

Does Continence Change As Dementia Progresses

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Introduction

The transgender identity is a part of the complex discussion on social diaspora and interaction in the present times. The transgender identity and drag queen as a term is used hand in hand. To the uninformed, these terms may look interchangeable or at different stages of the same phenomenon (Naidoo, 2018.). But the LGBTQ community is vast and diverse. As the changing times dictate that the world grows more tolerant and accustomed to changing processes of life, the future belongs to an inclusive mindset.

The mindset that will allow forms of lifestyles to be a part of the mainstream culture without any intention of marginalizing the difference of lifestyle. That can only be achieved if future generations are taught from an early age that diverse gender roles are only a part of the modern lifestyle. The children will have to be exposed to diverse lifestyles from early on so that they do not find them offensive or repulsive in the later years (Townend, 2019.). That is why the modern educational setups that engage in Early childhood education plans tend to work with the inclusivity plans to ensure that children engage with LGBTQ individuals from an early age.

The term transgender invokes a sense of negative identity where the world will see the transgender as a threat to their future generations. Transgender individuals are commonly associated with a heightened sense of sexuality, the misconception is that transgender people will invoke and instill, sexual connotations in young children and push the young children towards a heightened sense of sexuality. Another common misconception is that transgender people will have an impact on children and they will turn the children into transgender or cross-dressing individuals. In this thematic analysis of the topic, the researcher goes through the chronological and social management of a drag queen story hour campaign that was run across the country.

Drag Queen Story Hour:

In Drag Queen Story Hour, the children will spend an hour listening to a drag queen-related story being told by the drag queens in the local vicinity. The story hour will occur in the local library and the main aim of the theme is to ensure that children meet LGBTQ individuals from an early age (Floegel, D., Barriage, S., Kitzie, V. and Oltmann, 2020). The community was expected to welcome the campaign with open arms but the local communities across the country have shown an exceptionally intense dislike for the campaign itself. The main aim of the outrage was to ensure that the children are not exposed to the campaign,

In this thematic analysis, the researcher will conduct a qualitative study of 24 individuals on the thesis statement, “how is creating different personas portrayed in discussion boards about drag queens?” Their opinions on the matter are collected in the most detailed manner and will be discussed in the research (Condren, 2018.).

Methodology: In this research, a close reading of the 24 comments is the main focus. All the interviewed individuals were asked one question, “do you think Drag Queen Story Hour is a positive or negative influence on the children being read to?” The question is entirely open-ended and most of the observed individuals have answered the question in long and detailed responses.

Coding:

Coding is a significant part of thematic analysis. For this analysis, we have developed a code that lists all the major opinions and allows the user to have a practical breakdown.

Code #1	The negative opinions that are elaborated with intense concern
Code #2	The positive opinion is expressed with hope and jubilation.
Code #3	The negative comment comparing the storytime to child endangerment.
Code #4	The positive praise that calls negativity an extreme overreaction
Code #5	The negative comment compares the situation with security concerns of child pedophilia.
Code #6	The UK raised individuals who think the storytime is mild compared to Pantomime in the UK.

Coding Elaboration:

The coding system indicates certain mindsets, those mindsets, and their backgrounds will be shared here

Code #1: Code focuses on negative comments in general with the focus on how these storytimes are not healthy or safe for the children. The responses in this code vary in intensity from mild dislike to an extreme fear of child endangerment (Montague, R.A. and Latham, 2017.).

Code #2: The code will focus on positive responses that range from mild agreement to the storytime as a harmless activity to calling the culture mild in comparison to the other expressions for freedom that children witness in other cultures.

Code #3: In this set of the code, the parents are concerned that children will learn by example. They will be exposed to a suggestion of cross-dressing and will be inclined to do crossdressing because they were exposed to the notion.

Code #4: The code will focus on the positively jovial responses that dismiss the fears of the concerned parents as an overreaction and will allow the story hour to go ahead in their local region as an effective way to increase awareness of the LGBTQ community in young children.

Code #5: The child endangerment argument in the storytime narrative comes from an incident in Texas, where two pedophiles entered the storytime and were caught. But their entry caused intense uproar and the library administration had to fire the organizers and present an official apology. The concern of the parents was that all the participants should have undergone a background check and no background checks meant recklessness in regards to security.

Code #6: The code focuses on the individuals who had close experience with UK life and culture. Pantomime is a show performed in the UK that focuses on local experiences, this culture is mainly focused on exceptionally experimental dressing styles and most of the UK returned commenters believed that story hour with Drag Queens was a minor experience in comparison with the Pantomime based childhood experience that most UK children grow up with.

Findings:

The research showed following the breakdown of numbers in this regards:

Code #1	6
Code #2	18
Code #3	6
Code #4	16
Code #5	6

Code #6	2
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Observation:

As it is obvious from the table, the positive enforcement of the option of having the story hour is high and much more considerable than the option of not having the story hour. But the concerns showed by the parents and community activists who oppose the story hour are graphic. Here, the discussion on every code will elaborate on the stance of the participants.

Code #1:

Michael Sincowskee states that leaving the education of your children to a person with a driven political agenda is ill-advised. The fact is that these groups do have a political affiliation and allowing them to decide what is good for young and impressionable children is beyond unadvisable. He had a strong opposition to the culture and his extreme views regarding Code #5 will be discussed in Code #5 section.

Richard P. Morall does not have a problem with the concept itself, but he does believe that it will just confuse the children. Children should not be expected to understand such complex concepts as drag queens, as they will learn these ideas when they are in their teenage. Right now, they should only have to learn the simple concepts and society should not waste their energy exposing the children to these complex ideas (Davey, 2020.).

While Richard's opinion is mild at best, there are a few exceptionally strong words in the comments section of other Participants. Curtis states that these phenomena have nothing to do with children and to drag children into these issues is unfair. It is a feverish attempt of adults to grow children up to early for their age and expose them to unwelcomed concepts.

Code #2:

Code #2 only focuses on the basic agreement to the story hour plan. As long as the participant is having a basic agreement, the participants will be counted for this code. 18 participants agreed that storytime is not a bad idea. But the diversity of opinions on these agreements will come to light when other codes are evaluated. Here are a few examples of an agreement by the participants.

Emily Wells is the Queensland Rural Transgender Advocate of the Year 2020, states that even though there is considerable opposition from the ACL, the parents with an open-minded disposition are still engaging their kids and growing their horizons. These are simple programs for children to attend that will not turn any child into a transgender. They will only inform the children and make them understand the phenomenon itself and most parents know that (Stone, 2019.).

Dora Simunovic, a Ph.D. in Evolutionary Psychology thinks, “It is good for the kids in an apolitical way. Apart from my wish that people relax more about sexual and gender minorities, about social roles, about “propriety” and “purity”, children (and us, adults) benefit from being exposed to stories and people who go against the norm. Drag queens certainly fit that bill.”

Code #3:

Code # 3 talks about two pedophiles who walked into a Drag Queen Story Hour in Texas and were close to children for the day. There was huge outrage and that incident is still a prime concern for participants who are against the Drag Queen story hour.

Micheal Sincowskee states his intense displeasure regarding security concerns and announced that people should know there are two pedophiles in Texas and that the community has to ensure the safety of their children from these people. Then she demanded that the community should answer how the children will be kept safe. The organizer responded that the parents will accompany the children and the children will not be left unattended. The organizer also pointed out that they had done exceptional and unprecedented scrutiny while developing the program. All the readers participating have been asserted as trustworthy by the organizations.

The organization has no culture of running background checks on the readers as these options are not available. Even though two pedophiles have joined the system in the past, he still believed that the background checks were uncalled for and a long shot (Jones, 2019.).

These extensively intense comments have a sense of trepidation. It should be noted that the comments have minimal regard for the complexity of sexual orientation. But the comments are heavily wrapped around the notion that the children are not safe in this activity and have much less concern for other elements of the debate.

Code #4:

Emily Wells is the Queensland Rural Transgender Advocate of the Year 2020, she thinks that the Drag Queen Story Hour is a simple storytelling exercise and it is being seen as more than what it is. There are many benefits for the children to attend these programs, a few of these benefits are as follows:

1. The children will learn to disconnect from gender restrictions and the world will be seen as a place where everyone is free to dress up as they please.
2. The children's imagination run wild and they grow stronger in their desire to connect with themselves and other/
3. The unfiltered access to the queer and transgender population as a role model will be a great step in normalizing the LGBTQ community.

These are the very positive comments that are designed to ensure that the world does not see the initiative in a negative light. Instead. The world should see these initiatives as a way to raise more engaged and inclusive children for the future generation.

Negative Propaganda is also a common problem when the conservative community tries to use examples against the story hour. For example, Micah discussed an image that was used by conservative media to show the negative impact of the story hour. Here is the image:



As you can see, the image shows a drag queen exhibiting a demonic headdress and a complete attire that can be seen as graphic and blasphemous. That is why most individuals will have a hard time seeing these story hours as a positive element when these examples are used to show the negative imagery to conservative communities.

Micah says that young children do not understand politics and they do not have any understanding of gender politics and concerns for sexual identity. They are going to enjoy readers dressed in perfectly tailored Disney costumes and will have a good time. The concerns that adults have are not going to apply to children (Keenan and Hot Mess, 2020.).

Dora Simunovic, a Ph.D. in Evolutionary Psychology, believes that ideas and individuals who challenge our notion of the world are a great way to expand world views. When children will see these individuals and understand their life and existence, they will learn to grow and become stronger. She also pointed out that children will not only have to learn about religious identity, ethnicity, and gender but they will also need to learn about cosmology, management, art, literature, medicine, and other fields of knowledge. These elements are an incredible part of the childhood education initiatives that are being insisted upon in modern times. That is why the initiative is a strong measure to increase the culture of inclusivity and develop a stronger identity.

Code #5:

Michael Sincowski announced in his discussion that any gathering of young children is going to attract pedophiles and the Drag Queen Hour is no exception. But the progressive media seem to ignore the fact and they are more fearful of being called transphobic than they are of a situation where the child may be exposed to the life-threatening scenario. That is why he believed that the system was not helping children and instead was promoting a political cause.

Srini Venkat is another participant who is against the culture itself. She had an exceptionally intense argument where she stated that children dancing for money is illegal unless they are dancing with a transgender. Her argument was flawed but came from a place of emotion. She believed that these story sessions are not a safe or admirable place for children they are life-threatening.

Code #6

The last code solely lists the instances when participants pointed out that children in the UK are raised with Pantomime-ridden culture and still do not lose their innocence too easily. According to Craig Priestly, one of the participants pointed out that the children are used to a system where sexual jokes and trans-dressing are common and it does not compromise their

innocence. The story hour will be a milder and simple process and it will certainly not challenge any of the notions that conservative parents want to instill in their children.

Many other comments were also made and a full six participants discussed that the Pantomimes in the UK are much harsher and bold. These are just reading hours and yet, the cities in the UK were not under any kind of threat.

Conclusion:

In conclusion, the research has shown both sides of the arguments for the Reading Hour with Drag queens and how they may endanger the identity of the children. Here are a few conclusions made by the research team on the matter.

Exaggeration:

A sense of undue exaggeration seems to fill the arguments that are developed against the story hour. One of the participants, Srini Venkat, compared the story hour to children dancing for money with Drag Queen. That is an immensely derogatory tone but more importantly, it does exaggerate the concern to an irrational level. It is a different element to believe that the story hour may allow a pedophile to have contact with young children. It is an entirely other matter to believe that parents allowing their children to participate in the story hour are placing them in dance for-profit situations.

Background Checks:

The concerns shown by Michael Sincowskee seem to be more valid than it is given credit. Going through a registered sex offender list and ensuring that none of the readers are on the list itself is hardly a complex task. The elements that make the situation dangerous should be effectively managed.

The Different Personas:

The final question of the paper, are these drag queens impacting the personas of the children? The participants had different opinions of the politics, security and other elements but there was a unified belief that the children will love these different personas that the drag queens are playing. The drag queens dressing up as the most beautiful princesses of Disney was attractive to children and as they were closely monitored, there was a near guarantee that they would not engage with a child.

Reflection:

When it comes to gender identity, children are not developed enough to understand the confusing identity questions that adults ask. They will simply see these queens as lovely fairies who will be admired for their pretty hair and clothes. The main fact is that the children see cross dressing as a beautiful and attractive set up and they do not see it as a problematic entity in anyway. Their understanding of the diverse gender roles will only help them and their peers in growing stronger and having a stronger and more diverse world view.



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