

Welcome to Volume 11 of The Toro Historical Review!

This volume represents our students' work during the Spring 2021 semester. Still in the grip of Covid 19, our students continued to face unique academic challenges, in particular a more limited access to research materials as well as zoom-only conversations about their research with their faculty mentors. And yet, our students continued to persevere and publish, an accomplishment that I want to recognize and applaud. In addition, I want to extend a sincere thank you to our student editorial team who has continued to work hard and keep us on our regular bi-annual publication schedule. Congratulations and thank you to everyone!

Included here are three senior seminar (HIS 490) papers from two different sections. One section, taught by Dr. Joshua Jeffers, explored Native American history. Both students published here wrote historiographical essays on their topics in HIS 400 during Fall 2020 and completed their primary source research and writing in HIS 490 in Spring 2021. Wesley Campbell's essay brings together two large and largely independent historiographies: Native American history and African American history. By looking at the history of Reconstruction in Oklahoma, he reveals how emancipation impacted Creek society. In particular he emphasizes the role of Creeks of mixed Black and Native ancestry and suggests that Reconstruction in Indian Country mirrored its Southern counterpart. The emancipation of freedpeople with Creek heritage upset the existing racial order, and these tensions combined with a number of others, including those between Creeks who fought for the Union and former Confederates, according to Campbell, undermined Creek sovereignty and efforts at political self-determination. Diana Escobedo's research looks at how the anti-Catholic and anti-Irish sentiment, which pervaded US culture during the nineteenth century, shaped and influenced the policies of federally-run Indian schools. She demonstrates how Catholic-run boarding schools, in an effort to demonstrate their national loyalty, infused their programs and curricula with "patriotic pageantry." She argues that Catholic-run schools, which traditionally were more tolerant than their Protestant counterparts of elements of Native culture among their students, a practice that was curbed considerably as the patriotic performances of Native students became evidence of the patriotism American Catholics and proof of the success of the federal civilizing program.

Dr. Chris Monty's 490 course focused on the Russian Revolutions of 1917. While students in the course selected different themes, they all had the same goal: to explain why the abdication of the Tsar sparked a social revolution that ultimately resulted in the declaration of a class-based Soviet government. Nathan Kooker's work examines one of the most critical issues of the Russian Revolutions of 1917: soldier radicalism. His paper shows how antiwar sentiment and mistrust of the officer corps among rank-and-file soldiers escalated between February and October because of the Provisional Government's disastrous decision to launch a hopeless summer offensive. This research is significant, because it demonstrates that soldiers' support for the creation of a new revolutionary government based on the soviets was an outgrowth of their direct experience, not a result of Bolshevik propaganda.

Volume 11 also includes one of Dr. Doris Namala's HIS 300 papers from an earlier semester, a paper that the student, Cesar Ovando, who is also a Mellon Mays Fellow and Sally Casanova scholar, has continued to work on. Thematically, Dr. Namala's HIS 300 course explores Mexican Conquest history from the perspective of indigenous populations. Within that framework, Cesar explored Guatemalan conquest history through both central Mexican Nahua (conquistador) and Guatemalan Maya (conquered) sources, thus contributing to the increasing body of scholarship that recognizes that in addition to being the target of Spanish conquests indigenous populations also saw themselves, and acted as conquistadors in their own right.

Upon concluding, I want to take a moment to bid my farewell as faculty editor of *The Toro Historical Review*. I started the journal in the summer of 2016 together with Raul Rubio, one of my students at the time, and have seen the journal grow from a 2-(wo)man enterprise to something that has opened up opportunities for CSUDH history students to earn internship credit through their work as peer reviewers, copy editors, and publishers. I have also seen the journal migrate from a self-published Word Press website to the CSU-supported academic Open Journal Systems (OJS) platform. A huge thank you to Dana Ospina, the CSUDH Digital Initiatives Librarian, who invited us to make that move and has continued with her unwavering support and hands-on instruction ever since. Leaving the journal's editorial team is one of the hardest professional decisions I have had to make, but after more than 5 years and 11 volumes, I decided it was time for new leadership. Thank you to everyone, students and faculty, who have worked with me on the journal over the years. I am incredibly proud of our work and thankful for the collaboration. Now I look forward to reading and enjoying future volume as a guest reader. Keep up the amazing work, Toros!