

of Chicago, to create a unique cohesion among black students.

Using the language of the black power era and of African-American psychologist William Cross, Jr.'s, "Nigrescence" or "Negro-to-Black Conversion Process model," Williamson labels black students during the former period as "Negroes" and describes their goals as "integrationist." In contrast, she uses the term "Black" for later students, who are committed to "instilling solidarity and unity among Black students . . . expressing the positive aspects of Black culture, and providing a training ground for political organization and leadership" (p. 28). Using the testimony of students, Williamson powerfully locates these differences in the break with the civil rights movement and adoption of black power ideology. She quotes a former student, Sandra Norris, as saying, "When I came there, I was . . . a student who happened to be Black. When I left, I was a Black who happened to be a student" (p. 49). Black power ideology meant "preservation of Black identity, preference for an ethnically centered curriculum, and an orientation toward collective racial

advancement" (p. 31). These views were quite a distance from those of the preceding generation.

The transformation of African-American students' ideology from negro assimilationist to black power, and the resulting institutional reforms at places like UIUC, attest to the long-term influence of the 1960s' generation of black student activists. Williamson's most important point is to remind us of *how* transformative black power was. This is particularly important at a moment when historians tend to collapse civil rights and black power and to argue that continuity rather than change characterized the relationship between the two movements. *Black Power on Campus* makes a tremendous contribution to the burgeoning black power studies literature. Moreover, it suggests that we need more historical accounts of black students and the creation of black studies units.

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*Generations of Captivity*  
*A History of African-American Slaves*  
 By Ira Berlin

(Cambridge, Mass.: Belknap Press, 2003. Pp. 374.  
 Maps, illustrations, tables, notes, index. \$29.95.)

Ira Berlin skillfully braids the histories of African-American slaves into a coherent, self-contained narrative

that provides general readers and specialists alike a way to conceptualize two-and-a-half centuries of history

while accounting for regional differences, dramatizing change over time, and documenting the persistence of slave resistance in English, French, and Spanish North America.

In *Generations of Captivity*, Berlin compresses and updates his prize-winning study *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998), integrating his earlier account with a fresh evaluation of antebellum slavery and a brief sketch of emancipation. He investigates how antebellum-era slavery accelerated and transformed social processes that had developed over the preceding centuries. The era of the internal slave trade, which Berlin evocatively labels the "Second Middle Passage," and the rise of the cotton South marked "the period of slavery's most rapid change in mainland North America" (p. 16). Berlin demonstrates this assertion by attaching his analysis of antebellum slavery to his detailed account of slavery in colonial America.

Berlin creates order by designing analytical categories, identifying bellwether experiences, and delineating specific regions to revisit in each section of the book. He uses the concept of "generations" to divide his study into four major sections, each of which evaluates slavery in the North, the Chesapeake, the South Carolina and Georgia low country, and the lower Mississippi Valley. "Charter generations" of Africans defined the slave experience in the seventeenth century. These early slaves were more likely to achieve greater measures of

freedom than subsequent generations, in part because as members of this numerically small cohort, they possessed knowledge of the Atlantic world that matched or exceeded that of frontier-society Europeans. On the southern Atlantic coast, "Plantation Generations" transformed colonial-era slavery, creating societies organized economically, politically, and socially around slavery. Some parts of the North experienced increased dependence on slaves. The era of the American Revolution transformed life once again, leading to gradual abolition in the North. In the South, slaveholders recovered from the turbulence of war, evangelical revivals, and egalitarian political rhetoric, setting the stage for a dramatic expansion of slavery in the region. During the "Migration Generations" of the nineteenth century, the lives of African Americans suffered profound disruptions. The transportation of approximately one million people westward forced slaves to forge new lives and new communities within the antebellum cotton economy. The arrival of Anglo-American planters further accelerated a trend toward plantation slavery in the lower Mississippi Valley, a region where previous generations of French and Spanish masters had been forced to grant considerable autonomy to slaves.

Berlin is acutely sensitive to variations within and between regions, while also arguing that each generation left a legacy which shaped those that followed, despite dramatically shifting conditions. Among the bench-

marks he provides to describe slave experience are the degree to which slaves carved out opportunities for independent economic production, as well as whether slave labor followed a closely supervised “gang” or a more flexible “task” system. Berlin also pays close attention to the ebb and flow of African cultural traditions and adaptations of Christianity within African-American communities. Naming patterns provide one tangible index for measuring both status and cultural adaptation.

Berlin forges meaningful comparisons across regions, eras, and social classes, while breathing abundant life into his narrative through vivid examples. The study draws considerable energy from the persistent impulse among slaves and masters to renegotiate each slave-labor regime’s requirements. This tension combined with changing staples, patterns of slave importation, and political regimes to ensure diverse and far-from-inevitable outcomes across the history of slavery. Some regions deepened their investment in slavery, even as others retrenched or reconfigured their commitment to the institution. In each generation, American slaves devel-

oped internal cultural resources to mitigate inescapable oppression. The strategies of free, often urban, black communities also were conditioned by the persistence of slavery.

While readers will not find material that specifically addresses Indiana history, Berlin’s insistence that the antebellum North was not “a free society,” but rather “part of a slaveholding republic” (p. 233) until the issuance of the Emancipation Proclamation should stimulate thoughtful reflection amongst all readers. So too will Berlin’s closing observations on how negotiations between blacks and whites touched off by the coming of freedom continued to be colored by slavery. The Civil War and its aftermath further confirmed that the nation’s history was entangled with slavery from the first trans-Atlantic immigrants to the age of Lincoln.

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### *The Hour and the Woman*

#### *Harriet Martineau’s “Somewhat Remarkable” Life*

By Deborah Anna Logan

(De Kalb: Northern Illinois University Press, 2002. Pp. xi, 332. Appendix, notes, works cited, index. \$42.00.)

Many Americans know Harriet Martineau (1802–1876) because of the published account of her travels in the

United States (including Kentucky and Michigan) during the mid-1830s. In *The Hour and the Woman*, Western