



FAMILY -

Indispensable Institution for Human Life

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I. Basic Necessities for Human Existence

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I.1 Basic Needs

- **Institutions**
 - for reliable orientation
- **Communality**
 - for the feeling of belonging
- **Individuation**
 - for a strong sense of identity

→ values, norms, meaning, morals

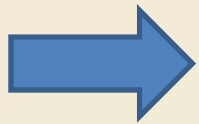
I.2 Conditions for Socialisation

Early childhood = **matrix** for **personality** and **consciousness**

- **physical** needs:
 - health provisions, hygiene, nutrition
- **psychological** development process:
 - communication, attachment
- **brain development**:
 - hormones, growth, stress

I.3 Four Minimal Imperatives

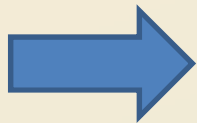
- Stable structure – physical und social
- Care and love through adults
- Interaction, communication, stimulation
- consistency und predictability



STABILITY AND LOVE

I.4 Significance of the „Extrauterin“ Phase

- Intensive **interaction** necessary
 - negative: **hospitalism**
- **Individualized** attachment and **monotropy**
 - negative: changing **external care**



FAMILY = BEST CONDITIONS

1.5 Advantages of the Traditional Family

- Balance between **love** and **authority**
 - **child-centeredness**: love and affection
 - stability, authority, **predictability**
 - Fosters development of **trust**
- autonomous, enterprising, successful and emotionally **stable individuals**
- mentally independent people: „**self-governed**“ and **fit for democracy** vs. „externally controlled“ and conformist

II. Threats to the Traditional Family

II.1 Threats from Inside

II.2 Two Historical Traditions

II.3 Threats from Outside

II.1 Threats from Inside

- Weakening through **secularisation** and loss of values
- Desintegration through:
 - **permissive** educational style
 - > orientation towards peers
 - **divorce**
 - > emotional scars, alternative forms of living
 - **working** mothers
 - > institutional care: day care centers, all-day schools and kindergardens

II.2 Two Historical Traditions

Family = Cornerstone
of society

- Aristoteles
- Locke
- Hegel
- Tocqueville

Family = obstacle on the way
to virtues, justice, equality

- Platon
- Rousseau
- Marx / Engels
- Frankfurte School
- Feminism

II.3 Threats from Outside

- To **abolish the family** in order to create a „**new human being**“:
 - a. Platon: utopia of the state
 - b. Marx/Engels: communism, communes
 - c. Kibbutz experiment
 - d. Gender Ideology
 - e. New reproduction methods

III. Focus on Gender Ideology

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III.1 Feminism

III.2 Genderism

III.3 Strategy: Gender-Mainstreaming

III.4 Re-Education Plan

III.5 Destabilizing Paedagogy

III.6 Errors of Gender Ideology

III.1 Feminism

- 3 waves of **feminism**:
 - a) equal rights (Gleichberechtigung)
 - b) equality (Gleichstellung)
 - c) genderism

III.2 Genderism

- Goal: free and equal human beings by abolishing differences between the sexes
- Basis: radical **constructivism**
 - biological attributes are meaningless
 - Only the social „gender“ counts, can be freely chosen und is changeable
- Rejection of „nature“ and natural science

III.3 Strategy: Gender-Mainstreaming

- Revolution from „above“
 - World Women's Conference in Beijing (1995)
 - UN General Assembly (1995, „nonbinding recommendation“)
 - EU Amsterdam Treaty (1999, compulsory for all public institutions)
 - German government (socialist/green) (1999).
Equalization (Gleichstellung) of women and men „as general guiding principle according to the method of gender mainstreaming“
- Tactics: **disguising** the actual goals, „hidden agenda“

III.4 Re-Education Plan

Implemented to **weaken marriage and parents**

- legally:
 - Relativization of marriage in the Constitution
 - Compulsory school attendance: **state right for children's education**
 - **Children's rights** in the Constitution
- Pressure for **kollektive education**:
 - justification: compatibility of work and family, early childhood learning – but actually: **sex education** and **gender ideology**
 - goal: compulsory all day care for babies, toddlers, kindergarden and school children for the sake of „**integration**“
 - Abolishing the „housewife & mother“ and „sole wage earner model“
 - Allegation: professionals are better educators than parents

III.5 Destabilizing Paedagogy

- Breaking up „**hierarchical and stereotype**“ concepts by:
 - a) questioning **heterosexuality** and focus on „**sexual diversity**“ (LGBTTIQ)
 - b) questioning the **naturalness** of sexual identity
 - c) illustrating the **changeability** of sexual identity using the example of transsexuality
 - d) fighting „**sexual stereotypes**“

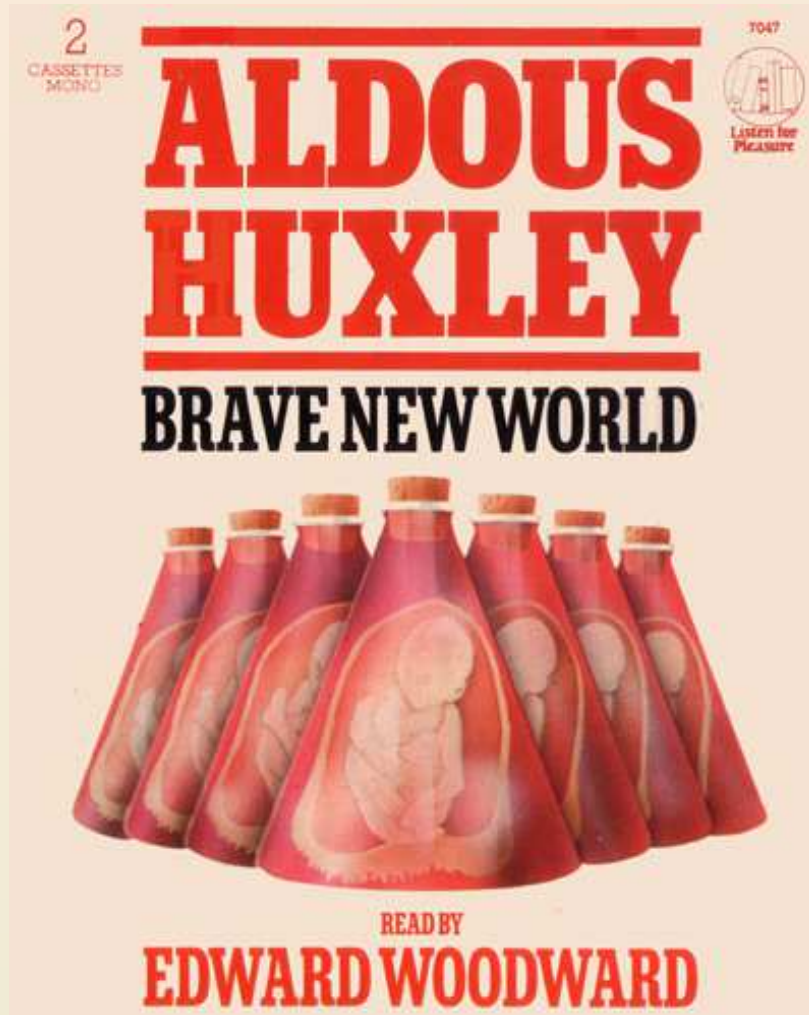
BUT: this is not possible:

- Basic experiment failed (the Reimers case)
- Real „sex organ“ is the brain

III.6 Errors of Gender Ideology

1. Fight against three phases of a child's development of sexual identity:
 - Association vs. dissolve heterosexuality
 - permanence vs. changeability
 - Consistency vs. inconsistency (sex ≠ gender)
2. Irrelevance of the body
3. Fight against stability
4. Arbitrariness of identity
5. Men and women are equal

„Brave New World“?



A better Family-World



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