



School of Humanities, Arts, and Design  
Surf Studies Minor

## Surf 480

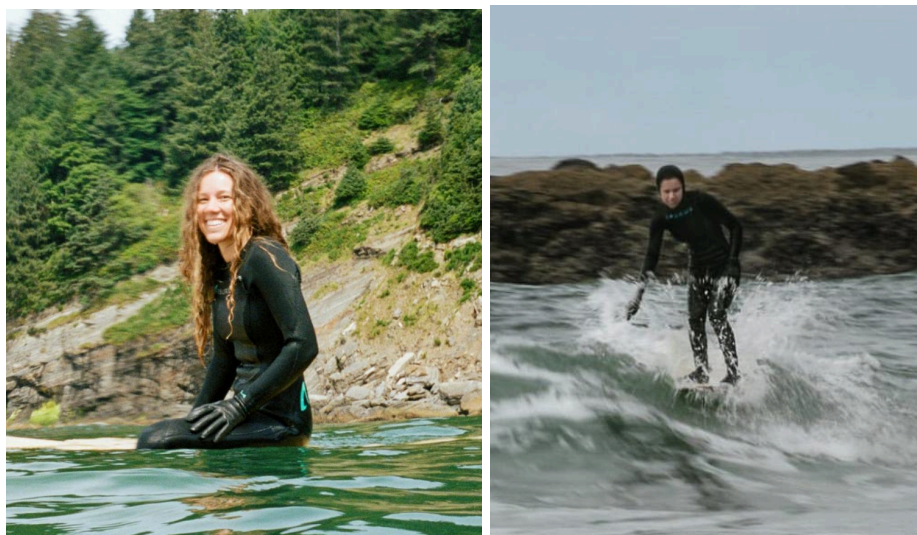
Location meeting and Class meeting schedule: Online Asynchronous

Credits: 3      Section: 1      Term: Spring 2025

### Instructor Information

**Instructor:** Brianna Ortega

**Email:** [Brianna.ortega@chaminade.edu](mailto:Brianna.ortega@chaminade.edu)



**For urgent messages (need 24 hour response):** text 760-712-2879

**Virtual Office:** <https://chaminade.zoom.us/j/94933497466>

**Virtual Office Hours:** Tuesday 9-10AM Honolulu Time

**About:** Brianna grew up on Oahu and California, spent 10 years living and surfing in Oregon, and formerly had a global womens' surf magazine called Sea Together. She holds an MFA in Art, and teaches art and surf studies at Chaminade. She enjoys making music in her spare time.

### Communication

When you contact me, please let me know what class you're in. Please make sure you read and understand the syllabus policies, and the weekly class content thoroughly before contacting me though. Email is preferred for communication, but if you need a more prompt response within 24-30 hours, you can text me. For texting me, please note sometimes I will be able to reply to you right away, and sometimes it could take me 24 hours to text you back, depending on my

work schedule and circumstances. If you would like to meet me over the phone or on zoom, I am happy to schedule that with you for a time that works for your schedule.

## School & Department Information

### School of Humanities, Arts, and Design

Office Location: Henry Hall, Room 206 - I do not have an office as an adjunct professor though.

Phone: (808) 739-4633

If you have questions regarding the department, reach out to the Department.

## Course Description & Materials

### Catalog Course Description

This course is designed for Surf Studies minors. Topics include, but are not limited to Surf Feminism; Surfing in Film and Television; Health, Fitness, and Nutrition in Surfing; Surfing and the Olympics, etc. May be repeated for credit.

*Co-requisites/Pre-Requisites: None*

### Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend a total of 37.5 hours engaging with Canvas content, 48 hours writing discussion posts, reflections, and projects, 1 hour each week reflecting (15 hours total), and 10.5 hours choosing, planning, and going to beaches. There will be an additional 24 hours of work required beyond what is listed here (course readings, homework assignments, etc.), averaging 1.6 hours each week.

### Required Materials

Surfer Girls in The New World Order by Krista Comer.

### Canvas (<https://chaminade.instructure.com>)

We will be using Canvas in this course. Each week, you will follow along with work due on Mondays and Wednesdays each week. It is your responsibility each week to follow along the course schedule, and submit the required work each week on Canvas. The professor will publish an announcement each week on Sunday or Monday morning as a friendly reminder to remind you of what is due the upcoming week. Make sure you check your student email at all times, or whatever email you have connected to your student account. You can use Canvas on both your laptop or smartphone.

- Canvas Support Hotline for students: +1-833-209-6111
- Contact Chaminade IT Helpdesk: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Describe and explain surfing's Native Hawaiian origins
2. Engage in comparative analysis of Hawai'i surf culture with surf cultures in other parts of the US and the world
3. Analyze literary, cinematic, televisual, and other popular culture representations of surfing and surf culture
4. Define and discuss physical, psychological, and spiritual benefits of surfing
5. Identify and analyze various elements of the Surf Industry from an ethical business/marketing perspective.
6. Articulate the interrelation of surfing with coastal and marine ecosystems
7. Apply the Marianist tradition of an integral/holistic education as it pertains to global awareness in the interdisciplinary field of surf studies within a diverse community of learners

### Course Learning Outcomes (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

1. Understand the basics of surfing and surf culture and history in Hawai'i
2. Analyze and compare surf culture in different parts of the world. Understand the complexity of issues within surfing such as localism
3. Analyze and discuss feminism within surf culture
4. Consider other methods of research such as blogging and field research to obtain knowledge about the world around them

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

This course addresses number 2 , 4, and 5. Students will get a diverse education about surfing, as well as learn about justice issues like women's surf culture, and learn how to adapt and change their ways of viewing society and the world through observation and other types of research.

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	X			X
PLOs		X	X	X
Native Hawaiian Values		X	X	X
Gen Ed Learning Outcomes (if applicable)		X		

## Course Activities

### Discussions

[Description of discussion policies, expectations, penalties, etc.]

### Homework

Weekly Discussion Board - Initial posts due Tuesdays at 11pm and replies due Thursdays at 11pm

### Quizzes

1 Quiz on Brianna's graduate lecture

### Individual Projects (Including the Final Project)

3 multi-option projects

### Field Research

A few times during the semester, for the discussion boards, you will be required to go to the beach to observe or interview strangers. This allows you to engage with the real world of surf culture at the beach.

## Course Policies

### Attendance

This is asynchronous so there is no live class meeting. You are expected to do all the work and keep track of what is due every week. If you do not show up to the course (meaning, post on

the discussion boards and submit the work on Canvas and in the google drive folder) for 2 weeks, at any point in the first half of the semester, you will be automatically dropped from the asynchronous course, per Chaminade policy.

### **Late Work**

No late work is accepted without a doctor's note. Only with a doctor's note, late work is accepted up to 1 week past the due date, unless you have chronic health problems then you can meet with me to discuss to give you an extra week extension. You should contact the resource center to register your disability before beginning class if you are able to. Any additional extensions that are not medical related require Dean's or school counselors permission; please contact them to ask them for permission.

Please note that if you are submitting any work late, there is a higher chance that you will not receive any feedback on your work. The course operates in a consecutive manner so it is important to turn work on time to stay on track properly with the course. From my own life experience, I understand that sometimes life can be very difficult and it is important to reach out to seek professional help. Please also see the counseling center on campus for free counseling for all students. Please also be in contact with the university if you have any serious health issues that need accommodation, ideally prior to the course beginning.

### **Extra Credit**

The only extra credit offered is to submit an artwork to the art show about the BRidge on Campus at the beginning of the semester. You can submit your art to Eibin 209 on the black shelf by Feb 2nd. Please email me if you are interested in this extra credit.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **AI Policy Policies**

#### **Academic Integrity:**

1. AI tools should not be used to complete assignments, exams, or any other graded work unless explicitly permitted by the instructor.
2. Students must not use AI tools to plagiarize content. All work submitted must be original or properly cited if AI-generated content is included.

**Collaboration and Assistance:**

1. AI tools can be used for brainstorming, drafting ideas, and seeking explanations of complex concepts.
2. Students should use AI tools to enhance their understanding and learning, not as a substitute for their own efforts.

**Transparency:**

1. If AI tools are used in the creation of any part of a submission, students must disclose their use and describe how the tool was utilized.
2. Proper attribution must be given for any content generated by AI tools that is included in submitted work.

**Ethical Use:**

1. Students must not use AI tools to generate inappropriate, offensive, or harmful content.
2. The use of AI tools should align with Chaminade's code of conduct and ethical guidelines.

**Instructor Guidance:**

1. Students should seek guidance from instructors on the acceptable use of AI tools for specific courses or assignments.
2. Instructors may provide specific guidelines or restrictions on the use of AI tools in their courses.

**Accountability:**

Misuse of AI tools in violation of this policy will be subject to disciplinary action in accordance with the institution's academic integrity policies. Students are responsible for understanding and adhering to this policy. When in doubt, ask the professor if the way you are using AI tools is acceptable or not prior to turning your work in on the deadline.

**Grades of Incomplete**

If you don't do your work for multiple consecutive weeks past the drop with a W deadline, and you have a serious difficulty going on in your life, and you ask permission from the dean or department, I can give you an I. But then if you don't submit your work, you will get an F.

**Final Grades**

Final grades are submitted to [Self-Service](#):

- A = 90% and above
- B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.



### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

### Surf Studies Course Schedule (Spring 2025)

Week	Dates	Topic	Due Dates	Resources/Readings
Week 1	Jan 6–12	Introduction to Surfing	Initial Post: Tue, Jan 7, 11 PM  Replies: Thu, Jan 9, 11 PM	<i>See Canvas</i>  <i>See Canvas</i>
Week 2	Jan 13–19	History of Surfing in Hawai'i	Initial Post: Tue, Jan 14, 11 PM  Replies: Thu, Jan 16, 11 PM	<i>See Canvas</i>  <i>See Canvas</i>
Week 3	Jan 20–26	Origins of Surf Feminism	Initial Post: Tue, Jan 21, 11 PM  Replies: Thu, Jan 23, 11 PM	<i>See Canvas</i>  <i>See Canvas</i>
Week 4	Jan 27–Feb 2	Gender Representation in Surf Media	Initial Post: Tue, Jan 28, 11 PM  Replies: Thu, Jan 30, 11 PM	<i>See Canvas</i>  <i>See Canvas</i>
Week 5	Feb 3–9	Feminism in Surf Competitions	Initial Post: Tue, Feb 4, 11 PM	<i>See Canvas</i>

Replies: Thu, Feb 6,  
11 PM

Project 1 Due: Fri,  
Feb 9, 11 PM

Week 6	Feb 10–16	Intersectionality in Surf Feminism	Initial Post: Tue, Feb 11, 11 PM	See Canvas
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Replies: Thu, Feb 13,  
11 PM

Week 7	Feb 17–23	Surfing in Film and Television	Initial Post: Tue, Feb 18, 11 PM	See Canvas
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Replies: Thu, Feb 20,  
11 PM

See Canvas

Week 8	Feb 24–Mar 2	Surf Tourism and Its Impact	Initial Post: Sat, Mar 1, 11 PM	Field Research Week
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Replies: Sun, Mar 2,  
11 PM

Week 9	Mar 3–9	Surfing and the Olympics	Initial Post: Tue, Mar 4, 11 PM	See Canvas
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Replies: Thu, Mar 6,  
11 PM

Project 2 Due: Fri,  
Mar 7, 11 PM

<b>Week 10</b>	<b>Mar 10–16</b>	<b>Surfboard Design and Technology</b>	<b>Initial Post: Tue, Mar 11, 11 PM</b>	<i>See Canvas</i>
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**Replies: Thu, Mar 13,  
11 PM**

<b>Week 11</b>	<b>Mar 17–21</b>	<b>Spring Break – No Class</b>
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<b>Week 12</b>	<b>Mar 24–30</b>	<b>Surf Subcultures and Identity</b>	<b>Initial Post: Tue, Mar 25, 11 PM</b>	<i>See Canvas</i>
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**Replies: Thu, Mar 27,  
11 PM**

<b>Week 13</b>	<b>Mar 31–Apr 6</b>	<b>Adaptive Surfing: Accessibility</b>	<b>Initial Post: Tue, Apr 1, 11 PM</b>	<i>See Canvas</i>
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**Replies: Thu, Apr 3,  
11 PM**

<b>Week 14</b>	<b>Apr 7–13</b>	<b>Surfing and Localism</b>	<b>Initial Post: Tue, Apr 8, 11 PM</b>	<i>See Canvas</i>
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**Replies: Thu, Apr 10,  
11 PM**

<b>Week 15</b>	<b>Apr 14–20</b>	<b>Course Wrap-Up and Final Reflections</b>	<b>Initial Post: Tue, Apr 15, 11 PM</b>	<i>See Canvas</i>
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**Replies: Thu, Apr 17,  
11 PM**

Week 16	Apr 21-25	Submit Final Project	Project 3 Due: Fri, Apr 25, 11 PM	Submit Final Project
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