosophy of work can help you make decisions about your career, find meaning and purpose in your work, and achieve a sense of satisfaction and fulfillment in your professional life. This is a statement that you can/should revise as you mature in your career. For this assignment, we want you to think about how you wish to incorporate the ARCHER principles into your work and professional life.

- **Due Feb. 25:** *DRAFT* outline of your Philosophy of Work. Bring this to your second coaching session to discuss.
- **Due April 21:** Final 1-2 page Philosophy of Work describing how you incorporate at least of three of the **six** Archer principles into your life. Your POW should reflect the lessons learned from your internship experience, panels and course materials. Please use 1.15 line spacing, Calibri 12-point font. Submit the document in Word (not pdf). Label the file "LAST NAME First Name POW".

Course Policies

Students are expected to meet the requirements of the office at which they have an internship, to meet all internship-related requirements of the Archer Program, and to conduct themselves according to University rules. Students must obtain permission from their internship supervisors to attend Archer Center events that conflict with regular internship working hours.

Workplace concerns/conflicts – Students are encouraged to discuss any workplace concerns or conflicts with **Professors Browne and Davila-Gonzalez**, and with **Sally Lawrence (Archer Center Associate Director, Professional Development and Employer Relations)**.

Grading Policy

Course and Instructor Policies

Students are expected to meet the requirements of the office at which they have an internship, to meet all internship-related requirements of the Archer Program, and to conduct themselves according to University rules.

Students should inform their internship supervisor at the beginning of the semester about Archer Center classes/events that conflict with regular internship working hours to ensure they can attend MANDATORY Archer classes/events.

Grading Policy

Midterm grades will be posted by **March 15**. Final grades will be reported to your home UT System institution by **May 21, 2025** and posted in accordance with their respective grade submission deadlines.

Final Grade

80% Internship work hours (minimum of 480 hours)
10% Attendance & Individual Coaching Sessions
10% Philosophy of Work

Grading Scale

A+ (98-100)	A (94-97)	A- (90-93)	B+ (88-89)	B (84-87)	B- (80-83)
C+ (78-79)	C (77-70)	D (60-69)	F (59 or lower)		

Note: UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professors.

Academic Calendar

Week 1 (1/20)

Personal reflection

Reading: [On Work](#) by Kahlil Gibran

1/23 (6:30-8:30 pm): FULL CLASS MEETING – Review of Class Requirements; discussion about Values & On Work: Values in Practice at Work seminar expectations. Be prepared to read aloud and discuss your reflection on *On Work. Mandatory (Pizza will be provided)*

Week 2 (1/27)

Appreciation

Recent research indicates that as many as 2/3rds of American workers feel their contributions are not appreciated at work leading to elevated levels of employee apathy and disengagement. During this week, *reflect on how you feel appreciated at work, when and how do you want to show appreciation to others at work, and how your workplace promotes (or does not) a culture of appreciation and gratitude.*

Readings: [“How Gratitude Can Transform Your Workplace”](#)

[“The Five Languages of Appreciation at Work”](#)

1/29 (6-9:00 pm) *Small Group* (4 students) *virtual* coaching session/check-in with students assigned to Prof. Browne & Prof. Davila-Gonzalez Schedule will be posted in eLearning. *Mandatory*

1/30 (6-9:00 pm) *Small Group* (4 students) *virtual* coaching session/check-in with students assigned to Prof. Browne & Prof. Davila-Gonzalez Schedule will be posted in eLearning. *Mandatory*

*These meetings will also include a discussion of the values exercise from the January 23 class.

Week 3 (2/3)

Responsibility

Working in or with the Federal government exemplifies the adage, “With great power comes great responsibility.” During this week, *reflect on the following questions:*

- *What is power? Is power something that is given, earned, or inherited? How do individuals or groups acquire power, and how do they maintain it?*
- *What are the limits of responsibility, and what happens when someone fails to live up to their responsibilities? What are the consequences, and who determines them?*
- *How do we ensure that those who hold power are held accountable, while also allowing them to exercise their power in productive and beneficial ways? What are the trade-offs involved in balancing power and responsibility?*

View: [Oppenheimer on the Atomic Bomb](#)

Barbara Jordan, [Watergate Articles of Impeachment](#)

2/5 (6:30-9:30 pm): *1st Individual coaching session/check-ins begin. Mandatory*

Week 4 (2/10)

Character

"...Always do the right thing for the right reason at the right time with the right people. [And] you will have no regrets for the rest of your life." - Allan McDonald

Character is a set of qualities that make up your moral and ethical values, including honesty, integrity, responsibility, respect, and empathy. Character is important in the workplace because it affects how employees interact with one another, how they approach their work, and how they make decisions. During this week reflect *on your values, your authentic self, and how you rely on your core values at work. Are your core values compatible with your workplace? What sacrifices are you willing to make for your values?*

Readings:

- [Remembering Allan McDonald: He Refused To Approve Challenger Launch, Exposed Cover-Up](#)
- [Hiram Bingham IV](#)

2/12, 2/13 (6:30-9:30 pm): *1st Individual coaching session/check-ins continue. Mandatory*

Week 5 (2/17)

Humility

In our contemporary political environment, we see no shortage of people with strong, unshakeable opinions. But, the [Dunning-Kruger effect](#) tells us that the more confident we are, the more likely we are wrong. At the same time, other research indicates we prefer to hire overly confident people. During this week, *reflect on how to balance intellectual humility with confidence. How do you avoid falling into the confidence trap when evaluating yourself and others at work?*

Reading: [What does Intellectual Humility Look Like](#)

View: [Why do so many Incompetent Men Become Leaders?](#)

2/19 (6:30-9:30 pm): *1st Individual coaching session/check-ins conclude. Mandatory*

Week 6 (2/24)

Empathy

The Great Resignation and Quiet Quitting are signs of dramatic discontent in the post-pandemic workforce. Underlying both phenomena is a discussion about the limits of empathy at work. During this week, *reflect on where you are on the work-to-live versus live-to-work debate. How do you balance your passion for your work with the need to take care of yourself, your family, and your friends? How do you communicate your boundaries to your colleagues while still showing you care about your work?*

Readings: [What to Know when Five Generations Share an Office](#)
[The Economics behind Quiet Quitting](#)

Assignment Due:

Feb. 25 - Draft outline of Philosophy of Work due in eLearning by 11:59 pm ET

2/26 (6:30-9:30 pm): *2nd Individual coaching session/check-ins begin. Mandatory*

Week 7 (3/3)

Respect

Respect in the workplace is essential for creating a healthy and productive work environment. It involves valuing diversity, listening actively, communicating effectively, being professional, upholding boundaries, and resolving conflicts constructively. Yet, some employees face additional hurdles at work, and some workplaces are structurally disrespectful. During this week, *reflect on how you show respect in the workplace. Is your workplace respectful towards all? What have you done, or will you do, when you encounter disrespect in the workplace?*

Readings: [Who Pays Tolls at Work and Who Cruises on an Open Highway](#)
[Bystander Intervention](#)

3/6 (6:30-9:30 pm): *2nd Individual coaching session/check-ins continue. Mandatory*

Week 8 (3/10)

Working in or with the Federal Government

During this week, reflect on your experiences working in or with the Federal Government. What have you learned? What surprised you? What changes would you make to how the government works if you could (based on your experiences)?

Reading: [Man in the Arena](#)

3/12 (6:30-9:30 pm): *2nd Individual coaching session/check-ins continue. Mandatory*

Week 9 (03/17)

Self-assessment

Based on this experience, where are your professional strengths and weaknesses? Moving forward would you like to work to master your strengths or address your weaknesses? What is your plan to do so?

Reading: [Personal SWOT Analysis](#)

3/19 (6:30-9:30 pm): *2nd Individual coaching session/check-ins conclude. Mandatory*

Week 10 (3/24) Week 14 (4/21)

Final Individual Coaching Sessions

3/26 (6:30-9:30 pm): *3rd Individual coaching session/check-ins begin. Mandatory*

Week 11 (3/31)

Final Individual Coaching Sessions

4/2 (6:30-9:30 pm): *3rd Individual coaching session/check-ins continue. Mandatory*

Week 12 (4/7)

Final Individual Coaching Sessions

4/9 (6:30-9:30 pm): *3rd Individual coaching session/check-ins continue. Mandatory*

Week 13 (4/14)

Final Individual Coaching Sessions

4/16 (6:30-9:30 pm): *3rd Individual coaching session/check-ins continue. Mandatory*

Week 14 (4/21)

Assignment due:

Apr. 21 - Post Philosophy of Work statement in eLearning by 11:59 pm ET.

- Submit in Word (not pdf)
- File name "LAST NAME First Name POW"
- 1.15 line spacing, Calibri 12-point font.

Week 15 (4/28)

LAST CLASS – April 28

6:30-9:30 pm at the Archer Center

FINAL DISCUSSION. Present your Philosophy of Work to the cohort. You can be creative in your presentation (e.g. poem, song, etc.), and may also work in groups to present.

Reading: [On Work](#) by Kahlil Gibran