

THE MOONSHINE ARCHAEOLOGY PROJECT, NORTH CAROLINA (US)

Course ID: ARCH 159 XL

June 18 – July 22, 2017

FIELD SCHOOL DIRECTOR:

Dr. Kirk D. French, The Pennsylvania State University (kirkdfrench@gmail.com)



INTRODUCTION

Over the last few decades historical archaeologists have begun to explore the intimate patterns of daily life for social actors in the past. Historically, small-scale, sometimes subversive, systems of production and exchange evolved secondarily or in parallel with dominant economic systems. Examples may include the formation of slave economies within the larger context of plantation systems, prostitution in mining towns, or illicit alcohol production. These forms of economic transactions played equally vital roles in shaping social bonds in relational networks of exchange. These types of economic exchange, and the deeply personal relationships and senses of identity that emerge from them, are intimate economies.

The importance of alcohol in American culture cannot be disputed. Just five years into his presidency, George Washington sent troops to suppress an insurrection by farmers in Western Pennsylvania who opposed a new tax on grain alcohol. The event is referred to as the Whiskey Rebellion of 1794 and was the first major battle after the American Revolution. Prior to a true income tax established in 1916, the majority of Federal revenue was from taxes on alcohol. This new source of revenue made possible the passage of the 18th Amendment, known as the Prohibition. On October 28, 1919 the United States government implemented a national ban on the sale, production, and transportation of alcohol. This was the first and only time in its history that the United States government used a constitutional amendment to limit the rights of its people, essentially turning normal law-abiding citizens into criminals. Interestingly, 13 years later the amendment was repealed by ratification of the 21st Amendment, the only instance that a constitutional amendment has been repealed in the United States. After the repeal of Prohibition in 1932, heavy regulations coupled with successful propaganda on the

dangers of locally produced whiskey kept moonshiners in the shadows. Recently there has been a surge of public interest in moonshine production and an appreciation of the area's vibrant and eclectic culture history.

For more than 150 years the vast majority of local whiskey production has been unregulated, illegal, and in many regards – illicit. The production and distribution of this illegal liquor takes place in a tight-knit community where knowledge is usually passed down within a family. The economic impact of this craft production is difficult to measure. To better understand this intimate economy the Moonshine Archaeology Project (MAP) is attempting to quantify whiskey production in western North Carolina.

MAP will empirically estimate the quantity of liquor produced in the Cataloochee area of Haywood County, North Carolina before, during, and after Prohibition. Understanding the quantity of alcohol produced will be useful in regards to the impacts on the local economy, organized crime, volume of consumption, success rates of revenue agents seizing stills, as well as an appreciation and protection of our cultural heritage.

The Cataloochee Valley is located within the boundaries of the Great Smoky Mountains National Park and has a long history of European settlement – starting in 1808. Being that most of these early settlers were of Scotch-Irish descent, they brought with them their knowledge of whiskey production from Ireland. This expertise, coupled with the high mineral content of the water flowing through the mountains, made this area ideal for quality whiskey production.

The first season of MAP has several goals. The first is to determine the density of whiskey production sites along the southern section of the Caldwell Fork in the Cataloochee Valley through pedestrian survey. The second is to establish a chronology of the known still sites through excavation and artifact analysis. Third, establish a working relationship with the local residents that will lead to participation in the recording of oral histories. And lastly, begin amassing historical information gleaned from the archival research from the county courthouse.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 12 quarter credit units (equivalent to 8 semester units) through our academic partner, UCLA Extension. UCLA is a top ranked research university and its archaeology program is ranked amongst the best in the country. All IFR field schools instructors and curricula are approved both by the corresponding academic department and the Academic Senate at UCLA. This field school provides a minimum of 192 direct instructional hours.

Transcripts: Transcripts are available through UCLA UnEX and instructions for ordering transcripts may be found at <http://bit.ly/2bDOZ3E>. Grades will be posted and transcript available usually within six weeks after the end of this field school. All IFR field schools are designated XL classes – courses that are equivalent to undergraduate courses offered by the UCLA regular session. All XL courses are transferable for unit and subject credit toward the Bachelor's Degree at all campuses of the UC and CSU systems. Classes numbered 100 to 199 are considered upper division (junior/senior). For more information, go to <http://bit.ly/2bjAqmy>.

UCLA students: Students can take classes through UCLA Extension to complete requirements. However certain considerations must be taken into account. For more information, go to <http://bit.ly/2bJWeHK>.

Credit Units Transfer: Most universities accept UCLA credit units – there are very few exceptions. Students are strongly encouraged to discuss the transferability of the credit units with school officials BEFORE attending the field school.

COURSE OBJECTIVES

This course has three goals; 1) to introduce students to field methods in archaeology, 2) to familiarize them with collecting oral histories and performing basic archival research, and 3) to appreciate the preservation and management of the cultural and environmental resources of the Great Smoky Mountains National Park. The course's primary directive is to enable students to better understand how a holistic approach to anthropological archaeology is practiced in the field.

Excavation: Students will participate in excavations, sieving, and total station mapping, at several whiskey still sites in the national park.

Documentation: Students will participate in filling out specific excavation/feature forms, section/plan drawings, and journals, and mapping artifacts.

Cataloging: Students will participate in field sorting and cataloging of artifacts.

Laboratory: Scheduled lab tasks will include washing, sorting, artifact analysis, photography, and cataloging/archiving of artifacts.

Collecting Oral Histories: Students will collect oral histories and perform basic interviews with residents of the area.

Archival Research: Students will spend a few days in the county archives gathering information that could relate to whiskey production (land holdings, arrest records, tax documents, sugar sales, etc.).

DISCLAIMER – PLEASE READ CAREFULLY

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates at a typical southern Appalachian environment. Temperatures in the mountain valleys are typically in the mid 80°F's, only occasionally reaching 90°F or above, and scattered afternoon thunderstorms are likely. The cool forests, cold streams, and high mountain elevations offer respite from the heat on rare occasions when it gets too hot to hike in the valleys. This is a wet season, and when cold fronts do move through, widespread heavy rain can occur, and influence from tropical systems - heavy rain and wind - is possible mainly toward late summer. Beware of nagging insects during summer. In order to be protected from insects and stinging nettle you will not want to work in shorts or tank tops at the site.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

PREREQUISITES

There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel.

LEARNING OUTCOMES

On successful completion of the field school, students will be able to:

- Understand the different elements of an archaeological field project and the relationships between these elements
- Apply standard excavation methods to archaeological contexts

- Use standard recording techniques to document excavation results
- Undertake preliminary processing of archaeological artifacts and ecofacts
- Undertake preliminary analysis of archaeological artifacts and ecofacts
- Undertake basic archival research
- Perform basic ethnographic interviews

GRADING MATRIX

50% - Attending and participating in each scheduled activity (discussion groups, field and lab work, etc.).

30% - Keeping a field notebook that will be collected and evaluated at the end of the course. The notebook will also be looked at once at the end of week 2, just to make sure the student is on the right track.

10% - An exam taken at the end of the first week of field school, testing students on required readings and initial formal lectures.

10% - Maintaining a positive outlook, being a team player, and completing camp duties.

TRAVEL & MEETING POINT

The project house is located in Maggie Valley, North Carolina – about 40 miles west of Asheville. Students arriving by air will be met at the Asheville Regional Airport (AVL) by a project staff member on June 18 at 5:00pm at the baggage claim area. If you missed your connection or your flight is delayed, please call, text or email project director immediately. The director's cell phone number will be provided to all enrolled students.

Students traveling by bus or car will need to make special arrangements with the project director.

The course begins on Monday, June 18 and will meet every weekday until Friday, July 21. Students need to arrive on Sunday, June 18. The official end date of this field school is Saturday, July 22 when students can travel back home. Introductory lectures, site tours, and wilderness training during the initial three days of the project will provide the cultural, archaeological, and safety background necessary to succeed in the field. A series of lectures, weekend fieldtrips, and required readings will allow detailed learning concerning the region.

ACCOMMODATIONS

The students will be staying in their own tents. The camping area is a well maintained space in the yard surrounding the central cabin and lab. There will be two toilets (the current outhouse and an additional portable toilet). One spring-fed outdoor shower will be constructed roughly 50 meters from the main cabin. Hot water is unavailable. The spring water is sufficient for bathing, but not consumption, so additional drinking water will be provided.

The students will alternate with camp duties, such as taking out trash and keeping the area tidy.

A camp cook/manager will be hired to purchase and prepare food for the students and staff. Breakfast will consist of items such as scrambled eggs, tortillas, toast, cold cereal, and fruit. Sandwich lunches for the field will be made by the students that morning. Dinners will be the big meal of the day and prepared by the camp cook. Special dietary needs will be accommodated. Breakfast and dinner will be served on a long table beneath a rustic carport that is attached to the central cabin.

COURSE SCHEDULE

Basic Schedule (Monday – Friday):

7:30am – Breakfast

8:15am – Leave for the site or begin lab work

Noon – Lunch in the field
4pm – Leave the field
4:30pm – Unpack artifacts and equipment
5pm – Showers
6:30pm – Group Dinner
7:15pm – Lecture, Group Discussion, Guest Speaker, etc.

Basic Schedule (Saturday):

8am – Breakfast
8:45am – Leave for the site or begin lab work
Noon – Lunch in the field
2pm – Leave the field
2:30pm – Unpack artifacts and equipment
3pm – Showers and Relax
6pm – Group Dinner

Sunday, July 18

Students arrive at the campsite in Maggie Valley, North Carolina. Those arriving at the Asheville Regional Airport will be driven to Maggie Valley by a staff member.

5:00 pm: Preliminary introductions, course overview

6:30 pm: Group dinner

Week 1 (June 19 – 24) – Orientation, Site Visit, Community Introduction, Pedestrian Survey

Monday, June 19	Set-up camp, Orientation - Lecture, <i>“History of the Cataloochee Valley”</i>
Tuesday, June 20	Wilderness skills, basic first aid lectures/workshops provided by the National Park Service.
Wednesday, June 21	Introduction to the town of Maggie Valley and key community members - Lecture, <i>“History of Whiskey Production in Appalachia”</i>
Thursday, June 22	Site Visit - Lecture, <i>“Introduction to Historical Archaeology”</i>
Friday, June 23	Everyone – Pedestrian Survey
Saturday, June 24	Everyone – Pedestrian Survey

Week 2 (June 26 – July 1) – Pedestrian Survey and Excavations

Monday, June 26	Groups 1 & 2 – Pedestrian Survey - Guest Lecturer, Daniel Pierce <ul style="list-style-type: none">○ Chair, History Department at University of North Carolina, Asheville○ Author of <i>Corn from a Jar: Moonshining in the Great Smoky Mountains</i>
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Wigginton, Eliot

1968-1971 *The Foxfire Book: Hog Dressing, Log Cabin Building, Mountain Crafts and Foods, Planting by the Signs, Snake Lore, Hunting Tales, Faith Healing, Moonshining, and Other Affairs of Plain Living*. Anchor Press, Garden City, New York. Pages 301-345.

Yow, Valerie Raleigh

2014 *Recording Oral History: A Guide for the Humanities and Social Sciences*. Rowman & Littlefield.

RECOMMENDED READINGS

Kephart, Horace

1922 *Our Southern Highlanders*. The Macmillan Company, New York.

Sink, Alice

2011 *Hidden History of the Western North Carolina Mountains*. The History Press.