ATM 175 Polynesian Surf Culture  
3 Credits, CRN 62225  
Tu-Th 11:30 a.m. – 12:45 p.m.

INSTRUCTOR: Ian Akahi Masterson  
OFFICE: Hale Kūhina 110  
OFFICE HOURS: TU/TH 11:30 a.m.-12:45 p.m. or by appointment  
TELEPHONE: (808) 235-7331 / cell (808) 780-4064  
EFFECTIVE DATE: Spring 2017

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT  

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Provides students with an understanding of surf culture in the Pacific Basin. Environmental and cultural factors are assessed in relation to surfing’s development in Polynesia, integration into Hawaiian culture, decline due to Western influence, and revitalization as a modern recreational activity. The modern surfing industry is also assessed through a cultural perspective that analyzes business practices utilized by surfing organizations today. This course is designated as WI (Writing-Intensive), with the pre-requisite being English 100.

Activities Required at Scheduled Times Other Than Class Times:
An Ocean-related Community Service Learning Day is required either on your own or with our group. A Write-Up is required for the Service Learning Day, but serves as a free writing exercise. The student-teacher conference associated with the semester project is MANDATORY (scheduled individually) because this is a WI course.

STUDENT LEARNING OUTCOMES

At the successful completion of this course students will be able to:

1. Demonstrate a basic knowledge of environmental and cultural factors affecting the development of surfing in Polynesia.
2. Discuss some reasons for surfing’s cultural integration in pre-contact Hawaii.
3. List important legendary surfing places and characters relating to surfing and discuss their significance.
4. Display an understanding of surfing’s integration into Hawaiian culture, its decline in urban centers due to Western influence, and its revitalization as a modern recreational activity.
5. Coherently address modern social issues relating to surfing.

**UH SYSTEM HALLMARKS OF WRITING INTENSIVE COURSES**

1. **The course uses writing to promote the learning of course materials.** Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

2. **The course provides interaction between teacher and students while students do assigned writing.** In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.

   *At least one student-teacher conference on a writing assignment is required in writing intensive courses.*

3. **Writing contributes significantly to each student's course grade.** Writing assignments must make up at least 40% of each student's course grade.

4. **The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages.** This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students. Professors who team teach or who are assisted by a teaching assistant may request that the enrollment be higher as long as a 20-to-1 student to faculty ratio is maintained.

**COURSE TASKS**

Evaluation of the student’s achievement of course objectives will be based upon attendance and class participation, completion of homework assignments, quizzes, and written examinations.

**ATTENDANCE AND COMMUNITY DAY:** Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. The community service day will be discussed in class, but is outside of class time. There is a homework assignment tied to the service learning day.

**50 points**  **HOMEWORK ASSIGNMENTS:** Written online (Laulima) summaries/reaction papers to reading assignments and lectures will occur weekly throughout the semester. 200-word minimum each week (5 points per weekly discussion thread, 10 assignments in total).

**100 points**  **SEMESTER PROJECT:** The student will conduct a semester project on some aspect of the sport of surfing of interest to the student. The project includes a
minimum 6-8 page (double-spaced, 2,000-word minimum) written report as well as a class presentation on the topic. Details regarding this project will be presented in class.

100 points EXAMINATIONS: Two Mid-Term and one Final Assessment will be given covering the lecture topics, reading assignments, movies, demonstrations, and internet exercises. 50 points per assessment.

50 points ATTENDANCE AND COMMUNITY DAY: Active participation involves being present for all class sessions, submission of assignments prior to discussion, active listening, contribution to discussion, and asking pertinent questions. The community service day will be discussed in class, but is outside of class time. There is a homework assignment tied to the service-learning day.

ASSESSMENT TASKS AND GRADING

METHOD OF GRADING:
The assignment of points will be according to the following protocol:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Online Homework Assignments (10 @ 5 points each)</td>
<td>50</td>
</tr>
<tr>
<td>In-Class Assessments (2 at 25 points per quiz)</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
</tr>
<tr>
<td>Attendance/Service Learning Day</td>
<td>25</td>
</tr>
<tr>
<td>Written Summary (400 words minimum)</td>
<td>25</td>
</tr>
<tr>
<td>Class Project:</td>
<td>100</td>
</tr>
<tr>
<td>- Proposal:</td>
<td>10 points (due Week 2)</td>
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<tr>
<td>- Outline:</td>
<td>10 points (due Week 4)</td>
</tr>
<tr>
<td>- Rough Draft:</td>
<td>20 points (due Week 9)</td>
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<tr>
<td>- Conference:</td>
<td>10 points (due Week 11)</td>
</tr>
<tr>
<td>- Presentation:</td>
<td>25 points (due Week 13)</td>
</tr>
<tr>
<td>- Final Draft:</td>
<td>25 points (due Week 13)</td>
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</tbody>
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Total Points: 300

Each letter grade with its respective level of achievement is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100% of cumulative points possible</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89% of cumulative points possible</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79% of cumulative points possible</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69% of cumulative points possible</td>
</tr>
<tr>
<td>F</td>
<td>below 60% of cumulative points possible</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete: This temporary grade is given at the instructor’s option when a student has failed to complete a small part of a course because of circumstances beyond the student’s control. All required work must be completed by the last day of</td>
</tr>
</tbody>
</table>
instruction of the succeeding semester.

**LEARNING RESOURCES**

Clark    Hawaiian Surfing: Traditions From The Past  2011   U Of H Press  
978-0-8248-3414-2

Kampion  Stoked! History Of Surfing Culture     Rev 2003   Bibbs Smith  
978-0-58685-213-9

**Additional Information**

**EXPECTATIONS OF STUDENTS:**
The student is responsible for keeping abreast with any changes in the syllabus that are announced in class. All quizzes, exams, and assignments must be completed and submitted to the instructor at the specified time and date unless permission is granted by the instructor.

If a student is unable to take a quiz or exam at the scheduled time, the student is responsible for notifying the instructor of the situation and reason(s). The student is responsible for requesting a make-up quiz or exam. An appropriate scoring penalty may be assigned to this make-up quiz or exam at the instructor’s discretion. The student may be required to fulfill additional requirements as specified by the instructor in order to qualify for a make-up test. Retests are not permitted. Any quiz or exam not taken will be assigned a score of zero.

Success in this course will be enhanced by:

1. Demonstrating a positive, inquiring attitude toward all learning.
2. Setting aside adequate time for studying and working on problems.
3. Taking notes and reading the assigned literature.
4. Seeking the assistance of the instructor(s) as needed.
5. Attending all class sessions and responsibly completing all assignments and/or changes to the course syllabus.
6. Keeping abreast with or ahead of the syllabus.
7. Participating in all class discussions.

**OTHER INFORMATION:**
A student can determine his/her current grade at any time during the semester by dividing his/her cumulative points by the cumulative points possible, converting this value into a percentage, and referring to the table of letter grades shown above. Any student wishing to be informed of his/her semester grade in advance of the official mailing of report cards should make such a request by E-mailing the instructor.

**DISABILITIES ACCOMMODATION STATEMENT**

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this
class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.

COURSE SYLLABUS

WEEK #1
Introduction to Course
Review Course Outline, Goals, Objectives, and Grading Policies
Student Introductions
Assigned Reading: Kampion pp. 1-36, Clark pp. 1-9 Introduction
Do Online Discussion at Laulima Course site once a week!
Introduction to Anthropology & Hawaiian Surf Literature
Semester Project Description and Brainstorm
Assigned Reading: Masterson, Hua Ka Nalu, CH 2

WEEK #2
Theories of Polynesian Migration & The Polynesian Triangle
Environmental & Cultural Factors effecting Surfing’s Development
Assigned Reading: Masterson, Hua Ka Nalu, CH 1
Hawaiian Oceanographic & Surfing Terminology
Physical evidence of Surfing in Hawaii Nei
Types of Hawaiian Surfboards, their Construction, and their Consecration
Assigned Reading: Clark, pp. 9-40, Hawaiian Surfing and Surfboards
Project Homework (I): Develop a written proposal for the Semester Project

WEEK #3
Types of Surfing
Hawaiian Framework for Weather and Surf Forecasting
Assigned Reading: Clark, pp. 60-92, Masterson, Hua Ka Nalu, CH. 5

WEEK #4
In Class Assessment #1
Polynesian Myths and Legends: Cultural Concepts & Role of Surfing
Legendary Surfing Characters in Hawai’i
Assigned Reading: Masterson, Hua Ka Nalu, CH. 3, Finney (pp. 7-49, pp. 94-96, and Appendix E, pp. 102-105)
Project Homework (II): Complete outline for Semester Project

WEEK #5
Surfing Placenames in Hawai’i: Traditional Surfing “Wahi Pana”
Assigned Reading: Clark, pp. 93-139.

WEEK #6
Hawaiian Archaeological Sites associated with Surfing
The Role of Surfing in Hawaii’s Religion and Cultural Practices
Assigned Reading: Masterson, Hua Ka Nalu, CH 3

WEEK #7
The Framework of Surfing Heritage in Polynesia—Surfing Gods and Traditions
The Effects of Western Contact on Surfing:
Early Historic Accounts and Pre-1900’s Surfing
The Decline of Surfing in Historic Times
Midterm review
Homework: STUDY FOR MIDTERM Assessment
WEEK #8  Midterm Assessment  
Assigned Reading:  Kampion (pp. 37-54)

WEEK #9  The Surfing Revival in Hawaii and Beyond—circa 1900’s  
Revitalization and the Birth of Recreation 1910's-1930’s  

The Birth of the Waterman  Doc Ball video***  
Assigned Reading:  Kampion (pp. 55-111)  

Project Homework (III): Complete Project Written Rough Draft

WEEK#10  The Pioneers, then video: Surfing the 50’s  
and now: video - Surfing for Life  
Assigned Readings: Handouts

WEEK# 11  The Surf Guru: define and characterize  
The Sixties—Globalization of Surfing: Australia, Aotearoa, Peru  
The Seventies—Drop, Drop Out, Drop In, Surfing and Culture in 70s  
History of Surfing Contests— video on Pipe Masters History  
Competition: Present Day Organizations & Top 20 through the Years  
Assigned Reading:  Kampion (pp. 148-171)

WEEK# 12  STUDENT/TEACHER PROJECT CONFERENCE WEEK! Sign Up now!!!  
History of Surfing Contests— video on Pipe Masters History  
Competition: Present Day Organizations & Top 20 through the Years

WEEK# 13  The History of surfboard design—Surfboards Galore!  
Technological Advances in Surfboard Construction Materials  
Assigned Reading:  Kampion (pp. 111-147)

WEEK# 14  The Surf Industry -- Professions, Big Names, Event Sponsorship  
Merchandising & Wholesale Manufacturing  
Retail Sales Strategies, Logo Design, and Accessories  
Ocean Safety and Risk Management Philosophies  
Social Issues in Surfing: Crowds and Etiquette, Sharing Waves  
Assigned Reading:  Kampion (pp. 172-217)

Project Homework: Finish the Written Semester Project and Prepare for Presentation

WEEK #15  Final Papers Due & Presentations  
*ATTENDANCE REQUIRED FOR EVERYONE ON PRESENTATION DAYS*  
3 points off your project grade for every class you miss during the presentations.

WEEK# 16 Presentations & Final Exam Review    WEEK# 17    FINAL EXAM TBA