



Traditions, customs and artistic manifestations

Carlos Eduardo de la Paz Arroyo
Fall semester 2026

This course is only for audit

Purpose:

- To become familiar with the most relevant traditions, customs, and artistic expressions of the United Kingdom and the United States.
- To appropriately integrate these cultural elements into the teaching–learning process.
- To analyze the theoretical framework presented in the course, as well as the relationships between cultural facts and social phenomena, to draw conclusions that contribute to both personal and professional development.

Content:

This course explores key cultural dimensions of England and the United States, building on students' prior knowledge to deepen their understanding of traditions, customs, and artistic expressions in these contexts. Engaging with these cultural aspects and incorporating them into teaching practice is highly motivating, given the richness and diversity of the topics addressed.

Due to the breadth of artistic and cultural expression covered, the course is organized into three units, each focusing on a specific area of study.

Unit 1 focuses on traditions, holidays, and folklore in England and the United States. Students will reflect on the origins and historical development of major celebrations and analyze similarities and differences between them, guided by the course's working definition of culture and supported by tutor-led discussion.

Unit 2 examines the role of food in society, including traditional British and American cuisine, as well as the customs and rituals associated with food in both cultural contexts.

Unit 3 provides an overview of key symbols in artistic expression in England and the United States. This unit addresses areas such as visual arts, dance, music, television, and theater, highlighting symbolic forms and social idiosyncrasies that are closely connected to culture to draw conclusions which will contribute to their personal and professional growth.

Readings:

Pitri, E., Fella, A. & Michaelidou, A. (2025). Student-teachers' perceptions about folk art and their implications for teacher education. *Front. Educ.* 10:1560489. doi: 10.3389/feduc.2025.1560489

Sharma, L. R. (2025). Culture as a reflection of heritage and identity: A thematic analysis. *Journal of Foreign Languages, Cultures & Civilizations*, 13, 124-132. <https://doi.org/10.15640/jflcc.v13p14>

Teacher:

Eduardo de la Paz Arroyo



Bachelor's degree in English Language Teaching.
Diploma in Teaching Spanish as a second language.

Professor in the English Language Teaching major at FES Acatlán UNAM. English and Spanish teacher at Iboux Academy.
Experience as an English teacher and academic coordinator in various institutions.

Dates and schedule:

From November 9th to December 6th

Asynchronous course (Moodle Learning Platform):

from November 9th to December 6th

Videoconferences: November 21st and 28th

6:00 p.m (Mexico City Time)