

## **Abstract**

The aim of this MA thesis was to analyze the correspondences and differences between the individual philosophers and writers from the loosely formed intellectual group of Euro-American pragmatism. The thesis utilizes a chronological approach, starting with the early signs of transatlantic pragmatism in Immanuel Kant's philosophy, and traces this development throughout the eighteenth, nineteenth and twentieth century. In addition to the comparison of philosophical similarities and dissimilarities of the examined authors, each chapter also considered the possible uses of pragmatic techniques in pedagogy and education. Therefore, besides the examination of differing epistemologies of writers of transatlantic pragmatism, this thesis also aims to offer educational suggestions, ideas and practical methods for an educator. The first chapter of the thesis is designed to introduce the theme of the work at large. The second chapter of the thesis analyzes the rudimentary signs of pragmatism, in the revolutionary ideas of Immanuel Kant and Johan Gottlieb Fichte. This chapter focuses on the genesis of subjective idealism, subjective category creation and Fichte's *Wissenschaftslehre*, along with his lectures on vocations. The third chapter surveys the ideas of Ralph Waldo Emerson and his approaches towards the practicality of philosophy, creative reading, and authentic individualism. The fourth chapter focuses on Friedrich Nietzsche, an early modernist philosopher with strong ties to Emerson; the discussion centers on the creative perspectivism, learning through construct creation, and creative reading in conjunction with textual analysis. Chapter five then overviews the educational philosophy of the foremost American educationalist, John Dewey. This chapter examines his approach to art as a common experience, his methods that championed imaginative thinking and discovery learning in schools, and his recommendation of democratic discussion in textual interpretation, along with development of imagination, resilience, communication. The thesis

concludes with chapter 6, which summarizes the literary and educational imports of this vital philosophy of human experience.

Keywords: pragmatism, education, perspectivism, creativity, textual analysis, pragmatic method, Ralph Waldo Emerson, Friedrich Nietzsche, John Dewey.