

Please note: this is a digital syllabus converted to .pdf – formatting issues vary widely between the two platforms.

	<b>HIST/COM4090 - Surf History and Culture</b> <b>2 Units</b>
<b>Fall 2021</b>	

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### PLNU Mission

#### To Teach ~ To Shape ~ To Send

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

## HEALTH AND SAFETY UPDATE

It is expected that all students will abide by the health and safety standards set by the university. Here is a link to the most current Health and Safety Guidelines.

## COURSE DESCRIPTION

This course introduces students to the history and culture of surfing from the late nineteenth century to the present. It explores the origin and evolution of riding waves as it developed in Polynesia before spreading to Southern California, Australia and beyond to become a global cultural phenomenon. Readings, films, and discussions will concentrate on the key people, places, ideas, and events that precipitated, embodied, or reflected changes in surfing. Since the history and culture of wave riding is rich and broad enough to constitute a major course of study, this class serves only to introduce students to a vast ocean of knowledge. Our hope is that you will wade in, paddle out and catch a few waves, not just now but for the rest of your lives.

## COURSE LEARNING OUTCOMES

1. Analyze significant primary texts concerning surf history and culture from pre-history to the 1900s. [See RQ assignments]
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.
8. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
9. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of film study to read and discuss films
  1. Standard film terminology
  2. Modes/genres of film
  3. Elements of film genres
  4. Film periods (dates, writers, characteristics, and important developments)
  5. Contemporary critical approaches
  6. Extra-film research

10. 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 AND RECOMMENDED STUDY RESOURCES

Kreeft, *I Surf, Therefore I Am* (ISBN: 9781587313776)

Warshaw, *Zero Break* (ISBN: 9780156029537)

## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 75 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## ASSESSMENT AND GRADING

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

### Standard Grade Scale Based on Percentages

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

Participation 25 pts

Reading Response 25 pts

Midterm Exam 100 pts total

Final Exam 100 pts total

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## ASSIGNMENTS

Students are expected to participate in class discussions. Participation is a type of assignment that requires students to share their thoughts in discussions, as well as look alert and pay attention when other people are speaking. The primary written assignment for the first half of this course is a review of Peter Kreeft's *I Surf, Therefore I Am*. More than a summary of contents, the review should provide a thematic analysis of the book's contents, strengths, weaknesses, and possible suggestions for improvement. The review should include direct quotations, paraphrases, and other details that demonstrate your deep understanding of the reading. It should range from 2-4 pages in length, be typed, double-spaced, and in 12 pt. font. Reviews will each count for 25 points. The Midterm Exam will take place during the eighth week of class, cover the major themes and details of the course, and count for the majority of points. Details on the form and content TBA.

## INCOMPLETES AND LATE ASSIGNMENTS

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.

## 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.

## PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## PLNU 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. 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. See [Academic PoliciesLinks to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu)[Links to an external site.](#) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **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 drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic PoliciesLinks to an external site.](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Weekly Participation**

Weekly participation is vital to succeeding in this hybrid course. Reading, watching, taking notes, discussing, analyzing and synthesizing big ideas will be the essential work of this class. Please come to class having completed assigned content and prepared to discuss it. Since conversation is perhaps our most powerful God-given tool for teaching and

learning really complicated ideas, we strongly encourage students to fully invest themselves in this portion of the class.

## **ONLINE COURSE COMMUNICATION**

Since communicating online is very different than face-to-face, students should make every effort to think about how and what they communicate over the internet. Speaking and writing in informed, relevant, and respectful ways is an expectation of all students, particularly as we discuss issues that defy formulas and objective answers. Disagreements may exist, but Drs. Cater and Wicks are committed to making HIS/COM4090 respectful and safe for everyone.

In terms of communicating with your professors, students will be responsible for all messages sent by them to their PLNU email and Canvas accounts. Since Drs. Caters and Wicks frequently provide clarifying notes about course content and assignments, please check your accounts daily. If you have questions, comments, or concerns about the course, communicate them respectfully through email to: [bcater@pointloma.edu](mailto:bcater@pointloma.edu) or [jwicks@pointloma.edu](mailto:jwicks@pointloma.edu). However, please do not expect your professors to respond during the weekend (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of your email.

## **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development Links to an external site.](#)

## **USE OF TECHNOLOGY**

Since most courses will have online components, in order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements Links to an external site.](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu) [Links to an external site.](#)

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Below is an approximate class schedule. Dr. Cater reserves the right to make changes as they become necessary.

Sept. 2: Origins and Decline (prehistory to 1900)

-discuss *Zero Break* (ZB) Part I: Cook, Twain, Melville

-Paipo

Sept. 9: Revival (1900-1945)

-discuss ZB: London

Sept. 16: On the Edge (1945 to late 1950s)

-discuss Cater, "Combo Swell" [https://viewpoint.pointloma.edu/combo-swell/Links to an external site.](https://viewpoint.pointloma.edu/combo-swell/Links%20to%20an%20external%20site)

-discuss bottom contours

-Kookbox and Simmons Glider

Sept. 23: Surf Mania (late 50s to 1967)

-summary of ZB Part IV due

-discuss surf ethics

-Takayama Longboard

Sept. 30: Revolution (1966-1974)

-discussion of "Fish: The Surfboard Documentary"

[https://www.amazon.com/Fish-Surfboard-Documentary-Steve-Lis/dp/B01DCQQ5GG/ref=sr\\_1\\_1?dchild=1&keywords=fish+surf+movie&qid=1631846185&rnid=2941120011&s=instant-video&sr=1-1](https://www.amazon.com/Fish-Surfboard-Documentary-Steve-Lis/dp/B01DCQQ5GG/ref=sr_1_1?dchild=1&keywords=fish+surf+movie&qid=1631846185&rnid=2941120011&s=instant-video&sr=1-1) (Links to an external site.)

-Newbreak, Ab, Sub

-discussion of fin set-ups

Oct. 7: Fortune Seekers (1970 to early 1980s)

-summary of ZB: Part III due

-how to strap boards to rack

-review of *I Surf, Therefore I Am* due

-Guest Presentation: Hayden Gunson

Oct. 14: Revival and Progression (Mid-80s to 1990s)

-Midterm assigned

-how to read a swell at Point Loma + insert fins

-Black Beauty

Oct. 21: Tide Change - From Cater to Wicks

-Midterm due

-discuss the state of surfing today (1990s to present)

-summary of ZB: Part VI due

-bring YOUR boards!

#### Week 9 Oct. 28: 1950s

Read Booth, "The Political Economy of Surfing Culture," 318-322 (it is an excerpt from a longer essay we will discuss in class) [Week\\_9\\_Reading.pdf](#) Download [Week\\_9\\_Reading.pdf](#)

Watch: *Gidget* (Wendkos, 1959) -- watch it online on a streaming service

Quiz: Week 9 Quiz: when class starts at 4pm.

Lecture: "Film Narrative in Pop Culture" -- Key word: image

#### Week 10 Nov. 4: 1960s

Read: Wheaton, "Surfing Invaders in Surfing's White Tribe," 177-180 [Week\\_10\\_Reading.pdf](#) Download [Week\\_10\\_Reading.pdf](#)

Watch: *The Endless Summer* (Brown, 1966) -- watch it online on a streaming service

Quiz Week 10 Quiz: when class starts at 4pm.

Lecture: "Film & Cultural Studies: What is a surf film?" Key words: documentary and genre

Presentation: Group 1

#### Week 11 Nov. 11: 1970s

Read: Poetry Excerpts [Week\\_11\\_Reading.pdf](#)

Watch: *Morning of the Earth* (Falzon, 1972) -- watch it online on a or the streaming service FlixFling

Quiz: Week 11 Quiz: when class starts at 4pm.

Lecture: "Poetics: Poetry as focused expertise rather than abstract 'deep thoughts'" Key words: writing and editing

Presentation: Group 2 Films

#### Week 12 Nov. 18: 1970s continued

Read: Schilt, "The Appropriation and Packaging of Riot Grrrl Politics," 162-168 -- as stated in class: if the content is triggering, please reach out for an alternate reading -- the purpose is to analyze the appropriation of subcultures this week -- [Week\\_12\\_Reading.pdf](#)

Watch: *Big Wednesday* (Milius, 1978) -- watch it online on a streaming service

Quiz: Week 12 Quiz: when class starts at 4pm.

Lecture: "Film Narrative in Counter/Sub-Culture" Key words: noise/sound/dialogue

Presentations: Group 3 films

Week 14 Dec. 2: 1970s from today's Perspective

Read: Our "reading" this week is a 16 minute surf documentary:

*Surf Girls Jamaica* (Extraordinary People Documentary)

Watch our Assigned Film: *Bustin' Down the Door* (Gosch, 2009) -- watch it online on a streaming service

Quiz: Week 14 Quiz: when class starts at 4pm

Lecture: "Representations of Authority in Surfing Films" Key words: identity and authority

Presentations: Group 4 films

Week 15 Dec. 9: Surfing and New Narratives

Reading: TBD

Watch: *Isolated* (LePera, 2014) -- watch it online on a streaming service

Quiz Week 15 Quiz: when class starts at 4pm

Lecture "New Stories & Time Honored Archetypes" Key word: adaptation

Presentations: Group 4 films

Finals Week

Watch our Assigned Film: *The Wave I Ride* (Devyn Bisson, 2015) -- watch it online on a streaming service

Optional Reading:

1) 2016: Vice <https://www.vice.com/en/article/wnv59/paige-alm-just-made-history-by-becoming-the-first-womens-big-wave-world-champion-surfer> (Links to an external site.)

2) 2018: ESPN [https://www.espn.com/espnw/life-style/story/\\_/id/22287491/paige-alm-carving-new-path-women-big-wave-surfing](https://www.espn.com/espnw/life-style/story/_/id/22287491/paige-alm-carving-new-path-women-big-wave-surfing) (Links to an external site.)