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Summary

This dissertation takes left-wing militant social manifestations as an opportunity to ask political science teachers what they understand by them, how they evaluate them and what relevance they play in the classroom. One of the aims of political education is to enable pupils to become politically mature and democratic citizens. At the same time, it should be noted that hardly any studies to date have linked the topic of left-wing militancy with the beliefs, i.e. the preconceptions and attitudes of teachers: Political didactics has so far neglected this area. The topic investigated here is at the centre of this. Specifically, the three questions are: *What ideas do politics teachers have about the concepts of left-wing extremism, left-wing radicalism and left-wing militancy? What are the political science teachers' attitudes towards left-wing militancy? What role does left-wing militancy play in politics lessons?* To this end, 23 politics teachers at grammar schools in southern Lower Saxony were interviewed at the beginning of 2020 using guided interviews. The transcribed interviews were then analysed using Kuckartz's content-structuring qualitative content analysis.

The widespread concept of left-wing extremism in particular is being increasingly criticised in the social sciences, which is why alternative concepts such as left-wing radicalism or left-wing militancy are gaining in importance. However, it is noticeable that these are not used very clearly and there is a lack of distinct definitions. This can also be seen among the teachers surveyed, who mentioned partial aspects of all three concepts, although in most cases they were not very structured or detailed.

For the teachers surveyed, the free democratic basic order serves as a reference value for their assessment of left-wing militancy. At the same time, a large number of criteria become clear that serve to define the boundaries of (il)legitimate behaviour among the teachers. The aspect of violence in particular plays a central role in the assessment.

Left-wing militancy plays a subordinate role in the political lessons of the teachers surveyed. Although some teachers were able to demonstrate experience, many did not thematise it, e.g. because they lacked the relevance. The present study was unable to show that there is a correlation between teachers' preconceptions and attitudes and the implementation of the topic of left-wing militancy in lessons.