



"Love takes off the masks that we fear we cannot live without and know we cannot live within."
James Baldwin, *The Fire Next Time* (1963)

AFA3930, ANT3930, ANG5931 – Black Love, Kinship, and Community

3 credit hours

Fall 2025

MWF – 12:50pm -1:40pm

Weil Hall RM. 0273

Contact Information

Riché J. Daniel Barnes, Ph.D.

Associate Professor of Anthropology

Director of African American Studies

rj.danielbarnes@ufl.edu

Office Location: Turlington 1012

Office Hours:

Open Office Hours: Tuesdays 11am – 2pm (in-person)

By appointment: If office hours conflict with classes or work, please make an appointment in-person or via zoom. Email to find a time that works for both of us.

COURSE DESCRIPTION:

Lectures and seminars covering selected topics of current interest in African American Studies and special topics in various subfields of Anthropology

What is love, let alone “Black” love? Can love be qualified in relationship to race, gender, class, sexuality, etc. and their many intersections? What broader stakes (e.g., intellectual, personal, political) underlie the scholarly quest to understand “Black love”? This inaugural course interrogates these questions and analyzes the politics of love, intimacy, kinship, and community. We investigate who and how we love as private and rooted purely in our own personal preferences, and how ‘personal’ preferences around kinship and intimacy have been rooted in slavery, imperialism and its afterlife. This class reads personal essays, cultural theory, Black expressive culture, and ethnography from both a sociocultural and socioeconomic perspective to understand Black love, kinship and community and conceptualizations of belonging, violence and grief. The aim of this course is to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of Black love, kinship, and community. Majors and minors in African American Studies, Anthropology, Sociology, History, Education, and IFAS fields will find this course useful. From a career-tracking perspective, this course will be valuable to those pursuing health careers, legal careers, social work, education, child and family advocacy, public policy, public health, counseling, human resources, and related fields. For those pursuing post-graduate degrees this course is useful for those interrogating kinship, family, and community, as well as those pursuing research on systems of power, social networking, and histories of kinship and family, and community formation.

COURSE OBJECTIVES:

By the end of the semester, the successful student will be able to:

- Cultivate skills in reading and analyzing qualitative and multidisciplinary research.
- Define love, kinship, family, and community from multiple perspectives.
- Describe cross-cultural variations in kinship and family structures.
- Conduct genealogical studies.
- Utilize the disciplinary perspectives, theories, and methodologies of African American studies, anthropology, history, and sociology and apply them to Black love, kinship, and community studies.
- Identify and dispel myths and stereotypes surrounding Black families and communities and the impacts of race, class, gender, and sexualities upon Black people and their families.
- Discuss how social policy, institutions, and the economy affect the structure and health of Black families and communities and the challenges and joys of Black relationships, parenting, and childhood.
- Explain the diversity of the Black familial experience in the U.S., and throughout the diaspora.
- Characterize the significance and nature of love and resiliency in Black love, kinship, and/or community life.
- Develop extended interest and tools to continue exploration of African American and African Diasporic studies as a major, double major, minor, and/or graduate school field of interest.

Student Accessibility:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. It is important for students to share their accommodation letter with me and discuss their access needs, as early as possible in the semester. <https://disability.ufl.edu/get-started/>

Sensitive Subject Matter:

This course requires engagement with issues of a potentially sensitive nature. Some of our readings and class discussions will frankly address race, ethnicity, health, and sexuality among other topics. While you are not required to self-disclose in assignments or discuss information with which you are uncomfortable, I do expect you to read and discuss in class the articles and chapters assigned. If you anticipate problems completing the readings or participating in class discussions, please talk to me well in advance. A passing grade in this class is not dependent on what you disclose in your writings and discussion but rather how well you engage the reading, think analytically, and write effectively. (adapted from Lindeman SDSU)

Colleague Sensitivity:

We each come from a range of backgrounds and have had a host of experiences that may affect how we read, discuss, and experience various aspects of the course and our work together as colleagues. There may be information presented or statements made that cause various emotions during class, while reading, or even post class when one has had time to think about the material alone or with others. I ask that we come to the readings, assignments, and discussions with compassion and empathy; for ourselves as individuals, and for others as colleagues in a community of learning. As your course instructor and facilitator, I will work to be attentive and to address concerns as sensitively as possible,

however, I ask that if you experience something you would like to discuss, please make me aware after class, in office hours, or by appointment.

Wellness:

We are currently experiencing particularly difficult times as a society. The University offers resources that you should feel welcome to utilize.

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>

352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

Course Work Expectations:

All student assignments must be type-written, double-spaced, with pagination, your name on each page, and submitted via Canvas using docx or pdf files. This class requires a good deal of reading and writing. Writing assignments are given as an opportunity to build students' research, critical thinking, and formal scholarship skills. Therefore, writing is assessed along with content and will result in deductions in grading if there are significant errors in grammar, punctuation and style and/or the writing impairs the reader's ability to understand the content. With this in mind, please utilize the College of Arts and Sciences Writing Studio or Academic Resources.

I may occasionally recommend that students see me and/or a counselor for assistance in which case the student would be able to resubmit the assignment after having met with me and/or a tutor. This is the only time I allow resubmissions.

Plagiarism and Cheating:

Plagiarism will not be tolerated in this class. Students caught plagiarizing, defined as misrepresenting another's work as one's own through omission, evasiveness, and/or improper citation, may receive an F on the assignment and in the class. Common yet no less egregious, plagiarism includes using verbatim other authors' summaries of research and then citing the primary source rather than citing the author who summarizes that primary source. If you are unsure about when you may be in danger of plagiarizing, please talk with me. (adapted from Lindeman SDSU). Additionally, students now have access to tools like ChatGPT that may assist in the writing process. It is imperative that if you utilize ChatGPT to aid in your writing you cite any ideas that are not your own as being generated by ChatGPT. Because this is a learning environment, using ChatGPT (and related AI tools) as if what they generate is your own thought or language does not help you to learn, only to complete an assignment. As students in an educational environment, we are in the business of learning.

Classroom Policies Honor Code/Ethical Practice:

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of failing grade on the assignment or assessment. Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Audio/Visual Policy:

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from the Disability Resource Center, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or distributed for any reason.

See the University of Florida Guidance for Recording a Class Lecture

<https://sccr.dso.ufl.edu/policies/codechanges/>

Avoid Unauthorized Recordings:

A Student shall not make a video or audio Recording. A Recording must not be Published without the prior express written consent of the Faculty or guest lecturer.

A Student shall not make a Recording in class, through any means over any medium, of anything other than a Class Lecture, including but not limited to the Recording of any assessment, clinical activity, lab, or student presentation. The Recording of any meeting or conversation in class between Students or between Students and Faculty or guest lecturer is strictly prohibited.

Do Not Share or Publish Recordings:

A Student, independently or with another person or other people, must not without express written authorization take, give, Publish, post or submit, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Use of Electronics:

It is true that we now live in a sort of “Jetsons” age. However, I view the classroom as a professional environment much like an office or team meeting. It is quite rude in that context to take or receive phone calls, emails, chats, etc. Therefore, students are asked to silence their electronic devices including smart phones before arriving in class. If you

forget and your phone rings, you are asked to quietly turn it off and proceed with class without any further distractions. If you need to take the call, silence it, and quietly leave the classroom and take your call outside. If you have or anticipate an emergency that requires you to be available electronically, you are required to let me know, and step outside the classroom to take care of **ALL** electronic communications. Students may use laptops, ipads, ereaders, and other electronic reading devices **to read or view classroom materials ONLY**. You may not use these devices for social networking, “googling”, or other purposes not related to the course. Not only is a wandering screen distracting to the user, but it is also just as distracting to those nearby since we all know, at this point, screens are hard to resist!

REQUIRED TEXTS:

Required Books (available at the bookstore and on reserve)

1. Hunter, Tera. 2019. Bound in Wedlock: Slave and Free Marriage in the Nineteenth Century. Belknap Publishing
2. Morgan, Jennifer. 2021. Reckoning with Slavery: Gender, Kinship and Capitalism. Duke University Press.
3. Barnes, Riché. 2015. Raising the Race: Black Career Women Redefine Marriage, Motherhood, and Community. Rutgers University Press
4. hooks, bell. 2001. Salvation: Black People and Love. William Morrow Publishing
5. Hurston, Zora Neale. 1937. Their Eyes Were Watching God. J.B. Lippincott and multiple

Required Articles and Media are listed in the course outline, posted to Canvas and attached to the syllabus for your reference.

There is no additional materials and supplies fee for this course.

COURSE REQUIREMENTS:

Assignments: Assignments are designed to meet the course learning goals using multiple modalities for learning, including reflecting on readings, making connections across class topics, discussing ideas with your peers, and practicing oral and written communication.

Your course grade will be based on the following activities:

a) Class Engagement/Participation 20%:

Class engagement means doing the readings before class and participating in class activities and in discussions. Class attendance is mandatory. If you are not present, you cannot demonstrate engagement. I do understand that there are sometimes reasons why one cannot attend class (even I have had to cancel for illness and I let you know as soon as possible). If you find that you will not be able to make class, whether planned or an emergency, please email me as soon as possible. Our class time is effectively an appointment. If you are unable to make an appointment, good courtesy requires you to let the person who scheduled the appointment know as soon as possible. When you miss a class, you have at minimum missed the discussion starter assignment and the resultant class discussion. The make-up is a quiz on the assigned readings for the day you are absent. Due date and guidelines will be given in the event of an absence. It is up to you to be in touch with me to coordinate the make-up quiz.

- Discussion Starter Assignment: In order to participate actively in discussion, everyone should prepare the assigned readings before class begins. **For each class**, you are required to prepare one discussion starter to help organize your participation in the discussion. At the beginning of every class session, I will

collect your discussion starter, which we will use to shape the discussion (You may volunteer and/or I will call at random on people from the submitted questions and may ask you to elaborate on your question or suggest a tentative answer).

- Specifics: Select one of the readings for the day. On a sheet of lined paper, write your name and the class date on one side. On the back, neatly write a summary of a key point from the reading (3-4 sentences). Then write one question related to that reading that could be used in class discussion. Good questions might start with “The author stated that [quote]. What do you think about that claim?” You can also ask questions about how a specific idea in the reading is connected to other ideas we’ve discussed in this class or how a specific idea applies to the real world.
- In Class Assignments: Students will periodically be given in-class assignments that work toward achievement of the course goals. This may come in the form of short writing assignments, group discussion and response, reading or media response, etc.

b) Special Events Reflection Essays 20%:

- Students are required to attend at least two events during the semester that are related to questions of love, kinship, and community. Students will write a 2–3 page paper in which you will provide a summary of the event and relate the event to in-class discussions and assigned readings.
 - Specifics: It is recommended that you write and submit your paper immediately after the event. However, since everyone is attending events at different times, the set due date is the last day of fall classes. Events will be posted to Canvas. However, you are free to find your own events. If you are unsure of their relationship to the course, check with me for approval. If you learn of an event, please let me know so I can share it with the rest of the class.

c) Response Papers 20%:

- Response Papers: Students will write reaction papers on each of the four required texts (Not including *Their Eyes Were Watching God*). Due dates are listed on the course outline and on Canvas.

d) Take-Home Exams 20%:

- Take Home Exams: Students will complete two exams. A concept exam and a mid-term exam.
Exam dates are listed on the course outline and on Canvas.

e) Kinship/Genealogy Certification and Chart 20%:

- Students will complete the Association for the Study of African American Life and History certification program on Black Family Oral histories, Preservation, Genealogy, and Story Telling. Students will then produce a genealogy chart of their family along with a life history narrative which will explain the chart. Students may include pictures, media images, video footage, etc. to creatively present information

about their families. (Guidelines and due dates will be disseminated in class).
Presentations will be

***Students enrolled in ANG5931**

ANG5931 is a graduate level course number. Students enrolled in this course number will, in addition to the requirements above, complete a project related to their graduate level research. Please schedule a time to talk with me to discuss the project, guidelines, and due dates.

GRADES:

Class Engagement/Participation 20%

Special Events Reflection Essays 20%

Response Papers 20%

Take Home Exams 20%

Kinship/Genealogy Certification and Chart 20%

Total: 100%

Your Grade Will Be Based On The Following Scale %: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80- 82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57 and below = E. If your grade falls within a decimal point it is not rounded. For example, 92.9 will not be rounded to 93. The decimal will be dropped. The numeric grade is then 92 which is, according to the scale, an A-

For more information on current UF grading policies for assigning grade points, you may link to the following website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Reminders:

Attendance and Participation: Attending class and participating in class activities is required.

You should come to class ready to discuss the assigned readings. I would like everyone to have a chance to contribute to discussion and ask questions. Your participation is assessed via the discussion starter assignment, as well as the quality of your comments and your ability to open up space for others to engage in the discussion. I understand that we all have different levels of comfort regarding speaking in class. If you have any issues that prohibit you from participating in class, I encourage you to contact me so I can find ways to make participation work for you in this class. If documented illness or traumatic events prevent you from being in attendance and/or participating in class discussions, a make-up quiz will be provided. It is your responsibility to be in touch with me to coordinate the make-up quiz.

Late Assignments: Except in cases of documented, excused illnesses or traumatic events, as defined by the "Dean's" office, there will be a point deduction on your grade if you turn in your work late. (Late work includes that which is not submitted when work is collected). As with attendance, it is imperative that you communicate with me when your work is going to be submitted late.

COURSE OUTLINE:

Your reading assignment is provided for each week. Course requirements are due the day they appear on the outline. In-class assignments, homework assignments and pop quizzes/short writing assignments will be disseminated periodically throughout the course. The schedule is subject to minor changes you will be notified of changes verbally and via canvas. Any changes are given to benefit objectives and student learning goals. Readings not part of the required books are posted to Canvas.

Date	Topic	For Class Sessions (readings and assignments due)
Unit 1: Writing about Black Love, Kinship and Community		
Fri. 8/22	Introduction to the course	In-class activity and discussion
Mon. 8/25	Introduction to Black Love, Kinship, and Community	Read: chpts. 1-3. Zora Neale Hurston. <i>Their Eyes Were Watching God</i> .
Wed. 8/27	Zora Neale Hurston's authorial commitment to Black Love in Florida in the South	Read: chpts. 4-5. Zora Neale Hurston. <i>Their Eyes Were Watching God</i> .
Fri. 8/29	Zora Neale Hurston's authorial commitment to Black Love in Florida in the South	Read: chpts. 6-9. Zora Neale Hurston. <i>Their Eyes Were Watching God</i> .
Mon. 9/1	No Classes. National Observance	Use the time to rejuvenate
Wed. 9/3	Zora Neale Hurston's authorial commitment to Black Love in Florida in the South	Read: chpts. 10-15. Zora Neale Hurston. <i>Their Eyes Were Watching God</i> .
Fri. 9/5	Zora Neale Hurston's authorial commitment to Black Love in Florida in the South	Read: chpts. 16-20. Zora Neale Hurston. <i>Their Eyes Were Watching God</i> .
Mon. 9/8	Defining Black Love, Kinship and Community	Read: chpts. 1-3 bell hooks. <i>Salvation: Black People and Love</i>
Wed. 9/10	Defining Black Love, Kinship and Community	Read: chpts. 4-6 bell hooks. <i>Salvation: Black People and Love</i>
Fri. 9/12	Defining Black Love, Kinship and Community	Read: chpts. 7-8 bell hooks. <i>Salvation: Black People and Love</i>
Mon. 9/15	Defining Black Love, Kinship and Community	Read: chpts. 9-10 bell hooks. <i>Salvation: Black People and Love</i>
Wed. 9/17	Building and Challenging Black Love in the Community	Read: <ul style="list-style-type: none"> o June Jordan "Where is the Love" o Sriaram Shamasunder, "June Jordan's Legacy of Solidarity and Love Remains Relevant" o Taylor Leigh Tate "Contemporary Love Stories: Love in the Trap, Hookup, and Consumer Culture" Listen: <i>The Stoop: Stories from Across the African Diaspora</i> . Episode 2: Why is it so hard for some black folk to say I love you?

Fri. 9/19	Dr. Barnes away for a conference. Class will be held in the Archives – Smathers Rm 100. Details will be disseminated.	Archive Assignment – During Archive Visit. Watch Three Channel Exhibition: https://www.jaamil.com/projects/syllabus-for-black-love
Unit 2: The Legal History of Black Love, Kinship, and Community		
Mon. 9/22	What does it mean to be Married?	Response Paper Due on bell hooks' <i>Salvation</i> Read: Introduction and Chpt. 2. Tera Hunter. <i>Bound in Wedlock</i> Read: Warren Billings. "The Law of Servants and Slaves in Seventeenth Century Virginia"
Wed. 9/24	Bound and Unbound through the Civil War and Reconstruction	Read: Chpt. 5 and Chpt. 6 Tera Hunter. <i>Bound in Wedlock</i>
Fri. 9/26	Dr. Barnes away at a Research Conference Asynchronous Online Class	Watch: Finding your Roots with Henry Louis Gates. Cory Booker and John Lewis. Season 1. Episode 2. Complete Corresponding Assignment
Mon. 9/29	Hopes, Travails, Legacies, and Challenges	Read: Chpt. 8 and Epilogue. Tera Hunter. <i>Bound in Wedlock</i>
Wed. 10/1	Revisiting Elizabeth Key: defining Kinship in slavery and freedom?	Read: Introduction and Chpt. 3. Jennifer Morgan. <i>Reckoning with Slavery</i>
Fri. 10/3	Women, Commerce, and Kinship	Read: Chpt. 4 and Chpt. 5 Jennifer Morgan. <i>Reckoning with Slavery</i>
Mon. 10/6	Resistance. Revolt. Madness?	Read: Chpt. 6 and Conclusion Jennifer Morgan. <i>Reckoning with Slavery</i> Watch: Zoom discussion with Dr. Dianne Stewart on her book, <i>Black Women, Black Love: America's War on African American Marriage</i> (2020)
Unit 3: Theorizing and Representing Black Love, Kinship, and Community		
Wed. 10/8	What even is kinship?	Response Paper Due on Tera Hunter <i>Bound in Wedlock</i> and Jennifer Morgan <i>Reckoning with Slavery</i> Read: Mark Rifkin: "Kinship's Past, Queer Interventions, and Indigenous Futures" Read: Judith Butler. "Is Kinship Always Already Heterosexual?"

Fri. 10/10	Theorizing the Black Family	Read: Wade Nobles. "Toward an Empirical and Theoretical Framework for Defining Black Families." Read: Patricia Hill Collins. "Shifting the Center: Race, Class, and Feminist Theorizing about Motherhood."
Mon. 10/13	Frameworks for Defining (American) Families	Read: Stephanie Coontz. "The Way We Wish We Were" and "We always stood on our own two feet: self-reliance and the American family"
Wed. 10/15	The Myth of the Black Family Collapse	Read: Stephanie Coontz. "Pregnant girls, wilding boys, crack babies, and the underclass: the myth of black family collapse" Read: Niara Sudarkasa. "Interpreting the African Heritage in African American Family Organization"
Fri. 10/17	No Classes: UF Homecoming	Use the time to have fun and rejuvenate
Mon. 10/20	Policy and the Black Family	Read: Daniel Patrick Moynihan: "The Negro Family: The Case for National Action" Read: Trumain Mitchell. "Race, Welfare Reform, and the Push for Family Values"
Wed. 10/22	Grandmothering While Black	Read: LaShawnDa Pittman. Introduction, Chapter 1 and Chapter 6. <i>Grandmothering While Black</i>
Fri. 10/24	No In-person Class Tentative Zoom Speaker	Tentative Zoom Speaker
Mon. 10/27	Variations in Family Representations	Read: Lynda Dickson and Kris Marsh. "The Love Jones Cohort" Read: Serie McDougal III and Clarence George III. "'I Wanted to Return the Favor': The Experiences and Perspectives of Black Social Fathers" Read: Ciarra Jones. "Black Queer People's Family Structures Are a Blueprint for the Revolution, in the Body"
Wed. 10/29	Dr. Barnes Away for a Conference	Take Home Mid-Term Exam
Fri. 10/31	Dr. Barnes Away for a Conference	Take Home Mid-Term Exam
Mon. 11/3	The Role of Black Women in Black Family Survival Strategies	Mid-Term Exam Due Read: Introduction and Chapter 1. Riché J. Daniel Barnes. <i>Raising the Race</i> .

Wed. 11/5	Black Strategic Mothering	Read: Chapters 2-3. Riché J. Daniel Barnes. <i>Raising the Race</i> .
Fri. 11/7	Raising the Race	Read: Chapters 4-5, Conclusion and Epilogue. Riché J. Daniel Barnes. <i>Raising the Race</i> .
Unit 4: Theory In Practice		
Mon. 11/10	Black Mommas and Their Babies	Response Paper Due on Riché J. Daniel Barnes <i>Raising the Race</i> . Read: Leith Mullings et. al “The Harlem Birth Right Project” Read: Fleda Mask Jackson et. al “Examining the Burdens of Gendered Racism”
Wed. 11/12	Qualitative Methodologies and Family Life	Lecture: Qualitative Methodologies and Family Life
Fri. 11/14	Dr. Barnes Away for a Conference	Watch Certification Program/Work on Kinship project
Mon. 11/17	Qualitative Methodologies and Family Life	Watch Certification Program/Work on Kinship project
Fri. 11/21	Dr. Barnes Away for a Conference	Watch Certification Program/Work on Kinship Project
Mon. 11/24 – Fri. 11/28	No Classes. National Observance	If you spend the holiday with family, use the time to finalize your research
Mon. 12/1	In Class Presentations	Kinship Chart Presentations
Wed. 12/3	In Class Presentations Last Day of Classes	Kinship Chart Presentations
Thur. 12/4 and 12/5	No Classes. Reading Days	Work on Narrative and Certification
Thur. 12/11	Scheduled Final Exam	Kinship Narrative and Certification Due
12/13-1/12	Enjoy Your Break!	Hope to See you in the Spring!