

**Brooklyn College, City University of New York**  
**Department of Health and Nutrition Sciences**  
**Spring 2021**

<b>Course:</b>	<b>HNSC 7221X Cultural Aspects of Food</b>
<b>Course Code:</b>	<b>44636, Section R3, 3 credits</b>
<b>Class time:</b>	Monday 4:30-6:30PM
<b>Class location:</b>	<b>Online Synchronous</b>
<b>Instructor:</b>	Scott Alves Barton, Ph.D.
<b>Office hour:</b>	On Appointment
<b>Office location:</b>	Health and Nutrition Sciences Department, Ingersoll Hall, 4 <sup>th</sup> floor, Room 4123
<b>Contact:</b>	<a href="mailto:bartons@brooklyn.cuny.edu">bartons@brooklyn.cuny.edu</a>
<b>Pre-requisite:</b>	A course in food science, nutrition or permission from the department

### Course Objectives

The following ACEND Competencies will be addressed by the learning objectives of this course

ACEND Foundation KR 5.1 and 5.3	Course Learning Objectives	Sessions
<i>This course will help you to achieve the following competencies:</i>	<i>After successfully completing this course you are expected to be able to:</i>	<i>Course sessions:</i>
KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.	<ul style="list-style-type: none"> <li>Describe the complex global food system that impacts local, regional and global foodways and consumption.</li> <li>Identify foods, food processing techniques and culinary practices of members of select cultural/ ethnic/ regional groups.</li> <li>Evaluate the dietary implications of a given cultural/ethnic/religious diet and provide culturally sensitive counseling and suggestions for recipe, menu and dietary modifications.</li> </ul>	Sessions 1-14
KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology	<ul style="list-style-type: none"> <li>Explain the interdependence of food, culture and health within the context of immigration and the United States.</li> <li>Assess the psychological, sociological and anthropological significance of specific foods, culinary practices and meal patterns to cultural/ethnic/religious patients/clients encountered in clinical, food service, research or community practice.</li> <li>Evaluate the effects of shifting demographics on the foods and foodways of selected cultural/ ethnic/ regional members of groups and communities.</li> <li>Practice cultural sensitivity to the foodways of colleagues, clients and patients in community nutrition, food service, research, clinical counseling and other professional settings.</li> </ul>	Sessions 1-14

### Required Textbooks

*Cultural Food Practices. Diabetes Care and Education Dietetic Practice Group.* Eds. Goody, C.M. & Drago, L. American Dietetic Association. (\$35 if you purchase it directly from the Academy of Nutrition and Dietetics as a member).

Menzel, P & D'Aluisio, F. (2007) *Hungry Planet: What the World Eats*. Material World, The Crown Publishing World.

McGuire, M & Beerman. (2012) *Nutritional Sciences: From Fundamentals to Food*. 3<sup>rd</sup> Edition. Cengage Learning, New York. **Table of Food Composition Booklet, ONLY!**

<b>TENTATIVE COURSE SCHEDULE (Subject to change)</b>	
<b>Session 1</b> 02/01/21	<b>Introduction, Syllabus, Semester Assignments, Group Formation</b> <b>Overview of Team Based Learning</b> **Food Culture Reflection Activities
<b>Session 2</b> 2/8/21	<b>Cultural Competence</b> Materials: <ul style="list-style-type: none"> <li>Goody, C.M. &amp; Drago, L. (2010) Introduction: Cultural Competence in Nutrition Counseling. In <i>Cultural Food Practices. Diabetes Care and Education Dietetic Practice Group</i>. Eds. Goody, C.M. &amp; Drago, L. American Dietetic Association.</li> <li>Campinha-Bacote, J. (1999) A model and instrument for addressing cultural competence in health care. <i>J Nursing Educ</i> 38:203–207.</li> <li>Vohs, KD., Wang, Y., Gino, F., Norton, MI. (2013) Rituals Enhance Consumption. <i>Psychological Science</i> 24;9:1714-1721</li> </ul> <b>Team Based Learning: iRAT, tRAT and Application Activities</b>
<b>FEB 15</b>	<b>BROOKLYN COLLEGE IS CLOSED FOR ALL CLASSES –CHILLAX</b>
<b>Session 3</b> 2/22/21	<b>Oral History Project – Cross-Cultural Interviewing – Video</b> **Interview topics and possible subject's discussion Materials: <ul style="list-style-type: none"> <li><i>The Oxford Handbook of Oral History</i>. Cross Cultural Interviewing. Oxford University Press.</li> <li>Fox, R. Food and Eating: An Anthropological Perspective. Social Issues Research Centre. Available at: <a href="http://www.sirc.org/publik/foxfood.pdf">www.sirc.org/publik/foxfood.pdf</a></li> </ul>
<b>Session 4</b> 3/01/21	<b>First Nations: Alaska Native, Navajo, Pima Food Cultures</b> <b>Special Topic:</b> Subsistence and Food Rituals Materials: <ul style="list-style-type: none"> <li>CFP, Chapter 1, American Indian Food Practices</li> <li>CFP, Chapter 2, Alaska Native Food Practices</li> <li>Underhill, R. (1992) The Salt Pilgrimage. In <i>Teachings from the American Earth. Indian Religion and Philosophy</i>. Tedlock, D &amp; Tedlock B, Eds. Liveright, New York, NY.</li> <li><i>Hungry Planet: Greenland, Canada</i></li> <li>Video: The Earth and Its Peoples: Eskimo Hunters (Northwestern Alaska). (1949). Director: W. Kay Norton. Louis de Rochemont Associates, Inc. United World Films. Available at: The Best Film archives <a href="http://www.youtube.com/watch?v=-4_SOrj_RtM">www.youtube.com/watch?v=-4_SOrj_RtM</a></li> </ul> <b>Interview Proposal Due: topic and subject.</b>
<b>Session 5</b> 3/08/21	<b>Cajun, Creole and African American Food Cultures</b> Materials: <ul style="list-style-type: none"> <li>CFP, Chapter 3, African American Food Practices p. 28-38</li> <li>CFP, Chapter 13, Cajun and Creole Food Practices, p. 155-168</li> <li>Video: Hurt, B. (2010) "Soul Food Junkies" (Excerpts).</li> </ul>
<b>Session 6</b>	<b>Central American and Mexican Food Cultures</b>

3/15/21	<p>Materials:</p> <ul style="list-style-type: none"> <li>• CFP, Chapter 4, Mexican American Food Practices</li> <li>• CFP, Chapter 5, Central American Food Practices p. 42-65</li> <li>• Video: "Magdalena's Tortillas"</li> <li>• Hungry Planet: Guatemala, Mexico</li> </ul> <p><b>Team Based Learning: iRAT, tRAT, and Application Activities</b></p>
Session 7 3/22/21	<p><b>South American and Caribbean Food Cultures</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• CFP, Chapter 6, Caribbean Hispanic Food Practices p. 67-76</li> <li>• Houston, LM. (2005) <i>Food Culture around the World: Food Culture in the Caribbean</i>. Greenwood Press, Westport, CT. p. ??</li> <li>• Hungry Planet: Ecuador, Cuba</li> </ul>
<b>BREATHE...</b>	<b>SPRING BREAK MARCH 27<sup>TH</sup> – APRIL 4<sup>TH</sup> ....CHILLAX</b>
Session 8 4/05/21	<p><b>European Food Cultures</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Hungry Planet: Luxembourg, Great Britain, Italy, Germany</li> </ul> <p><b>Team Based Learning: iRAT, tRAT, and Application Activities</b></p>
Session 9 4/12/21	<p><b>Russian, Eastern European and Jewish Food Cultures</b></p> <p><b>Special Topic:</b> Symbolic Meals, Passover</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• CFP, Chapter 14, Jewish Food Practices, p. 170-183</li> <li>• Pereltsvaig, A. Russian Cuisine: a Melting Pot of Native Sensibilities and Foreign Influences. GeoCurrents, The People, Places &amp; Languages Sharing Current Events. <a href="http://www.geocurrents.info/cultural-geography/culinary-geography/russian-cuisine-a-melting-pot-of-native-sensibilities-and-foreign-influences">http://www.geocurrents.info/cultural-geography/culinary-geography/russian-cuisine-a-melting-pot-of-native-sensibilities-and-foreign-influences</a></li> <li>• Hungry Planet: Poland, Bosnia and Herzegovina</li> </ul>
Session 10 4/19/21	<p><b>North African and Middle Eastern Food Cultures</b></p> <p><b>Food Rituals:</b> Islam and Halal slaughter</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Chapter 15, Islamic Food Practices. p. 185-194.</li> <li>• Heine, P. (2004) <i>Food Cultures Around the World: Food Culture in the Near East, Middle East and North Africa</i>. Greenwood Press, Westport, CT. p. ??</li> <li>• Video: Taste of Iran: Esfahan. BBC.</li> <li>• Hungry Planet: Kuwait, Egypt, Turkey</li> </ul> <p><b>Team Based Learning: iRAT, tRAT, and Application Activities</b></p>
Session 11 4/26/21	<p><b>Sub-Saharan African Food Cultures</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Smith, IF. (1995) The Case for Indigenous West African Food Culture. UNESCO-BREDA. BREDA Press, Dakar, Senegal.</li> <li>• Hungry Planet: Mali, Chad</li> </ul>
Session 12 5/03/21	<p><b>Indian, Pakistani and Bangladeshi Food Cultures</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• CFP, Chapter 8, Asian Indian and Pakistani Food Practices, p. 92-100</li> <li>• Sengupta, J. Nation on a Platter. The Culture and Politics of Food and Cuisine in Colonial Bengal. In California Studies in Food and Culture, Volume 34: <i>Curried Cultures: Globalization, Food, and South Asia</i>. Ed. Krishnendu Ray. (2012) University of California Press, Berkeley, CA. (Available as Electronic Resource at the Brooklyn College Library).</li> <li>• Ray, K. (2004) The Migrant's Table: Meals and Memories in Bengali-American Households. Chapter</li> </ul>

	2, West Bengali Food Norms. Temple University Press. • Hungry Planet: India <b>Team Based Learning: iRAT, tRAT and Application Activities</b>
<b>Session 13</b> <b>5/10/21</b>	<b>Chinese, Mongolia and Hmong Food Cultures</b> Materials: • CFP, Chapter 9, Chinese American Food Practices, p. 102-111 • CFP, Chapter 10, Hmong American Food Practices, p. 118-129 • Hungry Planet: China, Tibet, Mongolia, Bhutan <b>Final Paper and Interview Project Due</b>
<b>Session 14</b> <b>5/17/21</b>	<b>Korean, Filipino and Japanese Food Cultures</b> Materials: • CFP, Chapter 11, Filipino American Food Practices, p. 132-142 • CFP, Chapter 12, Korean American Food Practices, p. 144-153. • XXX for Japanese • Hungry Planet: Japan, Philippines (Manila)
<b>Session 15</b> <b>5/24/21</b>	<b>Final Exam</b>

### **Semester Assignment:**

Plan and conduct a cultural food interview with a person or group of people from a food culture that is distinctly different from your own. These could be friends, acquaintances, fellow students and/or their family members, shopkeepers, restaurant owners, colleagues etc. In the process you should also obtain a relatively detailed recipe that is specific to the culture. Obtain written permission to video/audiotape the interview and transcribe it (use the approved Release Form).

Write a 7-page paper outlining the following:

- Cultural background of your interviewee(s)
- Summary of the interview, highlighting significant cultural insights and their interpretation based on what we have studied, and the cultural, religious, historical political, geographic and other explanations offered by your interviewee(s).
  - Key statements could be quoted verbatim but should not make up the majority of this section.
- All information that is not taken directly from the interview must be properly cited.
- A reflection over how this project will affect you as a future nutrition professional and increase your cultural competence.
- Transcription of the interview should be included as an appendix.
- Video and/or audio file should be uploaded to a common site online TBD.

### **COURSE GRADE DETERMINATION:**

Class attendance/Participation	5%
iRAT	15%
Peer Evaluation	15%
tRAT	15%
Video/Audio Interview	15%

Final Paper	20%
Final Exam	15%
TOTAL:	100%

## Attendance and Participation

Class attendance is crucial to your successful completion of this course. Unexcused lateness will not be tolerated and will be marked as an absence (It is your responsibility to tell the instructor after class why you were late and how you will prevent this in the future). Absences will only be excused with written documentation attesting to the circumstances of your absence: An email from you explaining the reason for your absence, a doctor's note, jury duty selection papers etc. Deductions will be made for unexcused lateness and absences.

Attending alone is not sufficient to do well in this class. Active participation is crucial for your success and the success of your team members and fellow students. Engaging in class discussion, class debates, critiques, and group assignments is part of your learning experience and you will be graded on how well you participate and contribute to all aspects of the class.

## Formatting Written Work

- Name, date, class, assignment, title.
- Correct grammar and spelling.
- Use of page numbers and last name (in footer) when submitting more than one page.
- Double spaced, 12-inch font, Times New Roman, left-justified.
- Citation in the text for ANY information that is not considered common knowledge AND full references at the end of your assignment. Follow the APA format
  - American Psychological Association. (2013) The Basics of APA Style. Available at: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>
- **All written assignments for this course must be submitted through the appropriate Blackboard Safe Assign links by 11:59 on the due date.**

*NB: Make-up presentations are not available unless planned with me in advance of the scheduled date with verifiable documentation. If an emergency situation arises in which you cannot make it to the scheduled presentation, contact me as soon as possible so that we can work out an acceptable plan. Please provide documentation when we meet.*

## POLICIES

### Academic Integrity

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for

avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site:

<http://www.brooklyn.cuny.edu/bc/policies> . If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member MUST report the violation. NO EXCEPTIONS!

### **Types of Academic Dishonesty Explicitly Prohibited**

- **Cheating** is the unauthorized use or attempted use of material, information, notes, study aides, devices or communication during an academic exercise.
- **Plagiarism** is the act of presenting another person's ideas, research or writings as your own.
- **Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.
- **Obtaining unfair advantage** is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. This includes sharing specific information about exam questions with other students.
- **Falsification of records and official documents** includes, but is not limited to, forging signatures of authorization and falsifying information on an official academic record.

### **Center for Student Disability Services**

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form so we can discuss your specific accommodation as soon as possible.

### **Student Absence on Account of Religious Belief**

A student who, for religious reasons, does not attend classes on a particular day or days shall be excused from any examination or other work. The student shall have equivalent opportunity to make up any examination or study or work requirements. Please make every effort to notify me beforehand of any planned absences for religious reasons. For a full description of the policy, consult the Brooklyn College Bulletin.

## **RECOMMENDED RESOURCES**

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### **Writing Resources**

The Brooklyn College Learning Center offers free tutoring and writing assistance, including proofreading. 1300 Boylan Hall, 718.951.5821, <http://lc.brooklyn.cuny.edu>

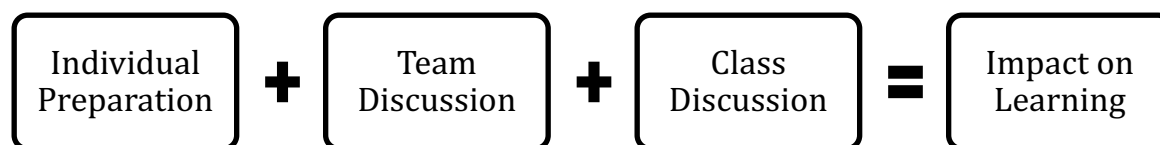
Strunk, W. and White, E.B. (1999). *The Elements of Style (fourth edition)*. Needham Heights, MA: Allyn & Bacon/Longman.

American Psychological Association. (2013) The Basics of APA Style. Available at:  
<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Truss, L. (2003). *Eats, Shoots & Leaves*. New York, NY: Gotham Books. The most entertaining book on punctuation you'll never read.

### What is Team Based Learning? –and, How Does it Work?

This course will be using the Team-Based Learning (TBL) strategy ([www.teambasedlearning.org](http://www.teambasedlearning.org)). s



TBL will increase your understanding of course concepts by using them to solve authentic, real-world problems and help you develop your collaborative skills. The primary course objective shifts from content transmission (lectures) to helping you learn how to use course content to solve significant problems; in fact, the bulk of class time will be spent applying new knowledge, solving problems and making decisions. It will be done in a way that will hold teams accountable for using course content to application activities that will be reported publicly and subject to cross-team discussion/critique.

### **Overview of TBL Sequence**

**Phase 1 – Preparation:** You will complete specified readings and assignments for each unit.

**Phase 2 – Readiness Assurance Test:** At the first-class meeting of each unit, you will be given a Readiness Assurance Test (RAT). The RAT measures your comprehension and mastery of the assigned readings and helps you deepen your understanding of the course material needed to begin problem solving in Phase 3. Once the test period is over, the instructor may present a short mini lecture to clarify concepts that are not well understood as evidenced by test scores. The purpose of Phase 2 is to ensure that you and your teammates have sufficient foundational knowledge to begin to apply and use the course concepts in Phase 3. **RATS are closed book and based on the assigned readings and assignments.**

- **Individual RAT (iRAT):** You individually complete a multiple-choice test based on the readings.
- **Team RAT (tRAT):** Following the iRAT, the same multiple-choice test is re-taken with your team. These tests use a “scratch and win” type answer card known as an IF-AT. You develop a consensus with our teammates, and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer. Your team is awarded 4 points if you uncover the correct answer on the first scratch, 2 points for the second scratch, and 1 point for the third scratch. If your team answers incorrectly your team needs to reconsider, discuss, and choose another answer.

- **Appeals Process:** Once your team has completed the team test, your team has the opportunity to fill out an appeal form. The purpose of the appeals process is to allow your team to identify questions where you disagree with the question wording or ambiguous information in the readings. The instructor will review the appeal and accept or reject the appeal at her discretion. Only teams are allowed to appeal questions.

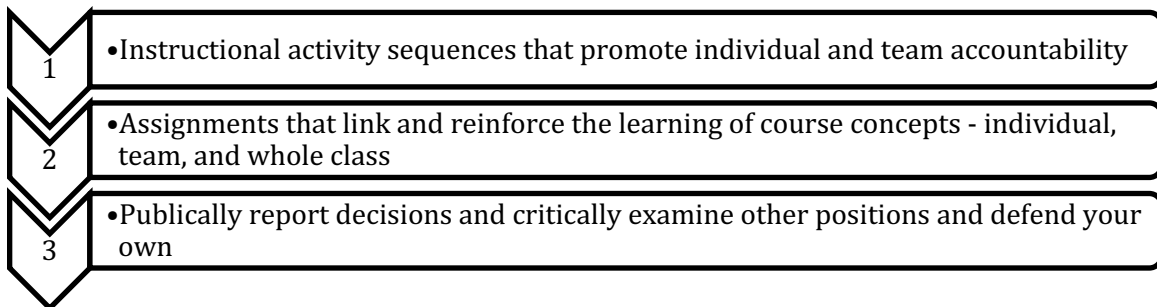
**Impact of appeals on test scores:**

When an appeal is accepted on a question that a team has missed:

1. It counts. In other words, the points missed will be added to:
    - a. their team scores
    - b. the score of any individual in the team who answered the same as the team
    - c. only those teams that appeal.
  2. Team member(s) who had the original correct answer will continue to receive credit on the question.
- **Feedback and Mini-Lecture:** Following the RATs and Appeal Process, the instructor provides a lecture focused on any difficult or troublesome concepts or responds to any further questions to help clarify the material.

**Phase 3 – In-Class Activities:** You and your team use the foundational knowledge, acquired in the first two phases, to make decisions that will be reported publicly and subject to cross-team discussion/critique. We will use a variety of methods to have you report your team's decision at the end of each activity. Sometimes you will hold up colored cards indicating a specific choice, sometimes you will write your answer on flipchart paper or other more creative ways of reporting.

### Three Keys to TBL



### Key One – Promote Accountability

#### **Promoting Individual Accountability**

The Readiness Assurance Process is designed to promote individual accountability. The Readiness Assurance Process requires individuals to complete a multiple-choice test covering a set of pre-assigned readings and turn in their answers. Students are individually accountable because the individual scores count as part of the course grade. Next, during the team test (exact same test as individual), each member is invariably asked to voice and defend his or her choice on every question as the teams come to a consensus on their answers. The resulting discussions produce immediate peer dialogue/feedback that provides clear evidence of the quality of individual preparation and the importance of obtaining input from everyone on all important decisions. Members who are chronically unprepared almost invariably receive a low peer evaluation score.

#### **Promoting Team Accountability**

Fostering team accountability is very important. Without team accountability, neither instructor nor students know: 1) if their learning goals have been achieved, or 2) if students are taking teamwork seriously. Teams can be held



accountable by carefully managing intra-team and whole-class discussions. The key is the nature of the application activity. First, team assignments require production of a tangible output. Second, the “product” that teams are asked to create should enable both immediate feedback on the quality of teamwork and the opportunity for direct comparisons from other teams.

**Accountability matters:** If students fail to prepare for teamwork, then better prepared students are likely forced to “carry” their less willing and/or less able peers. Additionally, improperly managed team discussions are likely to degenerate into social events in which little if any learning occurs. Both problems can be avoided almost entirely by establishing accountability practices. The key is using assignments and practices that hold individuals and teams accountable for their contributions and behaviors. Accountability to your team is via immediate peer feedback and direct anonymous assessment in the peer evaluation process.

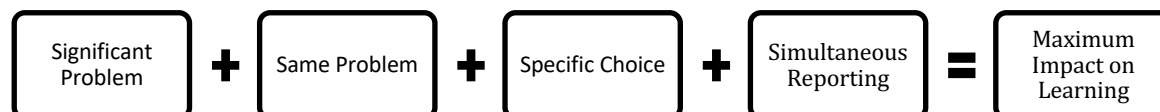
### **Key Two – Using Activities that Link and Reinforce**

The second key to using groups effectively is making sure that the assignments at each stage of the learning process are linked and mutually reinforcing (individually, team, whole class). When this is done, assignments in the first two stages have a powerful positive effect on the learning that occurs in the last stage.

To obtain the maximum benefits, the **4 S’s** should be used to design each activity.

- **Same Problem:** Teams work on the same problem, case, or question
- **Significant Problem:** Teams work on a problem, case, or question demonstrating a concept’s usefulness
- **Specific Choice:** Teams using course concepts to make a specific choice
- **Simultaneous Report:** Teams reporting choices simultaneously

#### **In-Class Application Activity**



### **Key Three – Adopting Practices that Stimulate Idea Exchange**

The degree to which the application activities and reporting discussions expose students to new perspectives from their peers depends on two factors:

1. The degree that assignment design fosters give-and-take individual, team, and whole-class discussion.
2. The degree that assignments require high levels of team interaction.

**It is important to foster high levels of interaction.** Assignments needs to be designed to be challenging enough so that a single team member cannot comprehend them alone. Good assignments engage the diverse talents of the team in generating reasonably defensible decisions and solutions. The most common reason for a low level of group

interaction is the use of assignments that are too easy where one member will simply act on behalf of the team or assignments where too much delegation occurs (i.e., long written assignments).

**It is important to remove barriers to participation.** Because members of newly formed teams may be reluctant to speak out, it is important to use an approach with long-term teams as well as assignments, practices, and a grading system that fosters the development of group cohesion (Michaelsen, Black & Fink, 1996). As groups become more cohesive, trust and support typically build to the point that even naturally quiet members are willing to engage in intense give-and-take interactions. Within a cohesive team, members feel little worry about being offensive or misunderstood (Watson, Michaelsen & Sharp, 1991). As team members come to see their own success tied to the success of their team, they are motivated to invest considerable personal energy into doing teamwork.

(Team Based Learning syllabus overview generously shared by Graciela Elizalde-Utnick, Department of Education, Brooklyn College. Information about TBL adapted from *Three Keys to Using Learning Groups Effectively* by Larry Michaelsen; *Student Orientation Materials* by Dean Parmelee; and *The Essential Elements of Team-Based Learning* by Michaelsen & Sweet.)

### Team Based Learning Grades

**Peer Evaluation:** Each individual will evaluate the contributions of all of the other team members by assigning an average of 10 points to the other team members. For example, members of a 6-member team: 1) must assign a total of 50 points to the other 5 members in their team (for a 5-member team it would be 40 points; for 7-member team it would be 60 points, etc.) and must differentiate some in their ratings; and 2) must give at least one score of 11 or higher, with a maximum of 15, and at least one score of 9 or lower. Peer evaluation scores will be the average of the points received and will produce differences in grades only within teams. This means that team members cannot help everyone in their team get an A by giving everyone high peer evaluation scores. The only way for everyone in a team to earn an A is by doing an outstanding job on the individual and team exams and projects.

#### Example: Amy evaluated her team members

1. Amy	--
2. Bob	8
3. Clark	10
4. Denise	10
5. Edward	<u>12</u>
TOTAL:	40
Average:	10 each

#### **RULES**

- Do not evaluate yourself.
- Assign an average of 10 points to each of the other members of the group.
- There must be some differentiation.
- Reminder: This is not a time to be "nice" and give everyone the same grade.  
It is a time to be honest and identify the people who contributed the most.