**ANTH 385C Ethnography: Anthropology of Surfing**

3 Credits  
Time: 9:30-10:20 a.m. M W F  
Saunders 345

**INSTRUCTOR:** Ian Akahi Masterson  
**OFFICE:** Saunders 346B  
**OFFICE HOURS:** by appointment  
**TELEPHONE:** (808) 780-4064  
**EFFECTIVE DATE:** Spring 2017

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**UH MĀNOA COLLEGE OF SOCIAL SCIENCE MISSION STATEMENT**

The mission of the College of Social Sciences is to foster a vibrant academic climate and to support outstanding scholarship. The Department of Anthropology’s programs encourage and develop fundamental skills such as critical thinking, communication, self-direction, expression, creativity, global awareness, and team dynamics.

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**CATALOG DESCRIPTION**

ANTH 385C Ethnography: The Anthropology of Surfing utilizes Applied Cultural Anthropology to assess surfing as both an indigenous Hawaiian and modern globalized activity. Students are challenged to use critical thinking as they explore and develop a global understanding of surfing history and the role of surfing in modern society through comparative, holistic studies of surfing communities around the world. Social and cultural issues are discussed with regards to the future of surfing and our kūleana as a surfing community towards the sustainability of our ocean as well as the safety of those who enjoy it.

**Activities Required at Scheduled Times Other Than Class Times**

A Community Service Learning Day is required either on your own or with our group.

**STUDENT LEARNING OUTCOMES**

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

1. Display a basic understanding of Applied Cultural Anthropology through the ethnographic study of surfing as a perceptual lens to view culture.

2. Utilize Anthropological theories, methods, and analysis to demonstrate knowledge about surfing culture, history, identity, and kūleana (privilege and responsibility).

3. Discuss environmental and human factors affecting the development of surfboards and surfing in the Pacific as a traditional activity as well as a modern globalized recreational activity.

4. Coherently address modern social issues in society and the environment relating to surfing.
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.

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.

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

100 points  SEMESTER PROJECT: The student will conduct an ethnographic study on some aspect of surfing that is of interest to the student (50 points). The project includes a minimum 8-page (double-spaced) written report as well as a class presentation on the topic. The project includes an outside Book Reading/Report relating to your topic. Details regarding this project will be presented in class.

250 points  EXAMINATIONS: Three Unit Assessments and a Final Examination will be given covering the lecture topics, reading assignments, movies, demonstrations, and internet exercises/resources. 50 points per exam.

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>Homework Assignments (10 @ 5 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Attendance &amp; Participation (including service-learning assignment)</td>
<td>50</td>
</tr>
<tr>
<td>Class Project: Paper &amp; Presentation</td>
<td>100</td>
</tr>
<tr>
<td>In-Class Assessments (3 at 50 points per quiz)</td>
<td>150</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50</td>
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<tr>
<td>Total Points:</td>
<td>400</td>
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</tbody>
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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</td>
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</tbody>
</table>
a student has failed to complete part of a course because of circumstances beyond the student’s control. All work must be completed by the last day of instruction of the succeeding semester.

**LEARNING RESOURCES**

Clark, John  **Hawaiian Surfing: Traditions From The Past** 2011  U Of H Press

DeLaVega, Timothy  **200 Years of Surfing Literature: An Annotated Bibliography** 2004

Moser, Patrick  **Pacific Passages: An Anthology of Surfing Writings** 2008


**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.

**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.*
ANTH 385C ETHNOGRAPHY: ANTHROPOLOGY OF SURFING

Unit 1: Surfing As a Perceptual Lens into Culture
Unit #1 Readings: Please read Walker in whole, and Unit readings on Laulima under Resources:
Masterson, Ian. A Sense of Swell, Board Stories Magazine, Volume1, Issue 8, Fall 2003
Masterson, Ian. The Science of Soul, Board Stories Magazine, Volume 1, Issue 6, Fall 2002

Week 1: What Does Surfing Mean to You?
Student & Course Introduction
The Anthropology of Surfing: Riding the Boundary of Culture and Nature
Are you a Surfer? Surfing Etiquette, Stereotypes, and Modern Identity

Week 2: The Role of Surfing in Modern Popular Culture(s)
Surfing as a Sport: From the Makahiki to the Olympics
Size Matters: Oceanography, Surf Forecasting, & Wave Judgment

Week 3: Surfing and Spirituality
Surfing as a Lifestyle: Dedication, Daily Routine, & The Cool Factor
Surfing as a Philosophy: The Science of Soul & The Surf Guru
Surfing as an Expression of the Self: Sex, Genders, and Sexualities

Week 4: Surfing Sites & Their Surfers
My Homebreak! Surfing Place Names, Surfing Tribes, & Localism
Surfing as a Field of Resistance: From Hui O Heʻe Nalu to The Surfrider Foundation
Unit #1 Assessment

Unit 2: Heʻe Nalu Māmao
Unit #2 Readings: Please read Clark in whole, and Unit readings on Laulima under Resources:
Clark, John. Hawaiian Surfing: Traditions From The Past 2011, University of Hawaiʻi Press

Week 5: Surfing is a Traditional Hawaiian Cultural Activity
Who were the first surfers? Surfing as a basic marine adaptation
Surfing as a daily activity, a ritual activity, & a literary metaphor

Week 6: E Heʻeana kākou!
Hawaiian Surfing Terms & Areas in a Surfing Break
Hawaiian Surfboards: Hydrodynamics, Types, & Wave-Specific Technology

Week 7: E Kū E Manu E!!!
Hawaiian Surfing Place Names & Archaeological Sites
Surfing Oli, Mele, & ‘Ōlelo Noʻeau
Week 8: Kānaka Heʻe Nalu
Polynesian Surfing Myths & Legends
The Genealogy of Hawaiian Surfing: Surfing Through the Kumulipo

**Unit #2 Assessment**

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**Unit 3: The Globalization of Surfing**

*Unit 3 Readings: Please read both Moser & Dela Vega in whole, and Unit readings on Laulima:*
- DeLaVega, Timothy. *200 Years of Surfing Literature: An Annotated Bibliography.* 2004

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Week 9: Why Hawaiʻi Is Considered The Cradle Of Surfing
Defining Surf Literature: A Review of Historic and Contemporary Surf Writers
I. Discovery 1779-1899
   A: Surfriding in Polynesian Culture
   B: Explorers, Missionaries, and Travelers (1769-1896)

Week 10: *The Birth of Modern Surfing*
II. Rebirth 1900-1949
   A: Hawaiian Revival and the Beach Boy Culture
   B: Hawaiʻi’s gift to the world—Surf Culture Abroad

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Week 11: *Bombshells & Bikinis*
III. The Boom 1950-1969
   A: Hawaiʻi’s Surfing Pioneers & Big Wave Riders
   B: Hollywood, Media, Competitions, and the Surfing Industry

Week 12:
IV. The Modern Era 1970-Present
   A: *The Shortboard Revolution & Counter-Culture*
   B: Modern Surf Porn & Hardcore Extreme Sports Associations

**Unit #3 Assessment**

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**Unit 4: Surfboards & Surfing Tales**

*Unit #4 Readings: Read a surfing-related Fiction or Non-fiction Book/Ethnography/Collection/or Biography of your choice in whole (for Written Book Report), & Unit readings on Laulima:*

Week 13: *Do you believe in Magic?*
   The History of Modern Surfboard Technology
   The Magic Board: Surfboard Design Factors & Terminology

Week 14: Papers Due & Presentations

Week 15: Presentations & Final Assessment