

# Senate Bill 1301

Lead by Senator Kavanagh  
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## WHAT IS IT?

### Inclusion of AANHPI History

Senate Bill 1301 requires the integration of Asian American, Native Hawaiian, & Pacific Islander (AANHPI) history in our state's K-12 classrooms.

### Impact

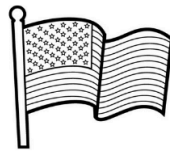
Requiring the contributions, histories, and experiences of AANHPIs serves as a long-term preventive measure against anti-Asian American bullying, violence, and hate, which we have seen proliferate over the past few years.

### Acceptance

The passage of SB 1301 and the subsequent codification of AANHPI history will lead to increased acceptance and understanding for Americans of Asian, Native Hawaiian, and Pacific Islander ancestry. For AANHPI students specifically, it will bolster their mental health and sense of belonging & patriotism in the state they call home.

## OUR HISTORY

### 442nd Infantry Unit & Incarceration Camps



All-Japanese American infantry unit from WWII that is the most decorated for its class and length of service; nicknamed the 'purple heart battalion.' They fought for the U.S. while their families were being held in incarceration camps, including Gila River and Poston

### Hing Family in Superior, AZ



Owners of Save Money Market in the copper-mining town midway between Mesa and Globe. Mr. Hing worked with the National Victory League and engaged in services such as providing for the town's first subdivision of new homes post-war. Hing helped finance miners into housing at payments as low as \$25/month

## HOW TO SUPPORT

Vote for Senate Bill 1301



Illustrated by Justin Castaneda



## MOTHERS OF JAPANESE AMERICAN SERVICEMEN

The U.S. entered World War II in 1941 after Imperial Japan attacked Pearl Harbor, a U.S. Naval base. Just a few months later on February 19, 1942, President Franklin D. Roosevelt issued Executive Order 9066. This order forced 125,284 Japanese Americans to leave their homes, their businesses, and their communities into American concentration camps. Although they were labeled “enemy aliens,” many Japanese American men were still required to fight in the war and some of the mothers of these men protested. They wrote letters and signed petitions, demanding their sons’ civil liberties and rights be given back before fighting in any war. These protests happened across American concentration camps like Amache, Poston, Topaz, and Minidoka. Though Japanese Americans were still sent to war, the women of these camps’ voices were heard and will forever be remembered.

Amache and Minidoka are now National Historic Sites. Poston and Topaz are listed in the National Register of Historic Places.

Illustrated by Chen Li



## 442ND INFANTRY

After Pearl Harbor was attacked during World War II, many Japanese Americans joined the United States Army. Back then, Japanese Americans were not allowed to fight alongside white Americans. In 1943, the 442nd Regimental Combat Team — a unit for only Japanese Americans — was formed. The 442nd trained hard and helped liberate France from German occupation.

They teamed up with the 92nd Infantry Division, an African American unit, to drive German soldiers out of northern Italy. Despite facing racism, hate, and hard combat, the unit of 18,000 Asian American men became the most decorated unit in American history.

## **SB 1301: Asian American, Native Hawaiian, and Pacific Islander History FAQ**

### Topline:

- Requiring the instruction of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) history is a long-term preventive measure against future anti-Asian American, Native Hawaiian, and Pacific Islander bullying, violence, and hate.
- The Arizona Revised Statutes has required the teaching of Holocaust Education since 2021
- The Arizona Revised Statutes has required the teaching of the history of Native Americans in Arizona since 2000
- Arizona's Academic Standards only mention "Asian American" a single time from K through grade 12
- We aim to integrate Asian American, Native Hawaiian, and Pacific Islander (AANHPI) history alongside other required histories; right now, AANHPIs are left out
- Current laws fail to address the root cause of anti-Asian American hate, which is that Asian Americans are perceived to be foreigners and threats, as opposed to neighbors and fellow Americans.
- Education is the most recommended long-term solution by national surveys and studies in combating anti-AANHPI violence.
- SB 1301 trusts teachers
- There are myriad AANHPI education resources with free, ready-made curriculum/lesson plans and that offer free teacher training.
- Other states that have implemented similar laws have allocated minimal or zero funding and rely on community support for implementation.
- Statutes instead of Standards approach is paramount because codification means Asian Americans, Native Hawaiians, and Pacific Islanders don't need to fight to be re-included every few years during revision; example of Colorado (CO) standards where "Asian American and Pacific Islander" was targeted and repeatedly eliminated.

### Questions:

1. Has there been a rise in anti-Asian American hate?
  - a. According to AAPI Data<sup>1</sup>, 1 in 6 Asian American adults across the country experienced a hate crime or hate incident in 2021, an increase from 1 in 8 in 2020. Hate crimes against Asian Americans and Pacific Islanders are often unreported due to a cultural distrust of government.
2. Why haven't current laws against violence been effective in bridging the gap between anti-Asian American crimes and crimes at large?

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<sup>1</sup> [AAPI Data](#)

- a. Current laws, while generally sound in providing justice to victims, often do not address the root cause of anti-AANHPI violence and therefore do not act as an adequate deterrent or preemptive measure against future acts of violence. Asian Americans are perceived as ‘perpetual foreigners’ and are often blamed for geopolitical strains.
  - b. Additionally, anti-Asian American hate crime and incidents take many forms, and not all rise to the level of prosecutable crimes – thus, policing and laws against physical violence aren’t the only solution.
3. Why is Asian American, Native Hawaiian, and Pacific Islander History the solution to this issue?
  - a. Education is the most recommended solution overall to combat anti-Asian American racism.<sup>2</sup>
  - b. Education directly confronts anti-Asian American stereotypes including that Asian Americans are not ‘real Americans.’
4. Why is this an urgent issue?
  - a. Eight out of 10 Asian Americans have experienced bullying either online or in-person, with 60% of incidents involving Asian American, Native Hawaiian, and Pacific Islander youth (0-17 years old) being bullied by adults.<sup>3</sup>
5. How does this bill interact with educators?
  - a. We are proud that this is bill language that trusts educators. The language establishes a broad mandate and permits teachers to decide how best to integrate AANHPI history into their classrooms. It does NOT direct teachers to teach specific content or certain materials within a narrow specified timeframe. The bill language is designed to require general integration and provide suggested topics, while allowing full educator autonomy on the specifics of integration.
6. What support exists for implementing AANHPI History?
  - a. OCA Greater Phoenix:
    - i. Free, localized curricula
    - ii. <https://www.ocaphoenix.org/oca-greater-phoenix-curriculum>
  - b. Asian American Education Project (AAEdu):
    - i. [www.asianamericanedu.org](http://www.asianamericanedu.org)
    - ii. 75+ K-12 lesson plans, 36 lesson plans based on the PBS *Asian Americans* docuseries

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<sup>2</sup> [STAATUS Index Report 2022](#)

<sup>3</sup> <https://acttochange.org/bullyingreport/>



- iii. Free virtual professional development workshops, all attendees receive a certificate of completion
    - iv. Train teachers in several states, also train the two largest school districts in the country: New York City Public Schools (NYCPS) and Los Angeles Unified School District (LAUSD)
    - v. Can customize and design workshops tailored to school/teacher needs
    - vi. Can coordinate salary point approvals with school districts
  - c. Make Us Visible (MUV):
    - i. <https://makeusvisible.org/resources>
    - ii. Free K-5 Coloring Pages developed in partnership with the National Park Service
    - iii. Free K-8 and High School AANHPI Booklists
    - iv. Free lesson plans based on figures from National Park Service Coloring Pages
    - v. Free professional development workshops offered in NY
  - d. South Asian American Digital Archive:
    - i. [www.saada.org](http://www.saada.org)
    - ii. Free virtual professional development workshops
  - e. PBS *Asian Americans* docuseries
    - i. <https://cptv.pbslearningmedia.org/resource/asian-americans-full-film-video-gallery/asian-americans/>
7. What other states have passed similar laws? What have other states done for implementation?
- a. Illinois, New Jersey, Connecticut, Rhode Island, Florida, Delaware, and Wisconsin have each passed Asian American history requirements over the past 3 years.
    - i. Illinois: No fiscal note/funding allocated; local community based organizations partnered with University of Illinois for teacher PD training
    - ii. New Jersey: No fiscal note/funding allocated; accompanying AAPI History Commission bill passed to help oversee implementation efforts
    - iii. Connecticut: \$140k allocated to establish a position coordinating implementation between the CT Department of Education and school districts
    - iv. Rhode Island: No fiscal note/funding allocated; local community based organizations, working alongside Rhode Island Department of Education, developing curricula and engaging school districts in implementation
    - v. Florida: No fiscal note/funding allocated; working group established under Florida department of education to align standards and approve new curricular resources

- vi. Delaware: No fiscal note/funding allocated; passed in 2024, local community based organizations coordinating implementation plan with Delaware Department of Education
  - vii. Wisconsin: No fiscal note/funding allocated; passed in 2024, local community based organizations coordinating implementation plan with Wisconsin Department of Education
8. Why a statutory instead of a standards approach?
- a. The reason why embedding an educational requirement into the Arizona Revised Statutes is the most appropriate approach is because we have seen from other states what happens when language is standards-focused. In the latest revision of the Colorado standards in 2022, despite a 2019 law requiring the consideration of minorities and their histories, Asian Americans and Pacific Islanders were systematically eliminated from the standards in an initial draft. A University of Denver professor discovered the draft and raised red flags in the community, which then came out in force protesting the exclusion. In some places in the standards, other groups are left wholly intact, while "Asian American and Pacific Islander" has a red line through it. The State Department of Education claimed the initial draft did not represent what they expected to be the end product and in the end, after public outcry and community mobilization, Asian Americans and Pacific Islanders were re-added to the standards. The CO standards are revised every 6 years. You can read more [here](#).
9. Does this bill create a separate course for Asian Americans, Native Hawaiians, and Pacific Islanders?
- a. This bill ensures the integration of Asian American, Native Hawaiian, and Pacific Islander history into existing American history; it does not create an elective or stand-alone course.
10. Do you support amending the requirement of other histories (e.g. African American, Latino) onto this bill?
- a. Students should learn all American history, the positive and negative, regardless of background.
  - b. Native American history in AZ and Holocaust education are already required by statute
  - c. Other communities deserve their own public hearing process where relevant communities are able to organize, share their stories, and emphasize the importance of including their histories on their own terms.

**Examples of Asian American, Native Hawaiian, and Pacific Islander History:**

**442nd Infantry Regiment:**

An all-Japanese American unit from WWII, which is the most decorated unit for its size and length of service in American military history. The unit, totaling about 18,000 men, received over 4,000 Purple Hearts, 4,000 Bronze Stars, 560 Silver Star Medals, 21 Medals of Honor, and seven Presidential Unit Citations. They rescued the "Lost Battalion." These men answered the call to serve despite many of them having families in incarceration camps as a result of President Franklin Delano Roosevelt's Executive Order 9066. The 442nd's motto was "Go for Broke" meaning 'to risk everything in an all-out effort.' Their nickname, due to their overwhelming sacrifices, is the 'Purple Heart Battalion.'

### **Incarceration of Japanese Americans:**

During World War II, the United States forcibly relocated and incarcerated at least 125,284 people of Japanese descent in 75 identified incarceration sites. Most lived on the Pacific Coast, in incarceration camps in the western interior of the country. Approximately two-thirds of the inmates were United States citizens. California defined anyone with  $\frac{1}{16}$ th or more Japanese lineage as a person who should be incarcerated. Colonel Karl Bendetsen, the architect of the program, went so far as to say that anyone with "one drop of Japanese blood" qualified for incarceration. Two camps, Gila River and Poston, were located in Arizona. Gila River Incarceration camp was once the 4th largest city in Arizona due to the number of incarcerated Japanese American citizens.

### **Lau v. Nichols:**

A Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964. This case led to bilingual education programs and paved the way to English Second Language (ESL) assistance in schools so that all students could have greater opportunity to succeed in K-12 education, regardless of their language proficiency.

### **Narinder Singh Kapany:**

If you ever watch cartoons on your TV, there is a good chance that Narinder Singh Kapany had something to do with it. Born in India, Kapany eventually immigrated to the U.S. where, in 1960, he discovered how the use of hair-thin strands of glass bundled together, which he called "fiber optics," could send light signals. For his invention, Kapany was nicknamed the "Father of Fiber Optics." Because of his work, humankind advanced communications technology, lasers, medical instruments, solar energy, and so much more. In addition to his scientific contributions, Kapany, who was committed to his Sikh community's culture and language, established the Sikh Foundation in 1967.

### **George Dupont:**

Millions of soldiers fought in the Civil War. Some for the South, others for the North. One of the Northern soldiers, a private in the Union army, was George Dupont, a Thai American who was living in Jersey City, New Jersey, when the war started. In 1862, he joined the 13th New Jersey Volunteer Infantry and, in less than a year, fought in three of the Civil War's deadliest battles including Gettysburg, Antietam, and Chancellorsville. He also took part in General Sherman's March to the Sea.



Like Dupont, many of the soldiers were immigrants, but he was the only Asian. After the war, Dupont became a U.S. citizen.