

HIS3035: Surf History and Culture (3)  
Dept of History and Political Science  
Fall 2024  
Course Time and Location: T/R 3-4:15pm BAC102

Instructor: Ben Cater, Ph.D.  
Office: Evans 124E  
Phone: 619.849.2932  
Email: [bcater@pointloma.edu](mailto:bcater@pointloma.edu)  
Phone: ext. 2932  
Office hours: drop-ins and by appointment

#### PLNU Mission: To Teach, Shape, & Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### Course Description

This course introduces students to the history of surfing and surf culture from early modern times to the present. It explores the origin and evolution of wave riding as it developed in the Pacific Rim, eventually expanding to become a global athletic and ethical tradition. Key participants in surfing culture, as well as political, economic, environmental, and spiritual aspects of surfing will be analyzed.

#### General Education Learning Outcome #2c

1. Students will be able to demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

#### Student Course Learning Outcomes

1. Analyze significant primary texts concerning surf history and culture from pre-history to the 1900s.
2. Evaluate and articulate the diversity of human experience across this range of historical periods.
3. Use a historical perspective to understand the world today and address contemporary problems/issues.
4. Critically evaluate several of the major beliefs, ideologies, and values that have influenced the modern world.
5. Assess your own culture within the context of the process of globalization since 1800.
6. Examine historical developments with a particular emphasis on values and ethical choices, in light of being global citizens.
7. GELO 2(c): Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

- Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.

### Required Texts

Davis, *Waterman* (9781496206008)

Finnegan, *Barbarian Days* (9780143109396)

Tsu, *Tao Te Ching* (9780140441314)

### Weekly Participation

Weekly participation is vital to success in this course. Showing up on time, contributing to class conversations, and taking notes are all ways to participate. HIS3035 is a three-unit course, which means it will require about **six hours** of studying per week. Completing the assigned readings and written work on time, and taking advantage of office hours and free events are all ways to study well.

### Course Communication

Students are responsible for all messages from and to their PLNU email and Canvas accounts. Since Dr. Cater frequently provides clarifying notes about course content and assignments, please check your accounts daily. If you have questions or comments, please contact him at: [bcater@pointloma.edu](mailto:bcater@pointloma.edu). However, please do not expect Dr. Cater to respond during the weekend (Friday evening to Sunday evening) unless it's an emergency. If that's the case, indicate it in the subject line of your email.

### Grading Policy (Scale and Weights)

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

Participation	25 pts.
Quizzes	50 pts.
Reflection	50 pts.
Event or Book Review	50 pts.
Midterm	100 pts.
Final	100 pts.

## Assignments

A: **Regular quizzes** will help assess students' comprehension of readings, viewing, and lectures. Quizzes will take place at the beginning of class and take no longer than 5 minutes.

B: **A written reflection** will come due by the end of the semester. The reflection can be completed in one of two ways (your choice). See below for details.

### (A) Session

Check out a board at the Degree 33 demo and reflect on how it rides. The board must be different from your daily driver in terms of outline, fin set-up, bottom contour, and/or length. During your session, pay attention to the following questions and answer them in your reflection:

- 1) Compared to your daily driver, how does the board paddle, float, get into waves, turn, and accelerate? What kind of wave is the board ideally designed for (flat, hollow, small, big)? How do you know?
- 2) What athletic adjustments are necessary to ride it well? Did you make the adjustments and succeed?
- 3) Does the board seem to be crafted with skill? Does it manifest a deep understanding of the ocean? How can you tell?
- 4) How did the session impact you morally? Did it make you a better or worse person? What did you learn about yourself? Can surfing help deepen your faith or not? Your reflection should be 2-3 pages and include a picture of you with the board you rode. The purpose of this assignment is to help you think about surfing as not simply a sport or culture but a liberal art that prepares us for life.

### (B) Surf Check

Check surf conditions for an hour, take notes, and respond to the following prompts:

- 1) What surf break are you observing (name, location, a left or right, a beach break or reef break, etc)
- 2) Describe the conditions (calm/stormy; clear/murky; rising or falling tide; wave height and direction; and water temperature).
- 3) Are there surfers in the water? If so, where are they sitting and why? What kinds of boards are they riding and why (long, short; specific type/s, etc.)? Do you see anything else in the water - fish, sea birds, boaters, fishermen, etc?
- 4) Take some time to contemplate the ocean's horizons, stirring waves, and mysterious depths. How do they make you feel? What do they inspire you to think? Does the ocean conjure feelings of peace, joy, confidence, and hope? Or unsettling thoughts? Your reflection should be 2-3 pages and include a selfie of you checking the surf. The goal of this assignment is to encourage an oceanic sensibility that can prepare you for the business of Life.

C: Attend a **Surfrider Foundation event** or write a **book review**. On Saturday, October 5, the Surfrider Foundation will host a public health forum on the Tijuana Watershed Pollution Crisis. It will feature a moderated discussion with Dr. Mona Hanna-Attisha and

Imperial Beach Mayor Paloma Aguirre. It will take place at Balboa Park at 9:30-11AM. Lunch will follow.

Also on October 5, from 4-6PM, Surfrider will host a forum on green infrastructure and nature-based solutions to housing needs. The assignment is to attend one of the events and write a 2-3 page reflection on it. Include a selfie with your reflection.

After consulting with Dr. Cater, read a book on a topic that interests you and then write a **book review** on it. The review should be 2-3 pages (12 pt. font, 1 inch margins) and include an introduction, thesis, body paragraphs, and a conclusion. College-level grammar, proper spelling, and quotations (with page numbers) are required.

### Incomplete and Late Work

Don't submit incomplete or late work. Incomplete work can be completed and resubmitted for reduced credit (5% off) within one day of its original due date. Late work can be submitted for reduced credit (5% off each day) until two days of the original date; after that, it counts as an incomplete.

### PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

See [Academic Policies](#) Links to an external site. in the Undergraduate Academic Catalog.

### Final Exam Policy

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

### Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. **All work submitted electronically is automatically checked against Turn-It-In.** A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. For more information, see the following link:

[https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic\\_Honesty](https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_Honesty) Links to an external site.

### University Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by

law to use materials protected by the U.S. Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### Artificial Intelligence Policy

If it is part of your creative process, you are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. However, I would like you to speak to me before about how you plan to use this tool in your work. Another thing to note: most publications DO NOT allow use of AI in creative works. At this current cultural moment, using AI will limit where you can publish and work.

Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/Links to an external site.>"

Further, you must include with your work the sequential prompts and methodology that you used to generate it. Failure to indicate AI as part of the work will be considered plagiarism. It is important that you protect your colleagues' intellectual property.

Providing AI with samples of your colleagues' works will result in an F in this course.

### PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal

qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. You may report an incident(s) using the [Bias Incident Reporting Form](#)[Links to an external site.](#).

### Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors

### Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Below is an approximate schedule of units, topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

### PART I: Surf History

Sept 3 – Course Introduction

Sept 5 – Cradle of Surfing

Reading: Davis, chpts 1-8

Reading: [Surfing, Ancient to Modern .docx](#) Download [Surfing, Ancient to Modern .docx](#)

After reading, meet with a partner and discuss the questions below. Jot down your thoughts, take a selfie of you and your partner, and upload it to Canvas by 11:59pm tonight.

- 1) What does it mean to be an ancient person? modern person?
- 2) How did surfing become modern? Be specific.
- 3) Are you ancient, modern, or a mix of both? If the latter, in what way(s)?

Sept 10 – Cradle . . . and the Duke, Dillingham, and the Waikiki Dream

Sept 12 – The Duke, Dillingham, and the Waikiki Dream

Reading: Davis, chpts 9-16

**Sept 13** - (optional) Welcome Back Dinner at Cater's House, 5pm, 4644 Adair

Sept 17 – The Dark Side of Paradise

Sept 19 – Inventing Surfurbia: Surfing to California

Reading: Davis, chpts 17-25

Sept. 24 - Point Loma History from First Peoples to Mouse Robb

Meet at Luscomb's Point (?)

<https://www.youtube.com/watch?v=wflsgxFKyO0&t=230s>Links to an external site.



[https://viewpoint.pointloma.edu/combo-swell/c09\(2\).docx](https://viewpoint.pointloma.edu/combo-swell/c09(2).docx) Download [c09\(2\).docx](#)

Sept 26 – War and Surfing (or Board Demo - TBA)

Reading: Davis, chpts 26-35

Oct 1 – The Surf Boom

Film: "A Line in the Sand" <https://www.youtube.com/watch?v=pEQexleYSQL>Links to an



[external site.](#)

Oct 3 – The Surf Boom

Reading: Finnegan, chpt 1

**Oct 5** - (optional) Surfrider Foundation Event: "A Public Health Forum on the Tijuana Watershed Pollution Crisis". Listen to a moderated discussion with Dr. Mona Hanna-Attisha and Imperial Beach Mayor Paloma Aguirre. Balboa Park 9:30-11AM. Lunch to follow.

4-6PM (in Balboa Park) there will be a forum on transboundary green infrastructure and nature-based solutions.

Oct 8 – Charlie Don't Surf: Surfing and Counterculture

Oct 10 – Charlie Don't Surf: Surfing and Counterculture

Reading: Finnegan, chpts 2-3 and [https://www.surfersjournal.com/editorial/thirteen-oclock/Links to an external site.](https://www.surfersjournal.com/editorial/thirteen-oclock/Links%20to%20an%20external%20site)

user: bcater@hotmail.com

pass: SurfClass2023

**Oct 12-13** - (optional) Boardroom Show [https://boardroomshow.com/Links to an external site.](https://boardroomshow.com/Links%20to%20an%20external%20site)

Oct 15 – Surfing Turns Pro

Material Culture: Surfboard Design Over the Years

Oct 17 – Engineering the Coast

Reading: Finnegan, chpts 4-5

**Oct 19** - (optional) Degree 33 Board Demo (?)

Oct 22 – Beating the Crowds

Oct 24 – **NO CLASS**

Reading: Finnegan 6-8

Oct 29 – Surf Tech

Oct 31 – Surfing at the Frontiers

Reading: Finnegan, chpts 9-10

Nov. 5 – Women and Surfing: From Flappers to Roxy Girl

Watch: "Trouble: the Lisa Andersen Story" <https://youtu.be/HoexYSti21Q?si=SzJZ->



[kdMDH7qj7TELinks to an external site.](#)

Nov. 7 – From Waikiki to Wall Street

Reading: Surfing and Sustainability

Part II: Surf Culture (Film, Philosophy)

Nov 12 – **MIDTERM EXAM**

Nov 14 – A Conversation on Surf Film with Dr. James Wicks

**Written Reflection Due**

Nov 19 – Watch: *Endless Summer* (1966)

Questions to think about: What do we want out of a surf movie? What do we often get? What makes *Endless Summer* so compelling?

Nov 21 – Surf Music

Nov. 26 – **NO CLASS**

Nov. 28 – **NO CLASS**

Dec. 3 - Storytelling with Scott Hulet, editor emeritus *The Surfer's Journal*

Dec. 5 – A Conversation on Localism with Locals (Kye Miranda, etc.)

Reading: "The Long, Strange Tale of California's Surf Nazis"

<https://www.nytimes.com/2019/09/28/opinion/sunday/surf-racism.html> Links to an external site.

Dec. 10 – Daoism and Surfing

Reading: *Tao Te Ching*

Dec. 12 – Christianity and Surfing

**Event or Book Review Due**

Dec 17 – **FINAL EXAM 4:30-7PM**