



PSYC 370: The Art and Science of Mindfulness

Course Syllabus
Spring Semester 2027

Instructor: Eyal Rosenstreich, PhD

Credits: 3

Contact Hours: 45

Prerequisites: none

Class Meeting Days & Time: TBA

Office Hours: by appointment after a class or via Zoom (see Moodle site)

Course Type: Standard Course

Course Fee: NONE

Course Description

What does it mean to be mindful, and why has mindfulness become so influential in psychology, health, and personal development?

In this course, we will explore two major Western approaches to mindfulness: Ellen Langer's psychological mindfulness and Jon Kabat-Zinn's meditation-based practices. We will examine the science behind mindfulness, with a particular focus on cognitive neuroscience. We will also learn practical mindfulness techniques for self-improvement and explore how these techniques can be applied in therapeutic, educational, and organizational settings.

Learning Outcomes and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *identify* some changes in how Italians have eaten over the last three millennia (Weekly Quiz, Course Journal, Final Essay);
- *summarize* connections between Umbria's culinary past and larger themes in Italian and world history, with particular attention to the implications of race, gender & sexuality, religious faith, and class (Course Journal, Final Essay);
- *distinguish* between primary and secondary sources (Weekly Quiz, Course Journal, Final Essay);
- *analyze* different kinds of primary sources—texts, objects, and images—for their meaning (Final Presentation);
- *integrate* primary and secondary sources on the environmental, sociocultural, and economic factors in Italian food history into an argument (Final Essay).

Course Materials

Readings

A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

Assessment

Attendance	10%
One-On-One Prof Meeting	5%
Flipped Classroom Assignment	15%

Midterm Assignment	20%
Course Journal	10%
Research proposal	20%
Final Assignment	20%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

Attendance (10%)

Attendance is an essential part of this course. If you attend all the meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance..

Course Journal (10%)

Students will be introduced to various mindfulness techniques throughout the course and will be encouraged to practice these techniques outside the classroom. Students will use their course journal to reflect on their experiences with these practices, including their thoughts, difficulties, and observations. All reflective journal entries must be completed and submitted by Week 10. See the full prompt on Moodle for more information.

One-On-One Professor Meeting (5%)

Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It also might help for you to ask questions about the various assignments. In this course, you get 5% of your grade for coming one time before Week 11 to office hours.

Flipped Classroom Assignment (15%)

During the course, students will be asked to research, prepare, and teach one topic assigned by the professor. Students will work in teams of 2-3, with each team delivering a 20-30 minute presentation. The presentation should introduce the central concepts related to the topic, discuss one or two key studies in the field, and raise at least one critical question for discussion. The assignment will be graded based on depth and clarity only.

Midterm Assignment (20%)

The midterm will be held in class and will consist of a combination of open- and closed-ended questions. Students may use their notes and course materials during the assignment. The midterm is an individual assignment, and the use of AI tools or any form of collaboration is strictly prohibited. The assignment is designed to assess students' understanding of key concepts covered in the first half of the course and their ability to integrate and apply this knowledge accurately and independently.

Research Proposal (20%)

Students will be asked to submit a research proposal no later than Week 11. The assignment may be completed individually or in pairs. The proposed research should address an unanswered question in the field of mindfulness meditation. For example, students may examine how mindfulness reduces loneliness, or why findings regarding the effects of mindfulness on memory and attention have been inconsistent. The proposal should be two pages long and include a short introduction of up to half a page presenting the research problem and its relevance, supported by appropriate academic references; a research plan of up to one page describing the proposed sample, method, and procedure; and a section of up to half a page describing the expected results and discussing their possible meaning and implications. Students are encouraged to use AI platforms in preparing this assignment, in accordance with the guidelines presented in class. The proposal will be assessed based on clarity (10%), innovation (20%), methodological robustness (30%), use of academic sources (20%), and feasibility of the proposed research (20%).

Final Assignment (20%)

The final assignment is a take-home assignment composed of several open-ended questions. Students will be expected to demonstrate a comprehensive understanding of the course material, including both lectures and assigned readings. In their answers, students should show the ability to analyze, synthesize, and apply psychological principles to real-world situations. Independent work is required, and the use of AI tools or external assistance is not permitted.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. The first two absences per course due to illness will be considered excused "sick days" and do not require medical documentation. To receive additional excused absences due to illness, students are required to see a local physician or request a letter from an Institute-approved doctor documenting they should be excused from class for illness.

Unexcused absences will adversely affect a student's academic performance and will result in a reduction of the student's final course grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class. Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness include death in the immediate family, religious observances, illness or injury, local inclement weather, and medical appointments that cannot be rescheduled.

Absences relating to illness may be excused by the Director, but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any

field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Tardiness Policy

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism.

Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Laptop & Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. As a general rule, the consumption of food in the classroom is not permitted. Exceptions may be made at the discretion of the professor for specific cases, such as food tastings integral to the course content. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices (e.g., ear buds, smart watches, etc.) cannot be used during class lectures and discussions, unless there has been a specific academic accommodation. This policy also applies to earbuds and headsets.

As an instructor and as a person, I am dependent on both my computer and my telephone. That said: An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy: I ask you to leave your computers in your bags and phones in your pockets and use a regular notebook. There are four exceptions: 1) if you have an accommodation; 2) if you're using a tablet to take notes, 3) if you make an office hours appointment with me to discuss the use of a computer; or 4) if we have an in-class tutorial about online research tools.

While food and drink are sometimes part of Umbra classes, your grade is never dependent on consuming anything.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to The Psychology of Meditation

Meeting 1 *About the course and assignments*

Meeting 2: *What is Mindfulness*

Readings for the week:

Cebolla, A., Galiana, L., Campos, D., Oliver, A., Soler, J., Demarzo, M., ... & García-Campayo, J. (2018). How does mindfulness work? Exploring a theoretical model using samples of meditators and non-meditators. *Mindfulness*, 9(3), 860-870.

WEEK 2

Research Methods in Mindfulness

Meeting 1 *Mindfulness interventions*

Meeting 2: *Mindfulness assessments*

Readings for the week:

Grossman, P., & Van Dam, N. T. (2011). Mindfulness, by any other name...: trials and tribulations of sati in western psychology and science. *Contemporary Buddhism*, 12(01), 219-239.

WEEK 3

Mindfulness and Emotion I

Meeting 1 *Positive affect and General wellbeing*

Meeting 2: *Loneliness and Depression **

Readings for the week:

Lindsay, E. K., Young, S., Brown, K. W., Smyth, J. M., & Creswell, J. D. (2019). Mindfulness training reduces loneliness and increases social contact in a randomized controlled trial. *Proceedings of the National Academy of Sciences*, 116(9), 3488-3493.

Rosenstreich, E. & Margalit, M. (2015). Loneliness, Mindfulness, and Academic Achievements: A Moderation Effect among First-Year College Students. *The Open Psychology Journal*, 8, 138-145.

Assignments:

* An optional topic for the flipped classroom assignment

WEEK 4

Mindfulness and Emotion II

Meeting 1 *Emotion Regulation*

Meeting 2: *Modeling the effect of mindfulness on emotion*

Readings for the week:

Lindsay, E. K., & Creswell, J. D. (2017). Mechanisms of mindfulness training: Monitor and Acceptance Theory (MAT). *Clinical psychology review*, 51, 48-59.

Candeias, A. A., Galindo, E., Reschke, K., Bidzan, M., & Stueck, M. (2024). The interplay of stress, health, and well-being: unraveling the psychological and physiological processes. *Frontiers in Psychology*, 15, 1471084.

WEEK 5

Guidelines for the Research Proposal Assignment

Meeting 1 *Structure and core principles.*

Meeting 2: *Individual meetings*

WEEK 6

Midterm Assignment

Meeting 1 *Review for midterm*

Meeting 2: *Midterm (in class)*

Semester Break

WEEK 7

Mindfulness and Cognition I

Meeting 1 *The threshold of perception **

Meeting 2: *Attention, or maybe effort? **

Readings for the week:

Jensen, C. G., Vangkilde, S., Frokjaer, V., & Hasselbalch, S. G. (2012). Mindfulness training affects attention—or is it attentional effort?. *Journal of Experimental Psychology: General*, 141(1), 106.

Hadash, Y., Dar, O., Amir, I., Braver, T. S., & Bernstein, A. (2026). The Mindfulness Internal Attention (MIA) framework: Uncovering the attentional mechanisms of mindfulness training. *Annual Review of Psychology*, 77.

Assignments:

* An optional topic for the flipped classroom assignment

WEEK 8

Mindfulness and Cognition II

Meeting 1 *Working memory and Decision-making*

Meeting 2: *Is a mindful mind a biased mind?*

Readings for the week:

Török, E., & Kéri, S. (2022). The relationship among mentalization, mindfulness, working memory, and schizotypal personality traits in the general population. *Frontiers in Psychology*, 13, 682889.

Rosenstreich, E., & Ruderman, L. (2017). A dual-process perspective on mindfulness, memory, and consciousness. *Mindfulness*, 8(2), 505-516.

WEEK 9

To be Mindful and Creative

Meeting 1 *Mindfulness à la Ellen Langer*

Meeting 2: *Mindfulness, creativity, and flow **

Readings for the week:

Chen, H., Liu, C., Zhou, F., Chiang, C. H., Chen, Y. L., Wu, K., ... & Chiou, W. K. (2022). The effect of animation-guided mindfulness meditation on the promotion of creativity, flow and affect. *Frontiers in psychology*, 13, 894337.

Aungle, P., & Langer, E. (2023). Physical healing as a function of perceived time. *Scientific Reports*, 13(1), 22432.

Assignments:

* An optional topic for the flipped classroom assignment

WEEK 10

Mindfulness at Work

Meeting 1 *Pasqua, no class*

Meeting 2: *Brief description of this day's content **

Readings for the week:

Reb, J., Allen, T., & Vogus, T. J. (2020). Mindfulness arrives at work: Deepening our understanding of mindfulness in organizations. *Organizational Behavior and Human Decision Processes*, 159, 1-7.

Assignments:

* An optional topic for the flipped classroom assignment

WEEK 11

Mindfulness at School

Meeting 1 *Impact on children **

Meeting 2: *Impact on teachers **

Readings for the week:

Andreu, C. I., García-Rubio, C., Melcón, M., Schonert-Reichl, K. A., & Albert, J. (2023). The effectiveness of a school mindfulness-based intervention on the neural correlates of inhibitory control in children at risk: *A randomized control trial. Developmental science*, 26(6), e13403.

Braun, S. S., Greenberg, M. T., Roeser, R. W., Taylor, L. J., Montero-Marin, J., Crane, C., ... & MYRIAD Team. (2024). Teachers' stress and training in a school-based mindfulness program: Implementation results from a cluster randomized controlled trial. *Journal of school psychology*, 104, 101288.

Assignments:

* An optional topic for the flipped classroom assignment

WEEK 12

Mechanisms of Mindfulness

Meeting 1 *Three components of mindfulness*

Meeting 2: *Critique and the dark side of mindfulness*

Readings for the week:

Matko, K., & Van Dam, N. T. (2025). Beyond serenity: Adverse effects of meditation and mindfulness in clinical practice. *Current Opinion in Psychology*, 102197.

WEEK 13

Course summary

Meeting 1 *Wrap-up and review for the final assignment*