

**THE PRESERVATION OF MEMORY:
ARCHIVING AND ASSESSING THE MISSION TO PROTECT
CULTURAL HERITAGE IN THE MIDDLE EAST**

by

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A thesis submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Honors Degree in Art Conservation with Distinction

Spring 2018

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CULTURAL HERITAGE IN THE MIDDLE EAST**

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ACKNOWLEDGMENTS

Many, many thanks to Dr. Cassman, for trusting me with this project. I am indebted to her not only for all of her guidance and support throughout this research, but for her support since my first day of college orientation.

I also want to thank Pat Young for all of her help creating this archive and for her feedback. My sincere thanks to Dr. Gentry for his support throughout the writing process, and to Valerie Marlowe for walking me through the initial steps of creating this project.

I would like to express my gratitude to all of those interviewed for your time and for sharing your stories with me.

Thank you to the Disaster Research Center for giving my research a home and to the Art Conservation Department and the Undergraduate Research Office for providing funding to make this project possible.

A special thank you to Claire for motivating me with pizza to get us through all the late-night writing sessions. And of course, thank you to my family and friends for letting me call them constantly to sound check all of my audio equipment and for their constant support.

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LIST OF ACRONYMS

(Listed in order of appearance)

IICAH- Iraqi Institute for the Conservation of Antiquities and Heritage

ICHP- Iraq Cultural Heritage Program

DRC- Disaster Research Center

KRG- Kurdistan Regional Government

SBAH- State Board of Antiquities and Heritage

CCAHP- Chicago Center for Archaeological Heritage Preservation

CPA- Coalition Provisional Authority

GCI- Getty Conservation Institute

WMF- World Monuments Fund

IRD- International Relief and Development

IPAM- International Partnerships Among Museums

NGO- Non-governmental organization

UD- University of Delaware

IGS- University of Delaware Institute for Global Studies

ABSTRACT

In 2008, the Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) was established in Erbil, Iraq as part of the US State Department's Iraq Cultural Heritage Program (IChP). The institute would bring together the US State Department, the Iraq State Board of Antiquities and Heritage, the Kurdistan Regional Government, and various international institutions and experts. The goal was to provide Iraqi professionals with long-term theoretical and practical training in conservation and historic preservation. Years of war and sanctions had left the Iraq cultural heritage sector unable to actively engage with the international preservation community and with limited access to resources. Over the past ten years, the IICAH has become a unique model for providing conservation training in post-conflict areas. This paper discusses the history of the institute and the political climate leading up to its creation. Oral history interviews were conducted with individuals involved with the IICAH in varying capacities including advisors, instructors, and students. Their responses are discussed to better understand the work of the IICAH including their initial priorities, obstacles they faced, successes, the students and organizations they worked with, daily life at the institute, their thoughts on the future of the institute, and advice. Major themes from these interviews are analyzed in greater detail in the discussion of this paper including operating the institute, funding, connecting with local stakeholders, student growth, coursework, and sustainability. An archive was also created for the interview files and additional archival documents. The Iraqi

Institute for the Conservation of Antiquities and Heritage Archive can be found with the University of Delaware's Disaster Research Center archives. This research sought to begin to understand the key features of the IICAH that have allowed it to continue over these past ten years and to create the archive as a resource to future cultural heritage professionals who may look to the IICAH as a model for long-term, international conservation education.

Chapter 1

INTRODUCTION

In 2008, the Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) was established in Erbil, Iraq as part of the US State Department's Iraq Cultural Heritage Program (ICHP). The IICAH was a conservation training institute focused on providing long-term conservation education to Iraqis within their home country. Years of war and sanctions had taken their toll on the Iraqi people and their ability to care for their cultural heritage.



Figure 1 Map of Iraq. The IICAH is located in the city of Erbil. Source: “Erbil, Iraq.” Google Maps. Accessed April 1, 2018.
<https://www.google.com/maps/place/Iraq/@33.1401932,39.2224966,6z/data=!3m1!4b1!4m5!3m4!1s0x1557823d54f54a11:0x6da561bba2061602!8m2!3d33.223191!4d43.679291>

While the institute has faced many challenges over the years and continues to face new challenges, they have successfully become a trusted resource for heritage preservation in Iraq. The program has been running for approximately ten years now, but few people outside of those involved have had the opportunity to learn about the institute's work and there is currently no broad historical overview or reflection on the program thus far.

My thesis project sought to begin the process of recording the work of the IICAH and its path from 2008-2017, as well as to make the information more accessible to outside researchers in the fields of conservation and cultural heritage preservation. This project consisted of multiple parts including doing preliminary historical background research, creating an archive to be kept with the University of Delaware's Disaster Research Center (DRC), and conducting oral history interviews with some of the key individuals involved.

While there were many pieces to this project, the heart of the discussion in this paper will be an overview and analysis of the content of the interviews conducted. The creation of the archive will also be discussed, including how it can be accessed. However, before jumping into methodologies and findings, it is necessary to first understand the historical context under which the IICAH developed. It will provide foundational knowledge for many of the stories and ideas shared by the interviewees later in the paper.

What was interesting was that in looking for sources discussing the modern history of Iraq, many of them were published around or before 2008, just as the ICHP program was taking off. They were valuable in highlighting the history of Iraq, but did not provide as much context for the IICAH itself. Many of the texts were also focused

on military efforts. A great deal has changed in Iraq over these past ten years. It is hoped that this research will begin to fill in some of the blanks regarding cultural heritage preservation in Iraq since 2008 through the lens of the IICAH. It is also hoped that the IICAH will serve as a model for future conservation outreach projects in other areas of the world.



Figure 2 IICAH building in Erbil, Iraq. Source: “The Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH).” UD Department of Art Conservation. Accessed April 1, 2018. <https://www.artcons.udel.edu/outreach/global-engagement/iraqi-institute>.

Chapter 2

BACKGROUND

Before jumping into the development of the IICAH, the historical context from which it was developed must be understood. The history of Iraq is complex, but there are key political, economic, and cultural events in the country's modern history, beginning in the mid-twentieth century, that can provide context for the conditions the institute was working under and the needs that they were aiming to address.

The Rule of Saddam Hussein

On July 17th, 1968, Iraq's Arab Ba'th Socialist Party staged a coup to overthrow the regime of President Abd al-Rahman Arif. Leading the Ba'th Party were President Hasan al-Bakr and Vice President Saddam Hussein.¹ Saddam Hussein replaced President al-Bakr in 1979. The “Saddamist State” that was created favored patronage and gave jobs to party supporters.^{2, 3} This included jobs at the state-owned museums.

¹ Stacy E. Holden, *A Documentary History of Modern Iraq* (Gainesville: University Press of Florida, 2012), 193.

² Ibid., 194.

³ Peter G. Stone, Joanne Farchakh Bajjaly, and Robert Fisk, *The Destruction of Cultural Heritage in Iraq* (Woodbridge, Suffolk: Boydell Press, 2008), 160.

Rewriting history became a powerful tool in this totalitarian state. Historians were not allowed to debate and Iraq's Mesopotamian and Arab Islamic history were emphasized.⁴ In a speech Hussein gave in the 1970s, he stated:

When we speak of Arab unity we must not occupy the little student with details and to engage him in a discussion of whether we are indeed a single nation or not. It is enough to speak of the Arab as one nation assuming that to be an absolute reality...when we speak about the Ba'ath Arab Socialist Party as a leading party, we should speak about it to the children as if it is an absolute reality.⁵

Iraqis, including young children, were not allowed to debate history and theory, but rather were told to believe in a history created by the Ba'th party.

Hussein invaded Iran in 1980, leading to the Iran-Iraq War, which continued until 1988. Once again, Hussein attempted to manipulate history to gain support for the war. He would discuss the war as a continuation of the Battle of al-Qadisiyya (637 AD) in which the Arabs won and continued to spread Islam.⁶ As Ofra Bengio explains, Hussein used the myths of the battle as a "technique of using an event with a core of historical truth that is deeply etched into the collective memory in order to further the [Ba'thist] party's ideology."⁷ The war would come to an end in 1990.

⁴ Holden, *A Documentary History of Modern Iraq*, 212.

⁵ Akram Fouad Khater, *Sources in the History of the Modern Middle East* (Boston, MA: Wadsworth/Cengage Learning, 2011), 264-65.

⁶ Holden, *A Documentary History of Modern Iraq*, 231.

⁷ Saddam Hussein and Ofra Bengio, *Saddam Speaks on the Gulf Crisis: A Collection of Documents* (Tel-Aviv: Moshe Dayan Center for Middle Eastern and African Studies, Shiloah Institute, Tel-Aviv University, 1992).

During his time in power, Hussein actually directed a great deal of care and funding towards Iraq's cultural heritage, including strict enforcements against looting such as fines or even imprisonment.⁸ However, he manipulated the meaning of the sites and artifacts. For example, his restoration of a site at Babylon took the form of putting up fake walls and using bricks inscribed with the phrase "This was built by Saddam Hussein, son of Nebuchadnezzar" (See Figure 3).⁹ Nebuchadnezzar was the king of Babylon from 605 BC-562 BC and Hussein wanted to create the image that he was a continuation of this great dynasty.



Figure 3 Part of Saddam Hussein's reconstruction of Babylon. Source: "In Pictures, Ancient and Modern Babylon." BBC News, 2008. Accessed April 2, 2018. http://news.bbc.co.uk/2/hi/in_pictures/7729443.stm.

⁸ Lawrence Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War* (Lanham, MD: AltaMira Press, 2008), 6, 54.

⁹ Matthew Bogdanos and William Patrick, *Thieves of Baghdad: One Marine's Passion for Ancient Civilizations and the Journey to Recover the World's Greatest Stolen Treasures* (New York, NY: Bloomsbury Pub.: Distributed to the trade by Holtzbrinck Publishers, 2005), 121-22.

While Iraqi cultural heritage was relatively safer under Hussein's regime, this protection came at the expense of using cultural heritage to support his political motivations. The artifacts and archaeological sites became tools for his manipulation of history to further consolidate his power.

Conflict with Kurdish Iraq

In 1974, the Ba'thist government tried to limit the amount of land and autonomy initially promised to the Kurds in an agreement from 1970, leading to a war between the Kurds and the Iraqi government from 1974-1975. An accord was signed in 1975.¹⁰ However, the Kurds were assisted by Iran during this war, and during the Iran-Iraq War, began to discuss an alliance with Iran. This led to the al Anfal genocide in which the Ba'thist government began mass killings of Kurdish men, women, and children using chemical weapons. An estimated 182,000 Kurdish people were killed and approximately 160,000 fled.¹¹

In 1991, a safe zone in northern Iraq was established for the Kurdish people by the US, UK, France, and the Netherlands.¹² This included the establishment of a no-fly zone over the region. The Kurdistan Regional Government (KRG) was officially established in 1992. The region is officially made up of three provinces: Erbil, Dohuk, and Sulaimaniyah (See Figure 4).¹³

¹⁰ Holden, *A Documentary History of Modern Iraq*, 216.

¹¹ Ibid., 259.

¹² Stone, Farchakh Bajjal, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 91.

¹³ The capital cities of these provinces go by the same name (i.e. Erbil is the capital city of Erbil province).

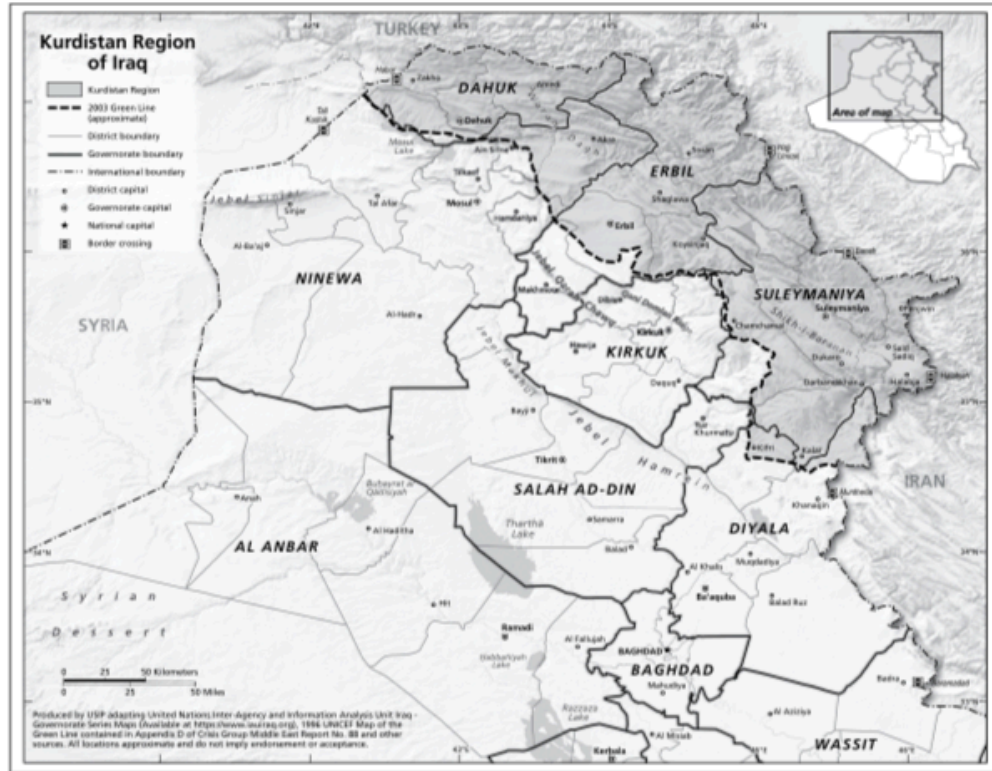


Figure 4 Map of the Kurdistan Region of Iraq. Source: Kane, Sean. “Iraq’s Disputed Territories.” United States Institute of Peace, 2011. Accessed April 2, 2018. <https://www.usip.org/publications/2011/04/iraqs-disputed-territories>.

Iraqi Kurdistan’s semi-autonomy made it more stable following the overthrow of Saddam Hussein. As a result, they reached higher levels of development than Iraq’s other regions and were considered more “secure” by the US military. They were also able to establish international airports in the cities of Erbil and Sulaimaniyah.

Once the Kurdish region was established, the Kurdish language began to grow in use. It would ultimately overtake Arabic as the “major and first language of communication in Iraqi Kurdistan.”¹⁴ This impacted the younger educated generation who were not taught the Arabic language or about Arab-Iraqi history.¹⁵ While this strengthened Kurdish national identity, young professionals born as early as 1986 who grew up in this environment never learned to speak Arabic, which was a significant issue for IICAH.

The Kurdish population continues to grow. As of 2011, the region had a growing young population with more than fifty percent of the population under twenty years of age.¹⁶

The First Gulf War (1990-1991)

The Persian Gulf War (1990-1991) began after Hussein invaded Kuwait and the United States stepped in to support Kuwait. American forces would engage in an aerial bombardment of Iraq for forty-two days with the goal of destroying military structures.¹⁷ However, as Holden describes, the bombings were not very precise, impacting many civilians.¹⁸

¹⁴ Mahir A. Aziz, *The Kurds of Iraq: Ethnonationalism and National Identity in Iraqi Kurdistan* (London; New York: I.B. Tauris, 2011), 53.

¹⁵ Ibid., 53; 91.

¹⁶ Ibid., 7.

¹⁷ Holden, *A Documentary History of Modern Iraq*, 265-67.

¹⁸ Ibid., 273.

Economic sanctions placed on Iraq during the war continued after the war ended. As a result, in 1995, the United Nations began the Oil-for-Food program in which Iraq could sell oil to purchase supplies for an impending humanitarian crisis created by these sanctions.¹⁹ However, Hussein used the revenue generated by the oil sales to pay the elites who supported him, continuing his trend of patronage based on nepotism and tribalism.²⁰

The cultural heritage of Iraq also suffered from these sanctions. Some Iraqis turned to illegally excavating and selling artifacts so that they could afford to purchase food for their families. It became evident as increases of objects were entering markets in Europe and the US, among other areas. Most Iraqi products were restricted from entering the US during this time. Iraqi antiquities were not.²¹ No-fly zones established to protect the Kurds in northern Iraq also aided in this looting. Iraqi authorities could not survey the areas via helicopter and looters could easily spot approaching vehicles because of the dust they would kick up. As a result, looters could easily escape or go unnoticed (See Figure 5).^{22,23}

¹⁹ Ibid., 285.

²⁰ Ibid., 288.

²¹ Stone, Farchakh Bajjal, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 35.

²² Ibid., 36-37.

²³ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*, 6.



Figure 5 Umma archaeological site scattered with holes dug by looters. Source: Polk, Milbry and Angela M.H. Schuster. *The Looting of the Iraq Museum, Baghdad*. New York, NY: Harry N. Abrams, Publishers, 2005.

The economic strain also meant that the Iraqi Department of Antiquities²⁴ was not able to maintain enough staff, equipment, and site guards to protect archaeological sites.²⁵ The sanctions also limited museums' access to import inventory materials and computer equipment that would have helped to better record and track artifacts on the international market that were ultimately looted.

Additionally, the cultural exchange between the US and Iraq limited the knowledge of professionals in both countries. The US had limited connections with Iraqi museum professionals still in the country and did not know the level of their

²⁴ Later named the State Board of Antiquities and Heritage (SBAH)

²⁵ Stone, Farchakh Bajjaly, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 41.

expertise. Iraqis could not reach out to individuals with more knowledge of modern museology or inventory techniques.²⁶

The Second Gulf War

Following the attacks on September 11th, 2001, President George W. Bush invaded Afghanistan to find terrorists working with al-Qaeda, who were responsible for the attacks. However, President Bush decided that he also wanted to use this opportunity to drive Saddam Hussein out of Iraq, claiming that Iraq was creating weapons of mass destruction.²⁷ The United States invaded Iraq in March 2003. It was during this time that Baghdad was occupied by US troops and that the National Museum of Iraq in Baghdad was looted.

Looting of the National Museum of Iraq

Coalition forces did not stop the looting of the National Museum, which was also being used by the Iraqi army to fight Coalition forces when they arrived in Baghdad in April 2003. Fifteen-thousand artifacts were stolen from the museum in two days (See Figure 6).²⁸ Dr. Donny George Youkhanna, the head of the State Board of Antiquities and Heritage (SBAH) and Director General of the National Museum at

²⁶ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*, 244-45.

²⁷ Holden, *A Documentary History of Modern Iraq*, 300.

²⁸ Ibid., 323.

the time, was interviewed by Carl Mirra for his book *Soldiers and Citizens: An Oral History of Operation Iraqi Freedom from the Battlefield of the Pentagon*. To summarize his oral history account, he wanted to start putting artifacts in storage almost a year before the looting, but no one thought there would be a problem. The museum was looted by ordinary people, but also individuals who came prepared with glass cutters and who knew what items were being kept in the storage cellars. Museum staff tried to get a US tank to move in front of the museum entrance to deter people, but the tank commander initially could not help because he did not have permission from his superiors. Several days later, they were able to have the museum surrounded by American tanks, replacing Iraqi citizens who encircled the museum holding hands.²⁹ They ultimately found about 4,000 of the stolen artifacts.

Dr. George explained that even though Hussein's regime was politically repressive, daily security was better. Following the looting, Dr. George went on to create a 1400-person cultural heritage police force, but funding for the force ended in September 2006.³⁰ He ultimately had to leave Iraq in August 2006 because of the growing sectarian divisions. He explained that:

They created a new ministry of antiquities that was given to the al-Sadr party. I was under pressure. First, I was chairman of the Board of Antiquities and they would not allow me to appoint my own personnel. I then received an official

²⁹ Stone, Farchakh Bajjal, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 102.

³⁰ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*, 22.

letter, which withdrew all my...authority as chairman. I was told by someone the order has come that Donny should not stay because he is Christian...That the United States got rid of Saddam Hussein is a very good thing. But all that has happened afterward, it is the responsibility of the United States. You can't leave a country of 20 million people burning.³¹

Getting the museum back up and running would become one of the central goals of the ICHP program in later years. For greater detail regarding the full scope and context of the looting of the National Museum, texts such as Matthew Bogdanos' *Thieves of Baghdad* and Laurence Rothfield's *Antiquities Under Siege: Cultural Heritage Protection After the Iraq War* are recommended reading.

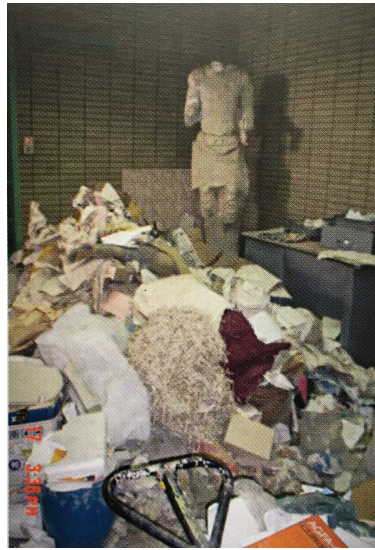


Figure 6 The lobby outside the National Museum's administrative offices after the looting in April 2003. Source: Polk, Milbry and Angela M.H. Schuster. *The Looting of the Iraq Museum, Baghdad*. New York, NY: Harry N. Abrams, Publishers, 2005.

³¹ Carl Mirra, *Soldiers and Citizens: An Oral History of Operation Iraqi Freedom from the Battlefield to the Pentagon* (Basingstoke: Palgrave Macmillan, 2009).

Iraq after the US Invasion

Following the ousting of Hussein, a Coalition Provisional Authority (CPA) was created to rule from 2003-2004. Anger over foreign military rule and other concerns including unemployment and ethnic and sectarian divisions grew between Sunnis, Shi'is, and Kurds during this time. The CPA ended in June 2004, but a Sunni insurgency continued.³²

Usam Ghaidan, a previous UNESCO architect and native of Iraq shared his experiences visiting Baghdad in 2003. He was told by the CPA that protecting cultural heritage was priority three only, leaving additional museums and sites vulnerable to looting. Museum artifacts were also “under threat due to a lack of electricity and the absence of the controlled environment required to preserve them. In several cases, looting was accompanied by arson.”³³

Education System in Iraq

Dr. George summarized the educational system in his essay “The Looting of the Iraq National Museum.” He explained that there were three stages of education that spanned twelve years. Elementary school was six years, intermediate school was three years, secondary school was three years, and then some students attended university. Students began studying history in their fifth year of elementary school. However, the curriculum was “centrally controlled” and they were only taught about Mesopotamian history for one year starting at twelve years old. He also explained that

³² Holden, *A Documentary History of Modern Iraq*, 336.

³³ Stone, Farchakh Bajjaly, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 94.

Mesopotamian history had not even been part of the curriculum twenty years earlier. He worked with the SBAH and universities to get the Ministry of Education to expand the Mesopotamian history and archaeology curriculum, but was unsuccessful. Dr. George and his colleagues tried to bring students to the museums to supplement their education.³⁴

However, the education system faced a larger issue with a general lack of incoming information due to a variety of causes throughout the late twentieth century, including the repressive Ba’thist regime and international sanctions. In an article for *The Chronicle of Higher Education*, A. Hadi Al Khalili, a cultural attaché at the Iraqi embassy, explained that “Iraqi higher education [had] been ‘cut off for decades.’”³⁵ Additionally, universities were using older laboratory equipment. Their research materials, including books, were also limited, and academics were not familiar with the latest research and techniques because of their isolation.³⁶ In addition to a lack of equipment and books, many university professors were not allowed to travel abroad, they could not import scientific journals and research papers, and, in some cases, their subscriptions to these journals were suspended.³⁷

Furthermore, the author of the article, Karin Fischer, explained that Iraqi education was isolated and limited in resources during Hussein’s rule and that “Iraqi

³⁴ Ibid., 106.

³⁵ Karin Fischer, "U.S. Colleges Can Help Rebuild Iraqi Higher Education, Academics Say," *Chronicle of Higher Education* 55, no. 29 (2009).

³⁶ Ibid.

³⁷ S. N. Jawad and S. I. Al-Assaf, "The Higher Education System in Iraq and Its Future," *International Journal of Contemporary Iraqi Studies* 8, no. 1 (2014): 56.

higher education came under further siege during 2006 and 2007, [with] years of heavy sectarian violence that followed the U.S. invasion of Iraq. Hundreds of Iraqi professors and intellectuals were killed, and thousands more fled the country. Classes were rarely held.”^{38, 39} Various sectarian and religious parties began to control the universities, which continued the Ba’thists’ techniques of using the education system to push their agendas.⁴⁰

As of 2014, Jawaf and Al-Assaf wrote about postgraduate students once again being sent to study abroad. However, the program has relied on nepotism and the favoring of party members when choosing students to go abroad.⁴¹

Additionally, Iraqi students and academics were limited in their access to information and what they did learn was controlled by the Ba’thist regime. The situation worsened with the growing violence in the country and further deteriorated with the US’s invasion.

A note should be made about the organization of the education system as a whole as well. Beginning with secondary education, student curriculums are divided between the sciences and the humanities.⁴² This separation continues at Iraqi universities where programs such as architectural engineering are grouped under the sciences, while programs such as archaeology are grouped under the humanities.

³⁸ Fischer, "U.S. Colleges Can Help Rebuild Iraqi Higher Education, Academics Say."

³⁹ Jawad and Al-Assaf, "The Higher Education System in Iraq and Its Future," 60.

⁴⁰ Ibid., 61.

⁴¹ Ibid., 69.

⁴² J. H. Issa and H. Jamil, "Overview of the Education System in Contemporary Iraq," *European Journal of Social Sciences* 14, no. 3 (2010): 365.

Furthermore, universities in Iraqi Kurdistan expanded greatly in the 1990s. The major universities included Salahaddin University in Erbil, the University of Suleimani, and the University of Dohuk, but, as of 2011, there were seventeen public and private universities in the region.⁴³

History of Conservation in Iraq

Conservation also suffered in similar fashion to the rest of the Iraqi educational system when the Ba’thist regime came to power. Both students and academics were limited in their access to outside research developments. This is particularly significant since the discipline of art conservation in its modern-day form did not really take off until the late 1960s-early 1970s.

Bonnie Burnham and Stephen K. Urice best summarize the state of conservation under Hussein’s rule. In their chapter for Lawrence Rothfield’s book, *Antiquities Under Siege*, they write “During the isolation that occurred over the twenty-four years of Saddam Hussein’s regime, Iraq had not trained specialized conservators or participated actively in international heritage conservation protocols such as UNESCO’s World Heritage Convention” and, when the regime fell, the management training needed was “easily a twenty-year exercise for a country currently lacking management-planning capacity for cultural heritage.”⁴⁴ These

⁴³ Aziz, *The Kurds of Iraq: Ethnonationalism and National Identity in Iraqi Kurdistan*, 14-16.

⁴⁴ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*.

sanctions also meant that Iraqi heritage professionals were not exposed to international discussions regarding new conservation theories and methodologies.⁴⁵

The National Museum of Iraq did have a conservation laboratory prior to the invasion of Iraq. Interestingly, artists would also work in the laboratories and were commissioned to create replicas of different artifacts. For example, a replica of a bull's head from the Lyre of Ur was created and was actually stolen when the museum was looted, but the original was safely in storage.⁴⁶

The artifacts being cared for in Iraqi collections were primarily archaeological. For example, the National Museum of Iraq's collection had human remains, stone flints, pottery, cuneiform inscriptions, sculptures, reliefs, metal (i.e. bronze, silver, gold, copper) artifacts, jewelry, cylinder seals, weapons, clay figurines, marble, glass, alabaster, and ivories.⁴⁷ There are also a great deal of archaeological sites and structures across the Iraqi landscape. The artifacts come from a variety of historical civilizations in the region including the Sumerians, the Babylonians, the Assyrians, and the Ottoman Empire. Iraqi Kurdistan also has collections of Kurdish textiles and other Kurdish antiquities.

⁴⁵ Gaetano Palumbo, Neville Agnew, and David Myers, "The GCI-WMF Iraq Cultural Heritage Conservation Initiative: Building Professional Capacity for Cultural Heritage Conservation and Management," *Conservation and Management of Archaeological Sites* 11, no. 3-4 (2009).

⁴⁶ Stone, Farchakh Bajjal, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 29.

⁴⁷ Faraj Basmachi, *Treasures of the Iraq Museum* (Baghdad: Al-Jumhuriya Press, 1975).

Antiquities in Iraq and the Iraqi Bureaucracy

The kingdom of Iraq became independent of British rule in 1932. During this transition, antiquities and archaeological sites became the property of the state. The Iraqi Antiquities Service was consolidated, and each province had a representative.⁴⁸ The Iraqi Antiquities Service had a large staff, site guards, and regional representatives following the oil boom of the 1970s up until the First Gulf War because they had the funding from oil profits. However, disorganization after the First Gulf War put an end to much of these developments with looting becoming a growing problem at both archaeological sites and museums.

The Iraqi Antiquities Service is known today as the State Board of Antiquities and Heritage (SBAH). The SBAH manages heritage sites and museums in fifteen of the Iraqi provinces. There are a total of eighteen provinces with three of those controlled by the KRG. Other important Iraqi departments to keep in mind are the Ministry of Culture and the Ministry of Tourism and Heritage.

Most individuals in Iraqi Kurdistan are employed by the government.⁴⁹ The archaeological sites are under the jurisdiction of the Directorate of Antiquities of Kurdistan. There are also smaller departments of antiquities in several directorates including Erbil, Sulaimaniyah, Dohuk, Garmiyān, and Soran who have many archaeological sites that they work on within these regions.⁵⁰

⁴⁸ Stone, Farchakh Bajjal, and Fisk, *The Destruction of Cultural Heritage in Iraq*, 34.

⁴⁹ Aziz, *The Kurds of Iraq: Ethnonationalism and National Identity in Iraqi Kurdistan*, 115.

⁵⁰ Kostas Kopanias, John MacGinnis, and Jason Ur, "Archaeological Projects in the Kurdistan Region in Iraq," (2015), https://dash.harvard.edu/bitstream/handle/1/14022526/Archaeological%20Projects%20in%20the%20Kurdistan%20Region%202015_0.pdf?sequence=1.

Previous Conservation Outreach Initiatives

Following the looting of the National Museum, many NGOs took steps to assist in the recovery process. However, most of the projects were not long-term. The British Museum and Metropolitan Museum of Art sent staff to help the National Museum begin to assess and repair damage. Stony Brook University created an exchange program to bring Iraqi archaeologists to the US to provide training and “help rebuild Baghdad University’s capacity in archaeology.”⁵¹

The Getty Conservation Institute (GCI) and the World Monuments Fund (WMF) also established a joint effort; The Iraq Cultural Heritage Conservation Initiative, in 2004. It was focused on inventorying sites, short-term stabilization, and SBAH staff training.⁵² They provided courses in emergency condition assessment and were working with the SBAH to create a plan for protecting a site at Babylon. However, most of the courses were actually held in Amman, Jordan and not in Iraq for security reasons.⁵³ Additionally, as of 2008, they were struggling to physically get to the actual sites, and there was “limited dialogue between international consultants and Iraqi trainees to evaluate the impact of the initiative’s training programs or the accuracy of the field assessments conducted by those trainees.”⁵⁴ Interestingly, authors

⁵¹ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*, 261-62.

⁵² Ibid., 262.

⁵³ Palumbo, Agnew, and Myers, "The GCI-WMF Iraq Cultural Heritage Conservation Initiative: Building Professional Capacity for Cultural Heritage Conservation and Management."

⁵⁴ Rothfield, *Antiquities under Siege: Cultural Heritage Protection after the Iraq War*, 263.

Burnham and Urice commented on two key lessons from this project that ultimately were reflected in the development of the IICAH: “the importance both of working directly with host-country cultural heritage professionals to set priorities for action and of building local capacity for stewardship of cultural heritage.”⁵⁵

ICHP Program

The Iraq Cultural Heritage Program (ICHP) was established in 2008. A grant from the US State Department through the US embassy in Baghdad provided a \$13 million grant, which was given to the nonprofit International Relief and Development (IRD). The project would include partnerships between the US State Department’s Bureau of Educational and Cultural Affairs, Iraq’s SBAH, Iraq’s Ministry of Culture, and Iraq’s Ministry of Tourism and Heritage. IRD would also collaborate with institutions with technical and academic expertise in developing the program.

The project had three primary goals:

1. Establish a conservation and historic preservation training institute in the city of Erbil.
2. Assist with the rehabilitation of the National Museum in Baghdad.
3. General professional development and capacity building for employees of SBAH, including those working with Iraq’s museums.⁵⁶

The goal was to help rebuild the archaeology and preservation fields in Iraq after years of deterioration from war and sanctions. These three goals were intertwined

⁵⁵ Ibid.

⁵⁶ U.S. Department of State, "Iraq Cultural Heritage Project (ICHP)," Office of the Spokesman, <https://2001-2009.state.gov/r/pa/prs/ps/2008/oct/111017.htm>.

and included many of the same organizations. However, the rest of this paper will focus solely on Goal 1, under which the IICAH was established.

This brief historical overview does not cover nearly all of the events and nuanced conditions of Iraq when the ICHP program was established. However, it will provide context for the oral history interviews discussed in the Findings section and will aid in the subsequent discussion and analysis of the interviews. The key points to keep in mind are the conditions of the Iraqi museums and archaeological sites at the time, the limited access to information and resources, the repression of independent thought under Hussein's regime, how the Iraqi bureaucracy was organized, and the religious, ethnic, and territorial divisions in the country.

Chapter 3

METHODOLOGY

Interviews

Preparing for the Interview

The Institutional Review Board and Human Subjects

An application was initially submitted to the Institutional Review Board at the University of Delaware and deemed exempt from further IRB Review according to federal regulations. This process included completing Human Subjects Training as well as developing an interview guide and participant consent forms (See Appendices A, B, and C).

Sampling

Snowball sampling was employed to connect with additional museum professionals involved with the IICAH beyond the initial six individuals contacted via email at the beginning of the project. The sociological method, sometimes referred to as chain referral sampling, relies on subject referrals from people with insight into the

project to create a research sample.⁵⁷ In the case of the oral history interviews, interviewees were asked to suggest other individuals they would recommend contacting for an interview. One of the final questions of the interview was “Are there any individuals that you worked with that you suggest I contact for an interview?” Not all of the people suggested were contacted. However, the names provided may still be accessed through the audio recordings and transcripts of the interviews. The use of snowball sampling brought the number of interviews to a total of nine.⁵⁸ Time constraints and scheduling ultimately made it difficult to conduct additional interviews.

Conducting the Interview

Procedure

The interviews began with a review of the Participant Consent form. A semi-structured interview guide was then employed for the approximately 90-minute

⁵⁷ Patrick Biernacki and Dan Waldorf, "Snowball Sampling: Problems and Techniques of Chain Referral Sampling," *Sociological Methods & Research* 10, no. 2 (2016).

⁵⁸ It should be noted that one interview was conducted with a conservator who worked on a similar project in Afghanistan with the Oriental Institute's Chicago Center for Archaeological Heritage Preservation. This project initially began as a comparative study between IICAH and CCAHP. However, time constraints meant that further interviews and analysis for CCAHP could not be done. The interview was still transcribed and saved in the archive. Some relevant articles to the CCAHP project were also added to the archive. However, the main focus of the archive is the IICAH.

interview. The questions were developed to be very broad so that they could apply to interviewees with varying involvement in the project and were open to interpretation. Less rigid follow-up questions were asked and adapted based on the respondents' answers to the prepared questions. This format was ideal for this research because it created a standard guide by which to compare the interviewee's answers. At the same time, it allowed the interviewees the freedom to share personal stories and allowed me, as the interviewer, to fill in those details with follow-up questions. The broad nature of the questions often led to answers that followed a stream of consciousness as well. As a result, the interviewees discussed topics and experiences they would not have touched upon with the limited scope of a structured interview format.

The participants interviewed ultimately included two directors at the IICAH, six members of the Advisory Council, an IICAH Master Trainer/Student originally from and currently living in the city of Hillah (near Babylon), and one conservator who worked with the University of Chicago's Chicago Center for Archaeological Heritage Preservation (CCAHP). This conservator was originally from Iran, but was currently studying at the University of Delaware. It should also be noted that seven out of the nine people interviewed were American. This should be kept in mind when considering the opinions and perspectives of the interviewees throughout this paper.

Equipment

All of the interviews conducted were audiotaped with a digital voice recorder. The Sony ICD-PX370 Mono Digital Voice Recorder with a built-in USB was used.

Permission was granted via the participant consent forms to audiotape the interviews. However, the recording was paused to discuss sensitive information per interviewee's request if necessary. Handwritten notes were taken throughout the interview to supplement the audio recording. The recording was essential in accurately recording the information provided and was also used for transcription purposes.

Processing the Interview

Transcribing

The interviews were transcribed by the researcher using the audio recordings and handwritten field notes collected during the interviews. It was decided that creating transcripts of the interviews conducted would make the information more accessible to future researchers. The Baylor University Institute for Oral History Style Guide was consulted for formatting the transcripts.⁵⁹

Creating transcripts also allowed for names and personal identifiers to be redacted from the interviews to protect the interviewees' privacy. Interviewees are referred to by their interview number in the redacted transcripts, and they will continue to be referred to by their interview number when discussing the results of the interviews in the Discussion section of this paper.

⁵⁹ Baylor University Institute for Oral History, "Style Guide: a Quick Reference for Editing Oral History Transcripts," (2015).

The audio recordings and the unredacted transcripts were saved in the archive for the sake of preservation purposes. However, they were saved in a folder with more restrictive access, which will be discussed in the following section. The interview transcripts were reviewed twice before adding the files to the archive.

Archive

Organization

The archive created is kept with the University of Delaware's Disaster Research Center. The archive, entitled *Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) Archive, 2008-2017*, includes information related to the oral history interviews as well as additional files regarding the IICAH provided by Dr. Vicki Cassman, Director of Undergraduate Studies in the Art Conservation Department at the University of Delaware.

The digital archive was organized into four sections: Oral History Interviews, Years, Relevant Online Articles, and IICAH Archive-Restricted Access. The specific details regarding the contents of each folder can be seen in the archive finding aid in Appendix D.

The IICAH Archive-Restricted Access folder was created to save the original MP3 audio files, unredacted transcripts, and any personal identifiers connected to the oral history interviews. These files are ultimately not accessible for general research

use, but will remain accessible to researchers on a case-by-case basis and at the discretion of the Disaster Research Center.

Redactions

Redacting sensitive information from both the interview transcripts and additional archive files, was a necessary step to ensure that the opinions shared during the interviews, the identities of students, and personal banking information were protected. The sensitivity of the information in each document was addressed independently with careful consideration for the context the information was shared in. The value of the information provided by sensitive details was also weighed in deciding whether it was absolutely necessary to redact the information.

The first type of information redacted included personal contact information. If the information was available publicly on the internet (i.e. through a university's faculty page), the information was kept. If a phone number or personal email could not be found online, the information was redacted. The redaction of names also depended on their context. For example, if the name was listed in a public report, then the name was left untouched. If the name was mentioned in a private file or listed with other potentially sensitive information such as bank account information, then the information was redacted.

The inclusion of certain names was also dealt with on a case-by-case basis. The last names of Master Trainers and of members of the Board of Directors were redacted if their names were not currently listed on the University of Delaware

webpage for the IICAH. It is possible that these individuals would have been okay with their full names being shared. However, there were too many names to ask for permission from each person individually. The last names of students were also redacted. However, in the case of documents with students' signatures, their entire names were redacted. Last names in meeting notes were also removed if the person's involvement with the IICAH could not be easily found on the internet publicly.

Individuals from the United States Department of State who were listed on Advisory Council meeting notes were typically left unredacted because information about their work in Erbil, Iraq was available publicly on the internet and it was felt that these individuals could be important future contacts for those wanting to work in the region.

Formal redactions could not be made to Microsoft Excel files. In the case of these documents, the files were copied, the sensitive information was deleted from the cell, and the cell was filled in with a black background. If the cell had other information that needed to be kept, the sensitive information was deleted and replaced with the word "[REDACTED]" in bold and caps. All of the Excel files were saved as "read only."

Information related to bank accounts information was also redacted including account numbers.

When considering what information needed to be redacted, the most important details to preserve were the job titles and place of work for individuals. The types of people connected with IICAH were considered more important than the individuals themselves when the question of privacy was raised.

Storage

The files were primarily saved as MP3 and PDF files when possible. However, some Microsoft Excel files and web links had to be saved in their original formats due to the loss of information and formatting complications when attempting to convert them to PDF files. Additionally, the digital archive was saved in two formats to ensure that the information was preserved if something were to happen to one of the versions. One version of the archive was saved onto multiple CD-ROM discs and a second version was saved onto a USB thumb drive.

A physical archive was also created for select documents. Printed hard-copies of the interview transcripts and content directly related to the interviews were kept, prolonging the preservation of the archive by saving it in various formats.

Both the digital and physical archives are being kept together in a secure offsite storage facility that is climate-controlled. Stable temperatures and relative humidity provide the best conditions for long-term preservation.

Chapter 4

FINDINGS

The interviews were conducted with individuals involved with the IICAH in varying capacities. The following summarizes the responses to each question provided by the nine interviewees.

Becoming Involved

The first question asked was “How did you first become involved with this effort?” This question helped place the project in context and painted a picture of who played a role in the concept of the IICAH coming to fruition.

The project hit the ground running in 2008. However, it developed in response to other attempts to help train Iraqi museum professionals a few years earlier. Many of the interviewees described John Russell, who was working at the State Department, as being at the center of the project. Individuals working with partner institutions such as the Walters Art Museum, Winterthur Museum, Garden, and Library, and the University of Delaware explained that John Russell persuaded them to join the project. Terry Weisser, the Director of Conservation and Technical Research at the Walters Art Museum at that time, was initially approached by John Russell and Gary Vikan, who was the Director of the Walters Art Museum, as early as 2005. Around this time, Dr. Vikan had attended a dinner with Dr. George, the Director of the Iraq National Museum in Baghdad, and was approached with the idea of participating in a program to conserve the Nimrud Ivories from Iraq. These individuals had been given Terry

Weisser's name from someone at the Getty and through the International Institute for Conservation and wanted her to help them in conserving the ivories. The plan was to apply for an International Partnerships Among Museums (IPAM) grant to bring two Iraqi museum professionals to the Walter's Art Museum to learn about ivory preservation with Terry Weisser in the conservation laboratory. She was further convinced after speaking with John Russell and Maria Kouroupas of the State Department while at a meeting at the Smithsonian Institution's Freer Gallery of Art.⁶⁰

Following this grant project, Terry Weisser tried to bring one of the students back to the United States for additional conservation training. At this time, Winterthur Museum in Wilmington, Delaware agreed to let the student attend the lectures and labs with the other graduate students in conservation. Debra Hess Norris, the Chair of the Art Conservation Department at the University of Delaware, and Vicki Cassman, Director of Undergraduate Studies in Art Conservation at the University of Delaware, were approached by Dr. Russell to help with the proposal. They worked with Terry Weisser to get funding support from the US State Department and from the Getty. However, the student was ultimately unable to get a visa from the US and was not able to travel to Delaware.

Around 2008, John Russell approached Terry Weisser again with a new proposal—to establish an institute in Erbil, Iraq to train Iraqi heritage professional in preserving their cultural heritage. Debra Hess Norris and Dr. Cassman then began helping Terry Weisser put together an application for a grant from the US Embassy in Baghdad. The grant was part of the ICHP program. Debra Hess Norris also suggested

⁶⁰ Interview 7 Transcript, interview by Taylor Pearlstein, 2017.

bringing in Lois Price, who was the Director of Conservation at Winterthur Museum. Lois Price was contacted by Dr. Russell and so began her participation in the project. With the involvement of these conservators, the Walters Art Museum, the University of Delaware, and Winterthur Museum established themselves as important project partners. The grant was initially awarded to International Relief and Development (IRD), a non-governmental organization (NGO). IRD reached out to the University of Delaware as a potential partner as well to help them think about the curriculum and facilities that would be needed. IRD's role as an NGO was eventually taken over by the University of Delaware and the Smithsonian in later years.

Terry Weisser then connected with Jessica Johnson, who was the Senior Objects Conservator at the National Museum of the American Indian at the time. She was ultimately chosen to be in charge of the program for the conservation of antiquities at the Institute. Around the same time, Brian Lione was hired as the Assistant Director for the institute and he joined the project officially in 2009. People he had met at the US Embassy in Iraq and the State Department in Washington DC suggested he apply for a position with the project. He was working in the cultural heritage office at the Department of Defense at the time.

Other individuals beyond those involved with the IICAH's initial conception heard about the Institute through word of mouth. A student and Master Trainer from Babylon initially heard about the program through a friend. After taking a course with Italian conservators, he then met Jessica Johnson and asked to join a course for two years. He became a Master Trainer following the completion of the course.

Some of the interviewees were asked to further specify their roles as a follow-up question. Overall, the conservators working at Winterthur Museum and the

University of Delaware were approached by Dr. Russell and Terry Weisser because a strong partner with a background in conservation education was needed to establish an educational institute. Establishing the project was also a joint effort with everyone reviewing and editing grant proposals.⁶¹ Later on, an Advisory Council would also be formed with Dr. Russell, individuals from the University of Delaware, Winterthur Museum, and the Walters Art Museum, as well as other specialists invited from the Getty, the University of Pennsylvania, the University of Arizona, and additional Iraqi professionals. Working with the State Department has also remained an important role to ensure continued funding since the IICAH has not yet become self-sustaining.

Involvement Preparation

Interviewees were then asked about how they prepared for their involvement with the project. Many described preparations as challenging because there was no existing model for them to use. The program was very unique and, as far as they knew, nothing similar had been established in the region.^{62, 63, 64}

Many of the interviewees relied on their experiences teaching domestically in the US and abroad. They looked to the University of Delaware's graduate and undergraduate programs because they envisioned long form programs rather than short workshops.^{65, 66} The University of Delaware also had experience with disaster

⁶¹ Interview 2 Transcript, interview by Taylor Pearlstein, 2017.

⁶² Interview 3 Transcript, interview by Taylor Pearlstein, 2017.

⁶³ Interview 5 Transcript, interview by Taylor Pearlstein, 2017.

⁶⁴ Interview 8 Transcript, interview by Taylor Pearlstein.

⁶⁵ Interview 2 Transcript.

recovery and response through their work in the Mississippi Gulf Coast after Hurricane Katrina in 2005.⁶⁷ They received funding from the Mellon Foundation to design education and training modules for both cultural institutions and the public in the area. They looked to Winterthur Museum's lab spaces as well. However, they also had to consider what would be needed for working with archaeological materials, which Winterthur does not typically do.⁶⁸ Hiring individuals with previous experience in archaeology and conservation in the region also became an important aspect of preparation as it helped to establish a strong team from the very beginning.⁶⁹

They also made the decision early on to teach the courses in English with Arabic and Kurdish translations. English, the advisors agreed, was the language most commonly used in the conservation field and would be valuable if the participants wanted to interact with the international conservation community through conferences, presentations, papers, etc. Teaching in English also meant that there was no preference between Arabic and Kurdish and, instead, the participants were learning a new language together.⁷⁰

Many also described the logistics of changing jobs and moving to Erbil. One interviewee said the first thing he did was simply look at a map. He also took the time

⁶⁶ Interview 5 Transcript.

⁶⁷ Ibid.

⁶⁸ Interview 7 Transcript.

⁶⁹ Interview 5 Transcript.

⁷⁰ Interview 7 Transcript.

to study the region, learning about Iraq's history, its political divisions, its ethnic and sectarian issues, and the language differences between Arabic and Kurdish.⁷¹

Interviewee 5 discussed reaching out to other colleagues to get them involved or consulting with them. She also looked to her previous experiences working internationally.⁷² In the case of the program directors, it also required quitting their current jobs, renting storage units, and figuring out how to move to Erbil.^{73, 74}

They also reached out to their colleagues in other conservation education programs and tried to gather as many resources as possible. One interviewee described gathering syllabi and bibliographies and brainstorming on what the fundamental information was that needed to be taught.⁷⁵ Topics they agreed were important included preventive conservation, collections care, and general heritage preservation concerns. They also reached out to the University of Pennsylvania and Columbia University who both had education experience with historic and architectural preservation.⁷⁶

Other preparations included thinking about the local Iraqi stakeholders and program participants. The interviewees described the importance of collaboration with the Iraqi government agencies, directors, and others responsible for cultural heritage in

⁷¹ Interview 3 Transcript.

⁷² Interview 5 Transcript.

⁷³ Interview 3 Transcript.

⁷⁴ Interview 6 Transcript, interview by Taylor Pearlstein, 2017.

⁷⁵ Interview 5 Transcript.

⁷⁶ Ibid.

Iraq to ensure their needs were being met and that they were a part of the decision-making process. This was achieved, in part, through the establishment of the Advisory Council, which included both American and Iraqi professionals.^{77, 78} They worked with an engineer on the ground in Erbil who helped them with the initial renovations of the IICAH's building. The engineer was particularly helpful in considering the laboratory equipment and safety.⁷⁹ In the case of the program participants, these individuals were professionals who were already working in the field at museums and archaeological sites. As a result, the interviewees explained that they wanted to design modules that taught both theory and applied techniques so that they would be able to implement their new skillset when they returned to their institutions.⁸⁰ While a long form program was desired, the participants still had to return to their regular jobs. As a result, they made projects with the participants' institutions part of the program (See Figures 7 and 8).⁸¹

⁷⁷ Ibid.

⁷⁸ Interview 8 Transcript.

⁷⁹ Interview 7 Transcript.

⁸⁰ Interview 5 Transcript.

⁸¹ Interview 8 Transcript.



Figure 7 Students working at their home institutions in 2012. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.



Figure 8 A student presents his work from his home practicum. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

Interviewee 2 also discussed getting graduate and undergraduate students at the University of Delaware involved with preparing the curriculum. As part of one of the

undergraduate senior capstone courses, one student researched the goals of a museum, which was immediately implemented with the curriculum at the IICAH.⁸²

Priorities

The overall priority was to create a well-trained group of conservators with the critical thinking skills to respond to a wide range of heritage threats in museums, archaeological sites, and historic buildings.⁸³ The goal was to provide in-depth conservation training to as many people as possible and for as long as was feasible in current conservation practice and theory.⁸⁴ Interviewee 3 stated that the main priority “was and still is to teach international standards of conservation to Iraqi cultural heritage professionals.”⁸⁵

The first priority in terms of logistics was determining the physical location of the institute. Initially, they were looking to rent a large house that could be converted into a teaching facility. The idea was to look for a building, for furniture, and for local staff to support the IICAH such as a translator and driver. However, the Prime Minister of Iraqi Kurdistan offered to renovate the former Erbil Central Library for the institute. Priorities shifted from looking for a place to rent, to figuring out how to rehabilitate a building, including creating a residential space, an administrative area, and a teaching area (See Figures 9 and 10).⁸⁶

⁸² Interview 2 Transcript.

⁸³ Interview 8 Transcript.

⁸⁴ Ibid.

⁸⁵ Interview 3 Transcript.

⁸⁶ Ibid.



Figure 9 Panoramic view of the old Erbil Central Library building prior to renovations. Source: IICAH Archive.



Figure 10 A room in the IICAH building prior to renovations. Source: IICAH Archive.

Another initial priority was convincing senior Iraqi officials working with the Iraqi State Board of Antiquities and Heritage (SBAH) that the program needed to be more than just a series of workshops.⁸⁷ The SBAH thought that they wanted

⁸⁷ Interview 1 Transcript, interview by Taylor Pearlstein, 2017.

workshops since that was the typical structure for programs of this nature. Interviewee 1 described having to convince the SBAH that long-term foundational courses were needed rather than short workshops that only provided a recipe for treatments.⁸⁸

Once plans were set for the building renovations, the focus shifted to developing the curriculum. The grant did not outline specifics for the curriculum and it was left to the academic experts and IRD to design and implement the program.⁸⁹

Grant and donation sources also changed priorities periodically. If the granting organization cared more about disaster response, then the type of instruction for a course had to be adapted accordingly.⁹⁰

Interviewee 6 stated that the first priority was determining what courses would be taught and what experts would be brought in to teach different topics.⁹¹ However, teaching priorities quickly changed when the programs initially began because there were gaps in the students' education that they did not anticipate. New skills that had to be taught included understanding basic chemistry, computer skills, using cameras, making Microsoft Excel spreadsheets and PowerPoints, English language skills, taking measurements with rulers, practicing lab safety, and public engagement skills (See Figures 11 and 12).⁹² These educational needs had to be addressed before moving forward with other conservation training.

⁸⁸ Ibid.

⁸⁹ Interview 3 Transcript.

⁹⁰ Ibid.

⁹¹ Interview 6 Transcript.

⁹² Interview 1 Transcript.



Figure 11 IICAH students learning how to deal with chemical spills in the lab in 2011. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.



Figure 12 IICAH students learning about photo documentation in 2011. Source: IICAH's Facebook Page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.



Figure 13 Students learn how to create poster presentations. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqinst/>.

Interviewee 7 explained that the priorities regarding materials and a lack of funding at Iraqi museums became more apparent once they were actually in Iraq.⁹³ The emphasis, Interviewee 7 explained, had always been on meeting the preservation needs and priorities of the Iraqis.

Interviewee 2 described gaining locals' trust as a priority. It was a large commitment for the participants to leave their families to stay and learn at the IICAH. They had to overcome questions such as "What do we [American conservators] want out of this?" and "Why are we [American conservators] doing it?"⁹⁴ These

⁹³ Interview 7 Transcript.

⁹⁴ Interview 2 Transcript.

perceptions, however, seemed to significantly change after Dr. Nancy Odegaard from University of Arizona, held an archaeological repository program with Iraqi directors from various departments (See Figure 14).⁹⁵ Interviewee 2 said there seemed to be greater mutual understanding after the success of the program, which addressed the major need of how to deal with large amounts of archaeological remains.⁹⁶



Figure 14 Iraqi heritage professionals learning about handling and storage techniques during repository course led by Nancy Odegaard and Arthur Vokes in 2014. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

While the overarching goals of the project have remained the same, priorities have shifted as conditions have changed. Damage to artifacts in northern Iraq as a

⁹⁵ Ibid.

⁹⁶ Ibid.

result of ISIS's invasion beginning in 2014 led to a shift from general conservation training to site-specific interventions, which was needed at sites such as Nimrud and will likely be necessary for other sites in the area.⁹⁷ Interviewee 6 described a similar shift in priorities towards response and recovery for the areas recently liberated from ISIS (See Figure 15).⁹⁸



Figure 15 IICAH participants who will be working at the Nimrud site damaged by ISIS training in Erbil during Summer 2017. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

⁹⁷ Interview 8 Transcript.

⁹⁸ Interview 6 Transcript.

Program Participants

Interviewees were asked about the students participating in the training programs including how they were selected and their professional qualifications. They were also asked to reflect on their experiences with the students and the selection process.

These students were not students in the traditional sense, but rather were museum professionals and cultural heritage specialists who were already working for the Iraqi government. Interviewee 3 stated that using the term “students” could be misleading due to this distinction.⁹⁹ However, for the sake of this paper, the terms “students” and “participants” are used interchangeably.

In terms of demographics, the students came from all eighteen provinces in Iraq to participate in the courses (See Figure 16). The students were primarily early to mid-career professionals ranging in age from late twenties to early thirties. They have also received at least a four-year degree, typically in archaeology and have often been working in a government heritage establishment for at least a few years.¹⁰⁰ Participants have been approximately half men and half women and about half Arab and half Kurd. There has also been a mixture of religions including Sunni Muslims, Shia Muslims, Yezidis, Saudis and Mandaean, and Zoroastrians. The majority of the participants have been from Baghdad province and Erbil province (See Appendix E).

⁹⁹ Interview 3 Transcript.

¹⁰⁰ Ibid.



Figure 16 Map of Iraq provinces and with ethnic and religious divisions from 2005. Source: “Sunni area ‘rejects Iraq charter.’” BBC News, 2005. Accessed April 2, 2018. http://news.bbc.co.uk/2/hi/in_depth/4367356.stm.

Selection

Interviewees were asked how the students were initially selected to attend the courses at the IICAH. Most of the individuals I spoke with explained that the students were employees of the Iraqi State Board of Antiquities and Heritage (SBAH) or the Kurdistan Regional Government’s (KRG) Directorate of Antiquities. Students from one of the fifteen provinces were chosen by the SBAH while students from one of the three provinces in Iraqi Kurdistan were chosen by the KRG’s Directorate of Antiquities. These organizations were in charge of choosing who from their staff would participate in the courses and the students were not chosen by the IICAH or its

staff. The students also had to be requested well ahead of the beginning of the course.¹⁰¹

Qualifications

As was previously mentioned, the students were typically working professionals who were already employed by the SBAH or the KRG. Most of them had bachelor's degrees in archaeology, history, architecture, or engineering.¹⁰² Each province has a centralized museum that cares for artifacts from excavations in the area, with staff who inspect the archaeological sites, and conservators working on heritage building projects.¹⁰³ Many of the participants were site managers for archaeological sites, administrators, site inspectors, architectural conservators, etc., who worked with these museums.^{104, 105} A few of the participants have had masters degrees or doctorate degrees. However, most were young professionals who were in the early stages of their career because they hoped that the participants would use the skills throughout their careers and ultimately change the standard of heritage practice and management in Iraq.¹⁰⁶ Working with practicing professionals also meant that the

¹⁰¹ Interview 1 Transcript.

¹⁰² Ibid.

¹⁰³ Interview 3 Transcript.

¹⁰⁴ Interview 1 Transcript.

¹⁰⁵ Interview 3 Transcript.

¹⁰⁶ Ibid.

skills they learned were immediately transferrable when they returned to their institutions.¹⁰⁷



Figure 17 IICAH students given tour of the Syriac Culture Museum by staff members who previously graduated from IICAH's Collections Care and Conservation Course. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

However, qualifications sometimes came down to logistics such as whether that person was available and whether they could leave their families for several weeks at a time to live at the ICCAH during the courses.¹⁰⁸

¹⁰⁷ Interview 6 Transcript.

¹⁰⁸ Interview 1 Transcript.

Changes over Time

Working with the SBAH and the antiquities directors with the KRG to select the students was challenging at first because they did not necessarily want to send away their best employees to the IICAH where they would be away from their institutions for long stretches of time.¹⁰⁹ It took several years and several courses for the SBAH and the antiquities directors to understand the types of students the IICAH was looking to teach and for them to feel that the training was worth sending their best employees away from their institutions.¹¹⁰ The initial class was also relatively unprepared and many did not understand that they were supposed to return to the IICAH for two additional six to eight-week periods so a number of the students did not come back.¹¹¹

The initial classes were also based more on who the participants knew rather than on merit. Many of them were not working in the field, but they ultimately became valuable advocates for the field as a result of their time at the IICAH. The ranges of skills in the initial classes were also varied and it was difficult to determine what the different skill levels were.¹¹²

There was one instance where one of the participants was actually about to retire and her attending classes at the IICAH was a retirement gift.¹¹³

¹⁰⁹ Ibid.

¹¹⁰ Ibid.

¹¹¹ Ibid.

¹¹² Ibid.

¹¹³ Interview 3 Transcript.

However, the participants the IICAH received became better over time and more qualified as the Iraqi government began to better understand the skills and topics the institute was teaching.^{114, 115} Interviewee 6 also explained that the participants got better over time once the program became better known and the participants really wanted to come.¹¹⁶

The Iraqi government also recently hired approximately 500 young people over the past five to eight years. As a result, the new participants have been much younger, energetic, and eager to learn since they recognize that they have missed out on a lot of information as a result of sanctions under Saddam Hussein.¹¹⁷



Figure 18 Conservation students at graduation in 2012. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

¹¹⁴ Ibid.

¹¹⁵ Interview 6 Transcript.

¹¹⁶ Ibid.

¹¹⁷ Ibid.

Suggestions

Interviewees were asked if they had any suggestions or thoughts on where students might be drawn from in the future.

An opinion shared by many of those interviewed was a desire to train students through Iraqi universities in some capacity. Interviewee 1 explained that incorporating the information into an existing university curriculum would work well because these students would then receive foundational training before becoming SBAH employees rather than receiving it once they are already working in the field.

Interviewee 3 shared a similar sentiment with Interviewee 1. Additionally, they explained that many master's students in Iraq are unable to begin their studies right away even if they are accepted because the size of the departments are typically small. As a result, they often work as department assistants or aides until they can begin the program. Interviewee 3 felt that these individuals would be good students for the IICAH.¹¹⁸

Interviewee 6 also discussed wanting to connect with the academic community, particularly those teaching and working at Iraqi universities. These young academics will eventually be teaching the next generation, so it would be important to connect with and train these individuals. The long-term impact, Interviewee 6 explained, is that more people could be reached if these academics were teaching the information to their students year after year in their courses.¹¹⁹

¹¹⁸ Interview 3 Transcript.

¹¹⁹ Interview 6 Transcript.

Interviewee 2 suggested having younger students in general as well as partnering with a university so that the coursework might be recognized as part of a degree program.¹²⁰

Interviewees also mentioned that they would eventually like to see enrollment open up to participants outside of Iraq and in the surrounding Middle East region. However, this idea has been put aside for now as there is still so much need to help the Iraqis improve their skills.¹²¹

Obstacles

At the heart of this research was understanding the challenges and successes the IICAH had experienced over the past decade.

Funding

Obstacles concerning funding and/or financial stability were mentioned by seven out of the eight individuals interviewed about the IICAH.

Interviewee 1 discussed the challenge of trying to maintain the IICAH for the long term because of the struggle to find funding every year. The KRG did finance some portions of the project prior to ISIS's invasion of Iraq. These costs included paying to bring in experts, living costs, student stipends, and lab materials. Working with the KRG and their Ministry of Planning, the IICAH was moving towards a path

¹²⁰ Interview 2 Transcript.

¹²¹ Interview 3 Transcript.

of self-sustainability. However, when ISIS arrived, and oil prices dropped, priorities changed and the money was redirected towards the refugee crisis and other needs.¹²²

Interviewee 3 described funding as being a concern not only with the Iraqi government, but with the international funding sources as well. Part of this concern was making sure that the grant money was being spent according to these organizations' guidelines.¹²³ For example, an organization might provide funding specifically for first aid for cultural heritage during conflict.¹²⁴

Interviewee 3 described the struggle to find funding as being similar to the experiences of a nonprofit in terms of always wondering how long they will be able to stay open. Putting grant applications together and finding donors is a continuous struggle. Ideally, the Iraqis would eventually begin to fund the institute, but it is not clear if or when that will become an option.¹²⁵

Interviewee 8 described financial stability of the institute as part of the larger obstacle of achieving self-sustainability. The KRG was considering creating a budget line for the institute. However, that idea never came to fruition because attention shifted with ISIS's invasion, the refugee crisis in the Kurdish region, low oil prices, and disagreements with Federal Iraq on funding.¹²⁶

¹²² Interview 1 Transcript.

¹²³ Interview 3 Transcript.

¹²⁴ Ibid.

¹²⁵ Ibid.

¹²⁶ Interview 8 Transcript.

This lack of funding from the KRG has also impacted opportunities for non-Iraqi funding sources as well. Interviewee 8 explained that it is difficult to convince these funders that the IICAH is valuable to both US and Iraqi interests and that it is trying to help Iraq become more stable. They have to convince them that the work the institute is doing is critical for post-ISIS heritage recovery and for creating social stability. They have been relatively successful in convincing these funders, but, ultimately, the IICAH is expensive to run and the benefits develop very slowly making it challenging for funders to see immediate returns.¹²⁷

Interviewee 2 described the inconsistencies and expenses related to funding. Funding opportunities would often be uncertain or become available at the last minute. The Advisory Council would have to work together to quickly prepare grant proposals. She also reiterated Interviewee 8's comments that outside funding could only last so long and was difficult to maintain because there was not much in terms of results that they could show the funders.¹²⁸ The amount of money that had to be requested was also very high because traveling to Iraq and teaching and living there for several weeks at a time was expensive.¹²⁹

Interviewee 5 discussed that while the hope was that Iraq would eventually take on many of the expenses, the financial burden has remained on the US State

¹²⁷ Ibid.

¹²⁸ Interview 2 Transcript.

¹²⁹ Ibid.

Department and other resources. It still continues to be unknown if funding from outside sources will continue from year to year.¹³⁰

Interviewee 7 also discussed the challenge of constantly having to search for and apply for funding to keep the institute running.¹³¹ She stated that a majority of the time and effort has been put into writing grant proposals, writing reports, and searching for funding sources.¹³² She also explained that when they received grants, it often came with the assumption that they were working on becoming financially sustainable and that the funding from different organizations would only continue for a certain number of years.¹³³

Funding has also been influenced by tensions between Arab and Kurdish regions of Iraq. Money did not always successfully flow between the two governments. The Iraqis were supposed to pay for approximately 75% of the costs, but they were only really able to pay for specific supplies, and in-kind support for staff and vehicles.¹³⁴ However, Interviewee 1 stated that most of that funding is now gone as well. Interviewee 7 also explained that while it has been challenging for both Baghdad and Iraqi Kurdistan to provide funding, the Kurds have been able to provide

¹³⁰ Interview 5 Transcript.

¹³¹ Interview 7 Transcript.

¹³² Ibid.

¹³³ Ibid.

¹³⁴ Interview 1 Transcript.

more support. However, that support has become difficult to maintain because of the refugee crisis and conflict in the area.¹³⁵

Students

As discussed in the previous section, getting students to attend the program was an initial challenge that improved as the SBAH began to better understand the goals of the IICAH.

Interviewee 1 also discussed improved student selection following a meeting with antiquities directors from all of the provinces in Iraq, funded by the Hollings Center. The directors were able to discuss their priorities and the types of training their staff needed while also learning more about IICAH. Following this meeting, the institute began to get students better suited for the program (See Figure 19).¹³⁶



Figure 19 Iraqi professionals attend workshop at IICAH on post-conflict heritage planning funded by the Hollings Center for International Dialogue in 2016. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

¹³⁵ Interview 7 Transcript.

¹³⁶ Interview 1 Transcript.

Safety, Security, & ISIS

The ISIS invasion was also an obstacle because the IICAH had to be shut down for some time until they could get a fuller picture of the situation. It is since back up and running.¹³⁷ Recovery of cultural heritage became a more dominant focus for the institute as a result. At first, there was the challenge of getting to the sites in the most need since ISIS had blocked them off, such as in areas around Mosul. It was only within the second half of 2017 that individuals were able to access the areas and assess the damage after Mosul was liberated by ISIS in July 2017.

Documentation and stabilization of specific sites damaged by ISIS has also become the most recent priority. The first project that was being put together at the time of Interviewee 1's interview was at Nimrud, a Neo-Assyrian site outside Mosul. The focus has been on clearing land mines, storage, mapping, GPS training, and lifting heavy objects rather than on academic fundamentals courses (See Figure 20).¹³⁸



Figure 20 Iraqi professionals training at IICAH to work on Nimrud archaeological site in 2017. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

¹³⁷ Interview 8 Transcript.

¹³⁸ Interview 1 Transcript.

This shift in priorities as a response to Iraqis' needs has also led to new everyday obstacles including transportation access, security clearance for individuals coming from Mosul, and helping these individuals cross the border between Iraqi Kurdistan and Federal Iraq while working at Nimrud.¹³⁹

Additionally, with the invasion of ISIS, the University of Delaware decided that it could no longer be liable for paying for anyone to travel to Iraq and would no longer use its financial resources to hire people to teach there because of the risk.¹⁴⁰ As a result, the Smithsonian had to take on a larger role as the University of Delaware had to lessen their financial commitment. Interviewee 5 discussed this challenge in greater detail. She explained that the University of Delaware's risk assessment team determined that they could no longer allow grant funding to be used for individuals to fly to Erbil for on-site teaching. Funding could still be used to support training costs and for Iraqi individuals already living in the area.¹⁴¹

Language Barriers

Language barriers and translation were also obstacles that had to be overcome. Many of the participants were asked if they felt translation services affected the program. While some felt that they did not, other individuals expressed some challenges. The courses are taught in English and translated into Arabic and Kurdish since the visiting instructors have primarily been Americans. Translation into Kurdish

¹³⁹ Interview 3 Transcript.

¹⁴⁰ Interview 1 Transcript.

¹⁴¹ Interview 5 Transcript.

is done in addition to Arabic because most of the younger Kurdish population never learned Arabic.¹⁴²

Interviewee 2 explained that the successes or challenges with translation services depended on who the translator was. One translator spent enough time with the institute to anticipate what Interviewee 2 was going to say and she knew he understood what she was teaching because the students understood. The translators would also assist the instructors with grading since exams would be given in the students' language.¹⁴³

The quality of the translation depended on whether the translator had been professionally trained or if they were just multilingual. Professional translators would work with the instructors to understand the vocabulary, technology, and pacing of speech.¹⁴⁴ They would also translate exactly what the speaker was saying. In contrast, there had been issues where a translator would interpret, rather than directly translate what the lecturer said.¹⁴⁵

However, the English language skills of the students that the IICAH has received has improved over the years. This is due to students' increasing desire to learn English and the widespread availability of the Internet. The way people learn has changed with access to the internet and the shift from state-run television to cable TV. Many of the students are also taking English language classes as undergraduates. As a

¹⁴² Interview 3 Transcript.

¹⁴³ Interview 2 Transcript.

¹⁴⁴ Interview 3 Transcript.

¹⁴⁵ Ibid.

result, many of the more recent students already had some knowledge of the language when they arrived at the institute.¹⁴⁶

Translating into multiple languages during course modules slowed the pace of teaching. Interviewee 3 described how a twenty-minute lecture could actually take an hour-and-a-half because of the time it takes to translate the lecture, translate students' questions, and translate the lecturers' answers.¹⁴⁷ Interviewee 6 said it was just a matter of building that time for translation into the lecture. Interviewee 6 also explained that adjusting teaching to focus more on practical conservation work rather than lecturing has been beneficial.¹⁴⁸

Having to translate during lectures also meant that there was the potential for translational errors. Translators needed to understand the specific technical vocabulary for conservation. Interviewee 3 explained that despite best efforts, it is possible that something gets lost in translation occasionally. Interviewee 3 could understand spoken Arabic and mentioned that there were occasions when he had to correct the translator.¹⁴⁹

The struggle to find translators was exacerbated by the demand for English translators from oil companies visiting the region, particularly from 2011-2014.

¹⁴⁶ Ibid.

¹⁴⁷ Ibid.

¹⁴⁸ Interview 6 Transcript.

¹⁴⁹ Interview 3 Transcript.

International oil companies would travel to the Kurdistan region for oil exploration and could afford to pay English translators a high price for their language skills.¹⁵⁰

English language training was incorporated into the daily coursework at the institute as long as there was funding to do so (See Figure 21). They chose to teach in English and provide English language courses because English is primarily used in the professional field of heritage conservation. By learning English, the students would be better prepared to connect with the international conservation community.^{151, 152}



Figure 21 English language instructor teaching students in 2011. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

Language barriers have also been an issue with reading materials. Many policies and international charters have not been translated into Arabic or Kurdish. If

¹⁵⁰ Ibid.

¹⁵¹ Ibid.

¹⁵² Interview 6 Transcript.

they have been translated into Arabic, it may be a different dialect. Not all academics use modern standard Arabic, which is supposed to be used for academic writing.¹⁵³

Teaching English has helped to clarify and specify definitions since many technical terms have multiple translations in Arabic. For example, Interviewee 3 explained that there are three different Arabic words that different countries may use for the term “conservation.” The term can also mean “maintenance” or “repair” so emphasizing the terminology in English can ease confusion.¹⁵⁴

In terms of the students’ experiences, the one student I interviewed had strong English-language skills. However, he did mention that differing accents were challenging. The student struggled with understanding British accents, but had less trouble with American accents since he had worked with Americans for several years.¹⁵⁵

Iraq Fatigue

Funding has been challenging to find because of a general sense of what Interviewee 3 described as “Iraq Fatigue.” Iraq has been in the news for so long that people no longer want to hear about it.¹⁵⁶

Similar to this fatigue, Interviewee 3 explained that reporters stationed in Iraq have found it difficult to write a sensational article about the IICAH that will sell

¹⁵³ Interview 3 Transcript.

¹⁵⁴ Ibid.

¹⁵⁵ Interview 9 Transcript, interview by Taylor Pearlstein, 2017.

¹⁵⁶ Interview 3 Transcript.

newspapers. However, Interviewee 3 emphasized that the fact that the institute is not sensational is what makes it sustainable and successful. Money was not thrown into the project as a one-time deal and there is not necessarily a large event or storyline to showcase. The focus is long term and directed towards what the local Iraqis need. As a result, there has not been much press coverage of the project.¹⁵⁷

Lack of a Nonprofit Sector

Another obstacle related to funding is Iraq's lack of a nonprofit sector. A great deal of power rested with the central government under Saddam Hussein, so nonprofits and private sectors never developed. The museums are managed by the central government and money trickles down from the government to the museums.¹⁵⁸ Each province has a museum and, historically, the amount of funding has varied depending on whether the central government liked the province.¹⁵⁹ As a result, a challenge has been teaching the students and staff at the IICAH to think beyond this linear management structure.¹⁶⁰

This centralized government control has also meant that the concept and culture of fundraising does not really exist. Most of the money for the IICAH has come from grants from the US government.¹⁶¹ The obstacle has been teaching Iraqis about nonprofit management, including how to request and manage grants.

¹⁵⁷ Ibid.

¹⁵⁸ Ibid.

¹⁵⁹ Ibid.

¹⁶⁰ Ibid.

¹⁶¹ Ibid.

Bureaucracy

It was an obstacle understanding the bureaucracy of the Iraqi government and their institutions.¹⁶² This obstacle was closely connected with the lack of a nonprofit sector in Iraq because it became about understanding how their top-down approval process worked. Interviewee 6 described the learning curve in understanding that students were not hesitating because of their own limits, but because of the limits of the system.¹⁶³

Learning the role of cultural heritage in international governments and its role in soft diplomacy was also an obstacle. Interviewee 6 described having to learn more about the communities, stakeholders, and politics occurring beyond the field of cultural heritage itself.¹⁶⁴ However, while Interviewee 6 described political and cultural differences as an initial challenge, she explained that working with unfamiliar bureaucratic institutions became easier over time.¹⁶⁵

Interviewee 2 also described the political challenges. In particular, the SBAH was constantly changing and shifting. The SBAH director would change regularly and could be in favor or out of favor with the government. The SBAH was also placed under the jurisdiction of the tourism department, then under engineering. She also explained that it was difficult to stay in contact with the Iraqis when they were apart. Face-to-face conversations tended to work better than over the phone.¹⁶⁶

¹⁶² Interview 6 Transcript.

¹⁶³ Ibid.

¹⁶⁴ Ibid.

¹⁶⁵ Ibid.

¹⁶⁶ Interview 2 Transcript.

Interviewee 1 expressed similar sentiments in terms of the project shifting among the jurisdiction of different Iraqi ministries. She said the experience was very negative when the IICAH was under the Ministry of Tourism and that the minister at the time was difficult to work with. She also mentioned that conditions have generally improved now that Nouri al-Maliki is no longer the prime minister of Iraq.¹⁶⁷



Figure 22 IICAH representatives visit the KRG Ministry of Planning in 2013.
Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

¹⁶⁷ Interview 1 Transcript.



Figure 23 Delegates from the Iraq Ministry of Tourism and Antiquities visit IICAH in 2013. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.



Figure 24 The Governor of Erbil visits IICAH in 2016. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Achieving Sustainability

A large obstacle that has continued throughout the IICAH's development has been achieving self-sustainability and self-sufficiency. This was brought up by 7 of the interviewees. Part of that self-sufficiency has been creating a long-term staff of local

Iraqis to run the institute. They need a long-term staff that is committed to becoming proficient through both coursework and practical work so that they can begin to teach, rather than having courses taught solely by international visiting instructors.¹⁶⁸

However, this has been challenging because, as government employees, these professionals, if they are not already local to Erbil, are being relocated, returning to their home institutions, or cannot be in Erbil because of family circumstances. The students that become proficient enough also tend to seek out long-term educational programs outside of the IICAH. While these students may return, Interviewee 8 described it as losing continuity.¹⁶⁹

Part of the obstacle to achieving self-sufficiency has also been a lack of financial stability, which is discussed in more detail under funding challenges.

Kurdish Referendum

The Kurdish Referendum and subsequent consequences in September 2017 also posed new challenges for the institute. Many of the interviews were conducted prior to the referendum and, therefore, it was not a topic of discussion in every interview. However, Interviewee 8 did identify the challenge of Erbil's airport being closed as an obstacle. He did not seem particularly concerned about the situation and saw it as more of an inconvenience for the time being.¹⁷⁰

¹⁶⁸ Interview 8 Transcript.

¹⁶⁹ Ibid.

¹⁷⁰ Ibid.

The obstacles posed by the referendum were evident more in correspondence with the individuals interviewed since the situation was evolving throughout the research process. Initially, two of the individuals interviewed were planning to travel to Erbil around mid-October 2017. In discussion with the interviewees, it was decided that the best way to interview some of the local staff and students would be to wait until they were at the institute to facilitate the conversations. However, the trip was cancelled as a result of the closure of the Erbil airport. During the October 18, 2017 Advisory Council Conference Call, the airport closure was discussed as well as the inability for US citizens to get a visa for Turkey.¹⁷¹ Travelling through Turkey would have potentially been an option for getting to Erbil, but the visa situation would no longer make that a possibility. At the time, the only option for getting to Erbil was through Baghdad, but that would require a security review.¹⁷² This also resulted in obstacles for my own research as I had to find new methods for interviewing Iraqi students. Due to these events and personal time constraints, I was only able to interview one student.

Successes

Despite many of the obstacles, the IICAH has seen great success, which the interviewees were very excited to discuss.

¹⁷¹ October 18th, 2017 was the latest conference call saved within the archive at the Disaster Research Center when this thesis was written in January 2018. It should be noted that employees from the Smithsonian were able to travel back to Erbil beginning in April 2018.

¹⁷² "IICAH Conference Call Agenda and Notes, October 18, 2017" (2017).

Institute for and By the Iraqis

The IICAH is managed by Iraqis, including an Iraqi Board of Directors, which Interviewee 7 described as a success.

Master Trainers

Students who did well in the courses and who demonstrated an aptitude for teaching were invited to become part of a core of Master Trainers. The position is similar to a university teaching assistant, but they were given a different title so that the title is not confused with terms already used in the Iraqi educational system.¹⁷³ There are approximately ten or twelve of them with a mix of both Kurds and Arabs. In addition to helping visiting instructors prepare materials, they are also taking classes to learn how to be instructors themselves.¹⁷⁴

The hope is that these participants will ultimately take over the teaching.¹⁷⁵ They are learning to run labs and teach lectures (See Figures 25 and 26).^{176, 177} They have even been teaching small courses at the institute while visiting lecturers have been unable to travel there because of ISIS.¹⁷⁸

The Master Trainers have also been able to step up and help with stabilization and documentation of cultural heritage in Iraq.

¹⁷³ Interview 3 Transcript.

¹⁷⁴ Ibid.

¹⁷⁵ Interview 7 Transcript.

¹⁷⁶ Interview 1 Transcript.

¹⁷⁷ Interview 3 Transcript.

¹⁷⁸ Interview 1 Transcript.

Interviewee 1 explained that the Master Trainers may be important resources if the IICAH is ever able to partner with universities. The Master Trainers could travel to these universities across Iraq and help set up and teach labs.¹⁷⁹



Figure 25 A Master Trainer explains a stabilization stitch for textile conservation. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqinst/>.



Figure 26 A Master Trainer explains different exhibition mounts. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqinst/>.

¹⁷⁹ Ibid.

Learning Documentation

Interviewee 7 felt that the emphasis on documentation was a strength of the institute. Students were taught about what types of information should be included and how to create good documentation, including taking photographs.¹⁸⁰

Desire for Another Institute

Interviewee 7 explained that some Iraqis wanted a second institute to be established in Baghdad so that they would not have to travel as far. These students did not realize how challenging it was to get funding for the IICAH. However, this desire for another institute seemed to be driven by their belief that the work of the IICAH was important and should be replicated in other parts of the country.¹⁸¹

Students

Interviewee 7 described the enthusiasm and desire to learn that the students have as a success.¹⁸²

Interviewee 6 described the success of the students in making a difference in Iraq. Some students have started their own conservation labs, including the Master Trainer I interviewed. Other students are doing research with other universities including Harvard University and University of Chicago and some of them have been helping the Harvard graduates with different techniques.¹⁸³

¹⁸⁰ Interview 7 Transcript.

¹⁸¹ Ibid.

¹⁸² Ibid.

¹⁸³ Interview 6 Transcript.



Figure 27 A Master Trainer works alongside a student from the UCLA/Getty Conservation Program while working with the Gordion Project in Turkey. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Interviewee 8 discussed the success of hundreds of Iraqis learning about conservation and how they have begun to utilize their knowledge as they begin recovering from ISIS. The institute prepared a group of specialists that are now going to sites that were closed off by ISIS for some time and who are able to handle emergencies and raise awareness for cultural heritage.¹⁸⁴

Interviewee 3 described the students as the greatest success because of the sacrifices they make and the passion they have for studying at the IICAH. They are leaving their families and jobs for months at a time and many have not previously traveled very far, if at all. Due to the threat of ISIS, many of the students go through security checkpoints and background checks just to travel to Erbil. They then spend eight hours a day/five days a week learning, they complete their homework, and they sometimes work on the weekends. The benefits of these long hours are visible when

¹⁸⁴ Interview 8 Transcript.

the students go back to their institutions and take on new roles or receive promotions.¹⁸⁵

Interviewee 3 highlighted the success of one of the IICAH's earliest graduates who is now the team leader for a project at Nimrud run by the Smithsonian. His English has improved dramatically, and he had the opportunity to travel abroad for additional conservation courses. Interviewee 3 emphasized that not only does he understand why conservation is important, but he is also able to explain its importance in an Iraqi context that helps other Iraqis understand why preserving their heritage is meaningful.¹⁸⁶

Interviewee 1 described another student who had made great sacrifices to learn more about preservation. The student received a Leon Levy Fellowship to study at NYU for one year. She decided to attend which required her to be away from her family, including her young son to live in New York for the year. She is now one of the institute's leading trainers and illustrates the passion and motivation of many of the students to preserve their heritage.¹⁸⁷

The institute has also brought together a community of students who share an interest in their cultural heritage. Interviewee 3 described seeing Arabs learning Kurdish and Kurds learning Arabic during breaks for tea or during lunchtime. Interviewee 3 will also see photos on Facebook of the students going out together on

¹⁸⁵ Ibid.

¹⁸⁶ Interview 3 Transcript.

¹⁸⁷ Interview 1 Transcript.

weekends or doing homework together (See Figure 28).¹⁸⁸ Interviewee 2 reiterated the creation of a community of Iraqis interested in and advocating for preservation.¹⁸⁹



Figure 28 IICAH students working on homework together. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

Interviewee 1 discussed the support the students all provide to each other and their growth overall. She explained how they would eventually start to speak up in class, ask more questions, and challenge the teacher and other students. She also did not feel that, at this point, they had trained enough people to establish “new norms of practice,” but she felt that they were moving in that direction.

¹⁸⁸ Interview 3 Transcript.

¹⁸⁹ Interview 2 Transcript.

Raising Awareness for Conservation

Interviewee 8 felt the greatest success was growing cultural preservation and conservation as a discipline in Iraq. It has brought together hundreds of Iraqis from varying backgrounds including university professors, directors of provincial antiquities establishments, employees of the SBAH and KRG, as well as the organizations themselves. The institute has raised awareness for and started a conversation around preservation in Iraq. It has become a recognized center for Iraqis to turn to for information and guidance for conservation.¹⁹⁰

Similar to raising awareness for conservation, the institute has also raised awareness for Iraqi cultural heritage. The student interviewed felt that the greatest success of the project so far was learning the value of his culture and his development of newfound respect for Iraqi civilization that drove him to want to work hard to protect it.¹⁹¹

The facility itself has even become a symbol. The governor of Erbil and Kurdish dignitaries continue to bring people to the IICAH. The Iraqis respect the institute and are proud to show it.¹⁹²

International Collaboration

Interviewee 3 described the collaboration between the State Department, the University of Delaware, the Smithsonian, the University of Pennsylvania, and

¹⁹⁰ Interview 8 Transcript.

¹⁹¹ Interview 9 Transcript.

¹⁹² Interview 1 Transcript.

additional foreign governments (i.e. Italy, Poland, Germany) as a major success (See Figure 29).



Figure 29 Italian Ambassador to Iraq visits IICAH. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Interviewee 2 also emphasized the dedication of Jessica Johnson, Brian Lione, Lois Price, Debra Hess Norris, and John Russell as being integral to the success of the project.

Growing International Network

Interviewee 3 discussed the importance of bringing in visiting lecturers from all over the world.

A network has grown as visiting lecturers stay connected with students.

Interviewee 7 discussed staying in contact with students through Facebook. Students

have even reached out to her through Facebook with questions about preserving different materials.¹⁹³

Working with Governments and Organizations

Interviewees were asked to reflect on their experiences interacting with other governments and organizations. The question was interpreted differently between the respondents resulting in a wide range of responses.

Interviewee 1 discussed initially working with International Relief and Development (IRD), the NGO who received the grant of which IICAH was a part. She explained that they were difficult to work with because they saw the conservators as subcontractors and did not necessarily understand why they were trying to talk to the NGO. IRD ran the project for the first eighteen months. Then, in 2010, the Erbil Governor's office and the SBAH signed an agreement to become co-managers of the project.¹⁹⁴

Interviewee 7 discussed her experiences working with the State Department and nonprofits. She interacted with the State Department primarily through John Russell and described him as key to the success of the institute. They also received grants from the Getty, the Mellon Foundation, and Bank of America, among others. The Walters, which had been an early partner for the project, also established a nonprofit program so that they could receive donations that would be used to provide

¹⁹³ Interview 7 Transcript.

¹⁹⁴ Interview 1 Transcript.

the students with stipends. She also mentioned the funding support they received from various private foundations.¹⁹⁵

Interviewee 6 described her experiences in Iraq working with the State Department and the US Embassy in Baghdad. Working for the State Department is considered to be a high-risk position, particularly because the embassies and consulates are easy targets. As a result, the individuals working at the Embassy in Baghdad are only there for one year at a time. The IICAH has worked with about eight or nine different people at the Embassy since the project began. Each year a new individual must be briefed on the project. Each person may also differ in terms of where they want funding to go and that particular person may not be interested in giving additional funding to the institute.¹⁹⁶ Interviewee 3 brought up the same issue. He stated that the State Department typically briefs the new staff in Washington DC before deploying to Iraq. However, visiting the institute, seeing the students do homework together, and experiencing it firsthand is ultimately what helps the staff understand the value of the project.¹⁹⁷ Interviewee 1 similarly explained that there had been individuals at the Embassy in Baghdad who would have preferred to shut down the project.¹⁹⁸ She also mentioned the US diplomats rotating in and out of the

¹⁹⁵ Interview 7 Transcript.

¹⁹⁶ Interview 6 Transcript.

¹⁹⁷ Interview 3 Transcript.

¹⁹⁸ Interview 1 Transcript.

embassies. She also explained that the diplomats are generalists and it is always uncertain whether or not they will be supportive of the project when they arrive.¹⁹⁹



Figure 30 Representatives from the US Embassy in Baghdad and the US Consulate General in Erbil visit IICAH. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Similarly, Interviewee 6 discussed becoming more aware of the role of cultural heritage as soft diplomacy and how all governments may use it for their political aims. She explained the challenge of learning where her role working in heritage fit into the larger scheme of the US government's policies. She did emphasize that she continues to work on the project because she does believe in what the US is trying to do in Iraq even if she does not always agree with every policy.²⁰⁰

Interviewee 6 also described developing interpersonal relationships over time with the Iraqis. It was initially challenging to gain their trust because similar projects

¹⁹⁹ Ibid.

²⁰⁰ Interview 6 Transcript.

tended to be short-term. However, once the Iraqis realized the project was long-term, they were more open and trusting.²⁰¹

Interviewee 2 discussed working with the KRG. They paid for the renovations to the old library building and the engineer working for the KRG on the renovations was helpful and crucial to the institute's creation.

Interviewee 8 explained that he already knew members of the SBAH from his previous activities in the region when they began the project. The State Department initially asked him to be a part of the Coalition Provisional Authority, Iraq's interim government between 2003-2004, to liaise between the State Department and the SBAH after the National Museum of Iraq in Baghdad was looted. The State Department then kept him on as a part-time consultant for Iraq cultural heritage projects, starting in 2005. As a result, he was able to make connections with many people in the State Department's Bureau of Educational and Cultural Affairs and with the SBAH in Baghdad.²⁰²

Interviewee 3 explained working with the US Embassy and the US Consulate in Erbil who are then working with their supervisors to address the IICAH's needs. He also described foreign governments as recognizing the value of the institute, but also being very candid with funding, staff support, and sending students.²⁰³

Many interviewees also discussed their interactions with the University of Delaware (UD). Interviewee 2 mentioned how great UD was as a partner because they

²⁰¹ Ibid.

²⁰² Interview 8 Transcript.

²⁰³ Interview 3 Transcript.

did not charge high university rates for grants. When a university receives funding for these types of projects, a percentage of that funding goes to the institution itself. The State Department has enjoyed working with UD because they charge a very low overhead of about 10%. In contrast, other partners such as the University of Pennsylvania and University of Arizona had very high overhead percentages when they took over parts of the project. High percentages are not uncommon. UD's rates were generously low.²⁰⁴

Interviewee 5 felt that members of the State Department were great collaborators. She also felt that the KRG and the Erbil Governor's office were very accommodating and committed to the project despite the challenges their region was facing. Having strong governmental partnerships on both sides was key to the project's success.²⁰⁵

Daily Activities

Interviewees were asked to reflect on the daily experiences of working with the IICAH including the people they interacted with from day to day and their typical schedules. Interviewees who specifically taught at the institute were also asked about materials sourcing.

Personnel

Since many of the individuals interviewed were a part of the Advisory Council, many of them listed the other members as the people with whom they primarily

²⁰⁴ Interview 2 Transcript.

²⁰⁵ Interview 5 Transcript.

interacted. They include Jessica Johnson, Terry Weisser, Vicki Cassman, Nancy Odegaard, Brian Rose, Gouhar Shemdin, Vian Rasheed, and Lois Price, who is the Chair of the Advisory Council. UNESCO, the governor of Erbil, and the SBAH also have seats on the council.



Figure 31 IICAH Advisory Council and Board of Directors in 2011. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqinst/>.

Dr. Abdullah Khorsheed, the director of the institute and also part of the Iraqi Board of Directors, was also mentioned by many of the interviewees. He works not only with the other members of the Board of Directors, but also with the Advisory

Council and the students.²⁰⁶ Interviewee 3 described him as the public face of the institute (See Figure 32). He works to promote and explain the importance of the institute, he gives tours to new representatives from the State Department or other organizations. Interviewee 3 often helps to set up introductions between Dr. Abdullah and different people and organizations interested in running courses at the institute.²⁰⁷



Figure 32 Dr. Abdullah being interviewed by Iraqi satellite channel Al-Masar about the IICAH in 2011. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Additionally, those interviewed worked closely with the Master Trainers described earlier as well as about ten other Iraqi staff members at the IICAH including

²⁰⁶ Interview 1 Transcript.

²⁰⁷ Interview 3 Transcript.

a librarian, administrative staff, and assistant director/operations manager, and maintenance personnel. These individuals are funded by the SBAH or the KRG.²⁰⁸



Figure 33 IICAH local staff in 2014. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Other Iraqi personnel included members of the SBAH, provincial governments, and representatives from religious and minority communities.²⁰⁹ Interviewee 1 mentioned working with Karokh, the program manager for the IICAH. He was local to the area and spoke both Kurdish and Arabic.²¹⁰ Another important

²⁰⁸ Ibid.

²⁰⁹ Ibid.

²¹⁰ Interview 1 Transcript.

group of people was the translators who typically worked at the institute for two to four years. As a result of going through the courses multiple times as translators, they often became additional teachers because they became so familiar with the information.²¹¹

Those interviewed who spent time at the institute discussed working with all of the visiting instructors. These individuals were from all over the world, including the US, Turkey, Egypt, Belgium, the Czech Republic, and the UK.²¹²

Similarly, the Iraqi Board of Directors as a whole was discussed. The board consists of three representatives from Baghdad and two representatives from the KRG.

Interviewee 2 discussed working closely with the World Monuments Fund and National Parks Service during the initial stages of the project. However, their involvement lessened early on.²¹³ World Monuments Fund has since held courses and workshops at the institute over the past several years.

The interviewees worked with general administrative staff such as grants managers, financial personnel, and individuals who helped organize travel logistics. This includes people working with the Institute for Global Studies (IGS) at UD, NGOs, and various government representatives.

Interviewee 9, a Master Trainer, discussed how much he enjoyed working with the students every day. He felt that he learned a lot from them and loved answering all of their questions.

²¹¹ Ibid.

²¹² Ibid.

²¹³ Interview 2 Transcript.

Interviewees were also asked if there were any individuals with whom they never expected to work. Interviewee 1 said she never expected to work with the governor of Erbil or the Prime Minister of the KRG, Nechirvan Barzani. It was also a new experience to work with people from UNESCO and the Mellon Foundation.²¹⁴

Schedules and Activities

Interviewees were asked to describe typical days working at IICAH and the types of activities they undertook.

Interviewee 7 described her typical work week at the institute. The work week would begin on Sunday since Friday was a holiday and they gave their students Saturdays off.^{215, 216} Most government offices were open on Saturday, but they gave the students a two-day weekend.²¹⁷ A car would pick up the instructors and the Academic Director from their house provided by the program and drive them to the institute in the morning. Interviewee 3 explained that the Smithsonian rents a three-bedroom apartment in the city for the visiting lecturers.²¹⁸ Interviewee 7 would prepare the classroom. Then the students would arrive, and they would go over the homework from the night before. She would typically have a PowerPoint lecture. There would be two translators, one for Arabic and one for Kurdish. The students

²¹⁴ Interview 1 Transcript.

²¹⁵ Interview 7 Transcript.

²¹⁶ Interview 3 Transcript.

²¹⁷ Ibid.

²¹⁸ Ibid.

were encouraged to ask questions, so they would often have discussions about them. Interviewee 7 would also bring in different objects to discuss as a class.²¹⁹



Figure 34 Instructor Gouhar Shemdin lectures cultural heritage laws in 2014. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Then the students would have lab work where they worked with ersatz objects. Interviewee 7, along with Jessica Johnson, would find objects at the markets in Erbil that were similar to objects the students might work on at their museums. The students would perform documentation, write condition reports, and create housing for the objects. They focused on preventive conservation, best housing practices, and object handling and storage.²²⁰

²¹⁹ Interview 7 Transcript.

²²⁰ Ibid.

Interviewee 7 provided examples of some of her teaching activities. She discussed a large lab activity she put together on ivory identification to learn how to identify the animal source and assess the condition (See Figure 35).²²¹ She also had a housing activity where she had students create a list of priorities and criteria for designing good housing as a group. Then they each made housing for an assigned object. They then passed their housing to another student who had to assess the housing based on the criteria list they created. They assessed the housing's ease of use and the materials used. The students were able to be more critical by assessing another student's work rather than their own. Interviewee 7 did not grade them on their first attempts creating object housing, but instead graded them after they corrected their housing based on the critiques. The students were very happy with this learning technique.²²²

²²¹ Ibid.

²²² Ibid.



Figure 35 Students learn how to identify bone and ivory materials in 2013. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.



Figure 36 A student creates custom housing for a book. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

There would be several breaks throughout the day including a break in the morning, a break for lunch, and a third break in the afternoon.²²³

Interviewee 1 described a very similar schedule to Interviewee 7 in terms of lecturing in the morning, enjoying a communal lunch, doing a lab in the afternoon, and taking English language classes throughout. However, her involvement was less focused on teaching and more focused on working with the Iraqi staff while she was at the institute.²²⁴

Interviewee 6 discussed how the courses offered at the institute have varied with funding. Some of the courses have been more academic while many of the programs she was working on at the time of the interview were focused on planning for work on sites.

In terms of a typical daily schedule while working at IICAH, Interviewee 6 said classes would start at nine o'clock in the morning. They would have a break at ten-thirty. Lunch would be from twelve to one. Afternoon classes would continue from one to about three or four.²²⁵

Interviewee 3 used a course they ran with the Smithsonian in 2016 as an example of his daily schedule. The program was approximately seven or eight months long and carried out over a full year. The students would stay at the institute for two to

²²³ Ibid.

²²⁴ Interview 1 Transcript.

²²⁵ Interview 6 Transcript.

three-month intervals and then return home to their families.²²⁶ They would work on home practicums at their institutions during their breaks (See Appendix I).

Interviewee 3 reiterated much of Interviewee 6's description. Classes would begin at nine o'clock in the morning. Instruction could include field exercises, lab practicals, lectures, a library visit, or a visit to another nearby site (See Figures 37 and 38). They sometimes visited archaeological sites and museums within the city of Erbil. There would be a break for tea from ten-thirty to eleven. At twelve-thirty, they would take a break for lunch. Class would start again at one-thirty. The afternoon might be another two to three hours of instruction or it might include an hour-and-a-half of English language instruction depending on the course and funding. The students would be finished around four-thirty or five o'clock.²²⁷

²²⁶ Interview 3 Transcript.

²²⁷ Ibid.



Figure 37 Students in the Architectural and Site Conservation Program conduct fieldwork at the Erbil Citadel. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.



Figure 38 Students in the Archeological Site Preservation Course learn how to document damage at a site. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

The students would then have homework to complete in the evening. They stayed in dormitories at the institute with separate floors for men and women. The

dormitories can comfortably house approximately eighteen men and twenty women. Each floor has a kitchen, lounge area, bathroom, shower room, and laundry area.²²⁸

While the students spent the night completing homework, Interviewee 3 discussed the additional work he also had to do once he arrived back at the apartment at the end of the day and on weekends. They would get home around five o'clock, which was nine or ten o'clock in the morning in Washington DC. This is when most emails would arrive and when Advisory Council conference calls would be held. They would continue to answer emails and conference calls on Friday evenings as well, even though the students had the day off. Saturdays would be spent catching up on work, visiting the markets, and engaging in tourist activities. While Interviewee 3 has visited these tourist sites and restaurants many times over the course of his involvement these past nine years, he will often take visiting instructors on tours around the city. Due to security concerns, the Smithsonian does not allow them to leave the city and there is currently a ring of checkpoints around Erbil. Interviewee 3 also discussed the logistics of living in an apartment as being similar to living with roommates anywhere in terms of buying groceries, doing the dishes, cooking, etc.²²⁹

Additionally, having lunch together at the institute was a very important part of the program. It was partly started to stop the students from running off and not coming back to class after lunch. However, it also became a way to mix and build a community with people who may not have otherwise crossed paths.^{230, 231} Interviewee

²²⁸ Ibid.

²²⁹ Ibid.

²³⁰ Interview 6 Transcript.

3 discussed the same difficulties with students running off and joked that students are students no matter where you are. Having lunch together generated discussions and allowed students to ask the instructors and Master Trainers additional questions. They also hired a cook who would prepare the lunches at the institute (See Figure 39).²³²



Figure 39 IICAH students and instructors enjoy lunch together. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

Interviewee 3 also discussed activities specific to different courses. Some courses have worked directly with local museums. For example, the Collections Care and Conservation course worked with the Erbil Civilization Museum, which is Erbil's

²³¹ Interview 3 Transcript.

²³² Ibid.

provincial museum. Both the students and museum staff worked to improve the conservation of artifacts on display including mount making and label making (See Figure 40).²³³ The Architectural and Site Conservation course would go look at heritage buildings. The Archaeological Site Preservation course would visit archaeological sites and discuss site management.²³⁴



Figure 40 A student works on creating mounts for objects from the Erbil Civilization Museum. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Additionally, while the courses would take place in approximately two-month increments, the visiting lecturers would only teach for one to two weeks. It was a purposeful decision to bring in multiple lecturers for shorter periods of time rather than have one lecturer teach several different topics for the whole year. Interviewee 3

²³³ Ibid.

²³⁴ Ibid.

explained that they wanted to build the students' network by introducing them to many different conservators.²³⁵

Interviewee 9 discussed doing practicals and fieldwork. He worked at sites both near the institute and near his home in Babylon.²³⁶

Materials

Interviewees were asked how they obtained materials for the lab and objects on which the students could work.

Interviewee 1 stated that acid-free paper and boards as well as chemicals were initially imported with the original funding. However, they tried to find as much as possible locally. Vian Rasheed was on-site during the institute's construction and helped source the cabinetry and other materials locally. Much of it came from Turkey. The fume hoods were from China.²³⁷

Additionally, a concern that Interviewee 1 had was that many students who traveled outside the country for workshops in other countries such as Japan or Italy, would be introduced to materials and adhesives they did not have access to back home. As a result, Jessica Johnson would have students find materials locally in the city for object housing to make the lesson more realistic and practical.²³⁸ They would be given a budget to purchase the materials. Then they would learn how to test the

²³⁵ Ibid.

²³⁶ Interview 9 Transcript.

²³⁷ Interview 1 Transcript.

²³⁸ Ibid.

material and they would use it to make housings for ersatz objects.²³⁹ The idea was to work with materials that might be of inferior quality and then line them with better quality materials.



Figure 41 A student looks for supplies in a local market. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqiinst/>.

²³⁹ Ibid.

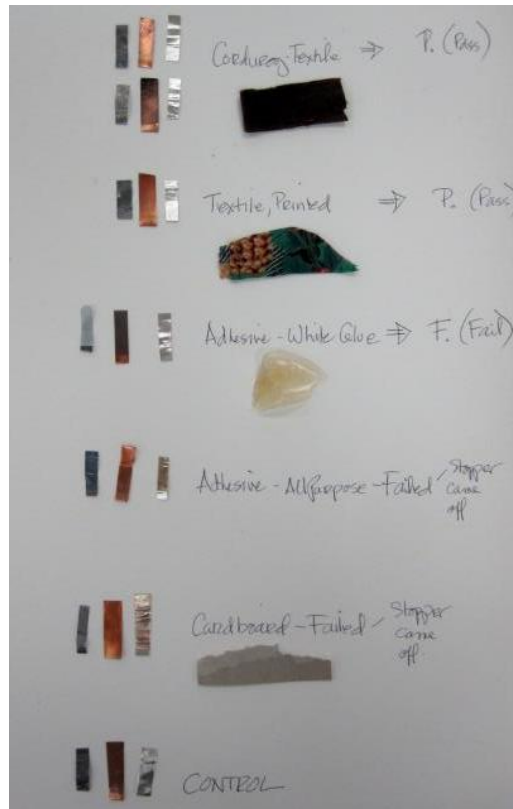


Figure 42 Testing locally available materials. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

It was more challenging to obtain actual artifacts for the students to work on because the storerooms are run by individuals separate from the museum. One issue was that during the Iran-Iraq War, many artifacts were evacuated to Baghdad, but because of hostilities towards the Kurdish region, they were not very willing to send artifacts back on which the students could work. However, the primary reason was that no one running the storerooms wanted to be responsible for sending the artifacts because they would be personally liable. The situation improved as the institute built their relationship with nearby museums such as the Erbil Civilization Museum and the Kurdish Textile Museum. They were eventually able to get artifacts from these

institutions for the students to examine and document. More advanced students might perform some cleaning. However, they did not move too far past stabilization and cleaning as they realized how much foundational information the students were missing.²⁴⁰

Interviewee 2 discussed how she adapted her conservation techniques and material usage based on availability while teaching preventive conservation. She used solar bagging²⁴¹ to kill insects on artifacts because freezing the objects or anoxia treatments were impractical. Freezing the object to kill insects could not be done because electricity was not constant. Anoxia²⁴² required too many materials they could not get. However, it was actually difficult to reach high enough temperatures while performing solar bagging (See Figure 43).

²⁴⁰ Ibid.

²⁴¹ Solar bagging is a conservation technique that uses the heat generated from sunlight to kill insect infestations. The object is placed outside in a black plastic bag. Exposure to the sun helps the inside of the bag reach temperatures of around 130-140°F, which is necessary to successfully kill the insects and their eggs.

²⁴² Anoxia is a conservation method used to kill insects through oxygen deprivation. The object is placed in a sealed bag and another gas such as nitrogen is pumped into the bag. It requires obtaining the gas, purchasing a bag that is impermeable to oxygen, and purchasing oxygen scavengers.



Figure 43 Practicing solar bagging to kill insects on a textile. Source: Zeina, “Pest Control by Heating.” Iraqi Institute Student Blog, 2011. Accessed April 2, 2018. <https://iraqiinstitute.wordpress.com/>.

Interviewee 3 explained that many of the supplies they needed were not available in Erbil when they started. A lot of materials were ordered from the US and shipped via FedEx or DHL. However, from the beginning, Jessica Johnson tried to stick to not buying any materials outside of the country unless absolutely necessary. They wanted the students to be able duplicate what they learned in the classroom at their institutions and they were not going to consistently have a lot of money or a credit card for supplies, or even consistent electricity to order products on the internet. He explained that some materials became available later on. For example, Ethafoam was not initially available. However, they were eventually able to order it from Turkey. Then, following a construction boom in Iraq, Ethafoam became more widely available in Iraq because it was being used as insulation.²⁴³

²⁴³ Interview 3 Transcript.

The KRG also initially gave the institute a large budget for buying supplies and equipment. However, they still decided to purchase equipment that would be more attainable for students to have at their institutions. For example, they purchased microscopes that were readily available in Iraq rather than higher-quality Nikon microscopes. Interviewee 3 commented that this is a common problem with other foreign programs. They will often teach the students how to use expensive equipment and even send them home with it. However, they are not able to maintain the equipment and buy parts for it because it is not readily available in their home country.²⁴⁴

Overall, a lot of the conservation material has been imported from Turkey if it was not available in Erbil. Italy has also begun to export more products to the area.²⁴⁵

Another aspect of materials that many interviewees discussed was the books donated to the IICAH's library. Interviewee 2 discussed giving anybody going to the institute several books to put in their suitcase.

²⁴⁴ Ibid.

²⁴⁵ Ibid.



Figure 44 The IICAH library. Source: IICAH's Facebook page. Accessed April 2, 2018. <https://www.facebook.com/Iraqiinst/>.

Staying Involved

Interviewees were asked whether they were still involved with the project at the time of the interview and, more personally, why they chose to stay involved.

Current Involvement

Interviewee 9 was still working with IICAH as a Master Trainer and has continued to teach students. He even opened his own conservation lab with his colleague in Babylon where he lives.²⁴⁶

Interviewee 7 explained that she is no longer teaching ivory conservation because of the circumstances and priorities in Iraq. She had not been back to the institute since they were evacuated in 2014 when ISIS reached Mosul. She said the

²⁴⁶ Interview 9 Transcript.

Advisory Council had been discussing going back to Iraq for a meeting soon. She continues to support the program and meet with Iraqis when they visit the US.²⁴⁷

Interviewees 1, 2, 5, 6, 7, and 8 also continue to be involved as members of the Advisory Council.

Reasons for Involvement

Interviewee 9 explained that he is still involved with IICAH because he needs more information and knows there is still a lot to learn. He also explained that the institute allows the students and conservators to continue to share information between each other and that they still had a lot of work to do.²⁴⁸

Interviewee 7 said her continued involvement came down to passion and the emotional reward. She explained how everyone could have walked away after the first two years when the initial funding ran out, but everyone involved since the beginning remained. People were excited to stay involved and others who visited the institute were impressed by the training and professionalism of both the program and the students. The passion was not just for the preservation of Iraqi cultural heritage, but for the collaborations and partnerships with and between the Iraqi people. Whenever they were struggling for funding, they would work together to figure out how they could sustain the program for as long as possible. She also explained that they have been driven by the difference they feel they are making with the people in Iraq who

²⁴⁷ Interview 7 Transcript.

²⁴⁸ Interview 9 Transcript.

are passionate about their cultural heritage and the reward of creating a new network of friends. She described the experience as personally enriching.²⁴⁹

Interviewee 6 said that she chose to stay involved because it has been so personally satisfying and because the Iraqis work so hard. She explained that the students were fighting hard to get to the institute and so she wanted to do everything she could to help them. At the time of the interview, she was working on a project at the Nimrud site with the SBAH, which had been damaged by ISIS. Many of the Iraqis working on the project lived in Mosul and were traveling to Erbil for classes which required going through three separate checkpoints for different armies and political groups.²⁵⁰

Interviewee 6 said she was also motivated by the dedication of her American colleagues as well. The members of the Advisory Council continued to spend two hours on the phone every month since she had become involved to help figure out the next steps for the institute. She explained that a supportive group of both Americans and Iraqis formed.²⁵¹

Interviewee 8 explained that he had stayed involved with the effort because without it, he did not believe the Iraqis would be able to deal with conserving and recovering heritage that has deteriorated or been damaged from sanctions and warfare as effectively. He explained that after the looting of the National Museum of Iraq in 2003, the staff was overwhelmed by the recovery process ahead of them. However,

²⁴⁹ Interview 7 Transcript.

²⁵⁰ Interview 6 Transcript.

²⁵¹ Ibid.

now the Iraqi professionals have more confidence and experience to deal with cultural heritage emergencies. He explained that it was needed, important, and, as a specialist in Ancient Mesopotamia, he did not want to see the heritage disappear because of neglect or inexperience.²⁵²

Interviewee 5 explained that the project and the relationships it created have been personally meaningful. It was inspiring to see the commitment of the Iraqis to preserving the world's cultural heritage despite the daily challenges they face. She said it was a privilege to work with Iraqis, Americans, and international colleagues who all had a shared goal. She stated that she was learning from the Iraqis as well. Interviewee 5 continued to explain that she did not think anyone involved had any intention of leaving the initiative. Projects and roles could change depending on the needs of the region, but they would continue to stay connected and do what they could to keep the project running. She saw the project as a great model for what other countries could potentially do. She stated that it was an honor to be a part of the project.²⁵³

Staying Connected

Interviewees were asked how they stayed connected with their colleagues and students involved with the project.

Interviewee 9 stated that IICAH had a Facebook page that they were all a part of. It should be noted that the institute is very active on Facebook and many of the images of students working and of events at the institute were originally posted on

²⁵² Interview 8 Transcript.

²⁵³ Interview 5 Transcript.

their page. He also stated that they had a Facebook page for the individuals working at Nimrud to share information with each other.²⁵⁴

Interviewee 6 discussed the monthly Advisory Council phone calls, which are organized by Lois Price. She said Facebook was the primary means for staying in contact with their Iraqi colleagues. They try to friend all of the students to keep in touch and see what they are up to. She also discussed the Facebook group for Nimrud mentioned by Interviewee 9. She explained that it was a secret group because it could be dangerous to post the information publicly. She pointed out that Facebook was just taking off when the project started around 2008 and became very useful as individuals all over the world have accounts. Interviewee 6 stated that they tried to do some meetings by Skype and even some training through teleconferencing, but it was not very successful. There are often technical difficulties because of internet access as well as from translating between English, Arabic, and Kurdish. People tend to lose focus when trying to concentrate on a computer screen with multiple translations happening. Lecturing in person has been much more successful.²⁵⁵

Interviewee 8 discussed the monthly calls with the US-Iraqi Advisory Council. He explained that keeping in touch with their Iraqi colleagues was relatively straight forward until ISIS's invasion of Iraq. The Advisory Council typically had annual in-person meetings in Erbil in the fall and teleconference meetings in the Spring. Lois Price would travel to Erbil in the spring to facilitate the meetings. However, face-to-face meetings seemed to be the most successful in terms of keeping in touch with their

²⁵⁴ Interview 9 Transcript.

²⁵⁵ Interview 6 Transcript.

Iraqi Colleagues and determining their needs. At the time of the interview, Interviewee 8 explained that they were trying to plan an Advisory Council meeting in Erbil, but the Erbil airport was closed following the Kurdish Referendum so they still could not travel to Iraq. They were trying to set up a meeting for the spring, but it was unclear at the time whether it would happen.²⁵⁶

Interviewee 3 had recently returned from Erbil when I spoke with him. He explained that he is in Iraq around three to five times each year. When he is not there physically, he will use emails, Skype, Viber, WhatsApp, and other apps to stay in contact virtually. He said he uses Google Translate for Arabic, which has improved. However, Google Translate has the wrong dialect of Kurdish.²⁵⁷

Interviewee 3 explained that it can be challenging to maintain their presence when they are not physically in Iraq and he wished he could be there more. Many other projects in Iraq would often do a short workshop and then leave without building relationships with the locals. He stated that it took years to build credibility in terms of working with the Iraqis for the long-term and following through on promises because many Iraqis expected the institute to be like those other projects.²⁵⁸

Interviewee 2 said she kept in touch with students through Facebook and they initially asked questions over Facebook, but they have not been asking as many questions in more recent years.

²⁵⁶ Interview 8 Transcript.

²⁵⁷ Interview 3 Transcript.

²⁵⁸ Ibid.

Interviewee 1 also discussed the monthly conference calls with the Advisory Council and emailing. She explained that because of the face-to-face culture in Iraq, the Advisory Council meetings have been very important in building relationships with their Iraqi colleagues. The meetings in Erbil are intense three-day meetings. At the time of the interview, Interviewee 1 had just received a chairman's grant from the National Endowment for the Humanities to fund a meeting in Erbil in February 2018, but it ultimately did not take place.²⁵⁹

Future of the IICAH

Interviewees were asked how they imagined the effort might evolve in the future. Many found it difficult to provide definitive answers on how the IICAH might develop. Some shared what they hoped might happen in the future.

Interviewee 5 stated that it was important to continue mid-career training and the Master Trainers program, but to also connect with Iraqi universities and colleges. She explained that it would be important for the institute to partner with degree granting institutions to train the next generations. The institute could be used to broaden university curriculums. However, she explained that mid-career training is important, and the institute should still also remain a place where these professionals can go to build their skills. She also saw partnering with Iraqi universities as an opportunity to make the program more sustainable.²⁶⁰

Interviewee 5 also saw the institute as eventually becoming a site for education and training for the greater Middle East region beyond Iraq. She explained that

²⁵⁹ Interview 1 Transcript.

²⁶⁰ Interview 5 Transcript.

nothing similar exists elsewhere and that the courses could be opened to individuals in other countries with similar problems. Opening the program to other countries would also broaden their network. The faculty at the institute is from around the world, and should continue to be, but the student population could also eventually expand beyond Iraq. However, there are still many needs within the country.²⁶¹ Interviewee 8 felt similarly in terms of the institute's potential to train people in the region, but also recognized that instability in the region did not make that a current possibility.²⁶²

Interviewee 1 agreed that it was important to eventually engage the universities and to incorporate IICAH's foundational courses into their curriculums. However, it would depend on funding, which, at the time of the interview, they only had through February 2018 and future funding was uncertain. She explained that the Iraqis and KRG were unable to pick up the project at that point in time because they were still rebuilding and supporting refugees. She believed that if they did not get more funding, the Iraqis would still try to keep some courses running and it would still be a resource for archaeology missions in need of a place to stabilize and analyze artifacts. World Monuments Fund and other organizations have already been teaching courses at the institute. The hope would then be that the effort would be revived once the region was more stabilized.²⁶³

Interviewee 1 also discussed Iraqi students eventually traveling to the US or Europe to attend a master's program. However, it would be challenging because the

²⁶¹ Ibid.

²⁶² Interview 8 Transcript.

²⁶³ Interview 1 Transcript.

educational system in Iraq makes it difficult for them to take the prerequisite science necessary to earn a place in these programs.²⁶⁴

Interviewee 2 stated that she would like to have a “brainstorming session” not just with the directors of the provincial museums, as was done in 2016, but with faculty members from Iraqi universities with whom they would like to partner. She explained that it is not a current priority and it is expensive to fund transportation and hotel accommodations for the individuals. However, she thought it should be the next step so that they could expand their network and provide more opportunities for repository training and preventive conservation.²⁶⁵

Interviewee 3 discussed that the hope is that the project evolves into the Iraqi government taking over the institute and incorporating it into their current academic structure, potentially with their Ministry of Education or with an antiquities department. He explained that the goal is for the Iraqis to find and maintain their own funding source to run the programs and keep the institute staffed. This is part of the broader picture of achieving sustainability. They need to have an annual funding source or an endowment. He also explained that while it is great that they currently have dozens of people collaborating on the project, it takes a lot of effort to have so many people working together, and it would be easier if there were a consistent funding source.²⁶⁶

²⁶⁴ Ibid.

²⁶⁵ Interview 2 Transcript.

²⁶⁶ Interview 3 Transcript.

Interviewee 6 reiterated the hope for the institute to become self-sustaining. She explained that they had almost achieved this sustainability in 2014 when the KRG agreed to fund IICAH. However, the invasion of ISIS, the refugee crisis, and a drop in the price of oil left the KRG unable to provide those funds. The Advisory Council is continuing to look for sources for when the US State Department stops providing funding. Interviewee 6 stated that if funding were to end, the closing of the institute would probably happen slowly. There are still staff at the institute that are paid by SBAH and the KRG, but it may become challenging to find international funding for programs run by other countries like the US and Italy. She explained that the challenge will be either figuring out how to continue to bring those experts in or providing enough training for the Iraqis where they have that expertise “in-country,” which will take time.²⁶⁷

Interviewee 7 also emphasized needing to find funding to keep the institute running. She felt that the Iraqis would not be able to fund it on their own anytime soon and she was unsure how long the current funding organizations would continue to provide support. She hoped sustainability would be achieved so that the focus of the people working at the institute could be on training rather than on fundraising. Additionally, she hoped the institute would continue to respond to the needs and priorities of the Iraqi people and remain a resource for Iraqi cultural heritage preservation.²⁶⁸

²⁶⁷ Interview 6 Transcript.

²⁶⁸ Interview 7 Transcript.

Interviewee 8 felt that with the political circumstances constantly changing in Iraq, the evolution of the project would be hard to predict. He explained that they would have to see how the partnership with the Smithsonian would develop, but he hoped they would ultimately help with securing funding from the US government and other sources. He also hoped that they would gain more support from the Iraqi government once the political situation stabilizes. The ideal outcome, he explained, would be for the US to continue to be involved, but with substantial funding for the program coming from the Iraqi government.²⁶⁹

Advice

The interviewees were asked what advice they would give to others trying to do similar work. Their advice was divided into general themes with the details of their responses listed below.

Communicate Constantly

Interviewee 1 advised listening and face-to-face meetings.

Interviewee 5 stated that communicating constantly was important.

Interviewee 7 explained that, while it is important to stick to your principles, it is also important to set aside your ego and listen to people.

Adapt the Project to the Locals and Their Environment

Interviewee 1 described tailoring the project to the local conditions, local stakeholders, and local resources.

²⁶⁹ Interview 8 Transcript.

Interviewee 2 advised working with the locals and not imposing on them. She also suggested a focus on preventive conservation and archaeological conservation rather than fine arts conservation.

Interviewee 3 emphasized the importance of being culturally sensitive and understanding that locals may approach things differently. In terms of cultural sensitivity, he discussed that some women and some people of color had a harder time in the environment compared to his experience as a Caucasian male in Iraq.²⁷⁰

Interviewee 5 advised that the project and its key partners need to be centered in the part of the world in which they are working.

Interviewee 8 advised thinking about the area's specific needs and current capacities. It was not about having a model, but about knowing what they wanted to achieve.

Create a Long-Term, Sustainable Project

Related to long-term sustainability, Interviewee 2 advised working with universities and starting with young people. Finding partners like universities could help make the project more sustainable.²⁷¹

Interviewee 5 emphasized the important of collaborating with strong, committed partners because the project requires a group effort. She also discussed not being intimidated by the size of a long-term project. She suggested thinking about the project in steps made of smaller projects.²⁷²

²⁷⁰ Interview 3 Transcript.

²⁷¹ Interview 2 Transcript.

²⁷² Interview 5 Transcript.

Interviewee 6 discussed that projects like the IICAH cannot be done quickly. She compared the time necessary to train Iraqi students to the length of US masters programs, which take approximately three years. She explained that these students could not reach the same level of competency as US graduate students in just a few weeks. Real change in their skills could only be achieved through long-term training. They not only need to learn current preservation skills, but they also have to fill the gaps in their education such as a knowledge of chemistry.²⁷³

Interviewee 7 also emphasized the importance of partnerships and collaborations.

Be Flexible

Interviewee 1, 5, and 7 advised being flexible.

Interviewee 3 advised being flexible and managing expectations. He also stated that “the absence of information does not necessarily mean ignorance in a bad way, it just simply means ignorance in a textbook way.” He also discussed not assuming that techniques learned in the West are necessarily the right way to do something. Be open to non-standard approaches and local solutions because it might actually be a technique that could improve US methods.²⁷⁴

Contacts

Interviewees were asked about other people they would suggest I contact for an interview. This was initially part of my methodology as I used snowball

²⁷³ Interview 6 Transcript.

²⁷⁴ Interview 3 Transcript.

sampling to obtain additional interviews. I did not have the opportunity to contact or speak to every individual the interviewees suggested due to time constraints. However, I generated a list of the individuals that were suggested to me during the interviews that I did not yet contact. Future research by myself or by another individual could begin by speaking to the people on the list. The list can be found in Appendix F. This document also includes a summarized list of the organizations and countries involved with the project over the years as well as funding sources from which IICAH successfully obtained grants.

Chapter 5

DISCUSSION

The interviewees discussed a great deal of information and it would be difficult to analyze everything they discussed in just one paper. However, the goal of this research was to begin to understand the key features of the IICAH that have allowed it to continue over these past ten years. The IICAH is a unique model and has been successful in ways previous conservation outreach initiatives were not. While the circumstances of the Iraqi people and their cultural heritage were a unique situation, there were several themes reiterated in many of the interviews that could be considered for setting up similar programs in the future both in Iraq and in other countries. Every country, every cultural group will have unique circumstances, but that, in itself is a lesson to keep in mind.

Operating the IICAH

While the specific logistics for running the IICAH and working with the Iraqi government were unique to the situation and needs of the Iraqi people, interviewees brought up resources and details that would be important to consider for establishing any similar project.

Long-term Courses

An important, overarching detail was the focus on long-term study. The courses were not short workshops, but long-term courses that built the participants' skills over time. The long-term approach allowed the instructors to provide the

students with a more fundamental understanding of conservation theory and practice. For example, they were receiving the chemistry education they needed to think more critically about the materials they used and the treatments they performed. Many other programs are structured as short workshops, but it is a flawed idea to think that these individuals can be taught in a few weeks what graduate students in the United States spend three years learning. It may not always be feasible, but long-term conservation education is something for which to strive.

Building Student Relationships

Another important aspect was having a relatively diverse student body and encouraging them to build relationships. This included having a mix of students from all of the Iraqi provinces, of varying ethnicities and religions, and of varying genders. They were living together, doing homework together, and having lunch together. Years of war and sanctions had kept these groups apart, particularly in the case of Arab and Kurdish students. Having them share experiences as students and learn from one another was important both in terms of education and diplomacy.

Language Considerations

Teaching English was also an important decision. English is the primary language used in the modern conservation field. Teaching these students English allowed them to better communicate with colleagues internationally and seek out new opportunities to learn and present research. English was also important in terms of diplomacy because it meant that neither Arabic nor Kurdish were given preference. It was an intermediary language that students could learn together. This was also important because many of the Arabic-speakers and Kurdish-speakers could not

understand the others' language. As was explained earlier, many younger Kurds did not learn Arabic as the Kurdish language and identity grew when Iraqi Kurdistan was established in the 1990s.

There was also a learning curve for the international instructors visiting the institute who did not necessarily build the time for translation into their lesson plans. Interviewees emphasized that teaching would not go at the same speed as teaching students who spoke the same language as the instructor. This would be important to keep in mind when teaching conservation in any foreign country.

Sourcing Materials

The IICAH's approach to materials sourcing was also important to their success. Finding materials and objects locally was pushed rather than purchasing materials that were impossible to find in Iraq or higher-end products from other countries. Some materials were still purchased from outside the country and shipped to Erbil. However, an effort was made to find materials at local markets in Erbil. This was important because it meant that they were materials the students could potentially still access or purchase for their own museums. This also included techniques such as solar bagging where they were using a resource that was abundant—heat—to treat artifacts, rather than relying on expensive technology that the students would not be able to buy for their institutions. The resources available will always depend on the region a project is working in, but it is important to utilize those resources to make the conservation treatments practical and sustainable.

Funding

Funding is a constant concern for any organization, particularly for nonprofits, museums, and educational institutions. The interviewees discussed many reasons why funding for the IICAH continued to be a challenge including Iraqi news fatigue, slow progress, political climates, and refugee crises. Ideally, the financial support would eventually come solely from the Iraqi government and the KRG. This would hopefully ensure its sustainability, but until that time, funding will have to continue to come from outside sources. The Advisory Council has continued to work hard to research and apply for grants to support the institute. Important funding sources have included the Andrew W. Mellon Foundation, the Getty Foundation, the Prince Claus Fund, the US State Department, Bureau of Educational and Cultural Affairs, and the JM Kaplan Foundation, among many others (Appendix F). All of these organizations are funding sources that future conservation outreach initiatives might consider, regardless of the region in which they are working. However, working with the local governments and the local nonprofit sector, if there is one, is important for long term funding sustainability.

Connecting with Local Stakeholders

A concept that was consistently shared by the interviewees was the need to connect with Iraqi universities. It would not only potentially help with financial stability, but it would make the program more sustainable in terms of reaching more students and giving the IICAH more academic credibility in the region. The students were putting in a great deal of time and effort so it would make sense to give them more academic credit for their efforts to support them professionally. Reaching the students at a younger age would also mean that they would enter the conservation and

archaeology fields with the necessary knowledge rather than receiving it later in their careers. However, I do agree with many of the interviewees that it would be important to still continue mid-career training programs. It would be difficult to establish a conservation outreach program in any country and immediately connect with the local universities if there is not already some established framework, but it does seem that connecting with the universities as quickly as possible would be beneficial to both the programs and the academic institutions in the region.

Student Growth

Master Trainers

The students are the most important part of the program. The way the students were chosen for the IICAH was very specific to Iraq in terms of being chosen by the government. However, there were two steps that the IICAH took in helping the students that felt particularly important. The first was the establishment of the Master Trainer program. The students that were chosen to become Master Trainers excelled in their conservation courses at the institute. Hopefully, they will become leaders in the field and become a local conservation resource to the museums and sites in the region. They are becoming the next generation of teachers to help grow the field of conservation in Iraq. They have also been essential in continuing training and leading recovery efforts in the wake of ISIS's invasion and subsequent defeat. Even though international experts have been struggling to visit the region, the Master Trainers have been able to carry on the mission of the institute.



Figure 45 Two Master Trainers lecturing to students at IICAH. Source: IICAH's Facebook page. Accessed April 2, 2018.
<https://www.facebook.com/Iraqinst/>.

Student Feedback

The second aspect was the emphasis on student feedback. I was unaware of steps taken to receive student feedback and, therefore, did not raise the question with the interviewees. However, student feedback was discovered through archival research. Curriculum reviews and grant reports included student feedback and opinions on how the courses helped them and how they might be improved. Appendix H includes just a page of some of the student feedback they received.

Coursework

Addressing the specific needs of the region and the students was important to creating the most effective programs. The interviewees discussed a little bit about the adjustments they made to the coursework as the students' needs became more apparent and as conditions changed, such as with the ISIS invasion. However, the specifics of the coursework may be better understood through some of the archival

documents. The courses that have ultimately been offered throughout the years include Collections Conservation Management, Historic Preservation, Preventive Conservation for Museums and Archaeology, Advanced Laboratory Conservation for Museums and Archaeology, Introductory Architectural Site Conservation, Archaeological Site Preservation, and Fundamentals of Conservation of Iraqi Cultural Heritage. I have included in Appendix G a list of the courses offered through the University of Delaware between 2009-2013 and a course overview for the IICAH's 2013 Conservation and Collections Care program, the 2013 Architectural Site Conservation program, and the 2016 Fundamentals of Conservation course in Appendix I as examples of the types of skills the institute was focused on developing in their curriculums.

The work of the IICAH cannot be copied and pasted into another country with different bureaucratic systems and different needs. However, the larger concepts of the model are ideas that future projects may want to look to, such as how they connected with local stakeholders and how they paid attention to the needs of the students. While I could not reflect on every aspect of the institute over the past ten years, my hope is that individuals looking to this model will look through the interviews and the supplemental archival documents and potentially use them as a template for establishing their own long-term programs.

Chapter 6

CONCLUSION

Since its creation in 2008, the IICAH has developed into a respected model for how long-term conservation education can be implemented in regions facing and recovering from war. Through communication, flexibility, attention to local needs, and, most importantly, through the dedication of the Iraqi students, the institute has been able to help the community preserve and document their rich heritage.

The future of the IICAH cannot be certain as the conditions in Iraq are constantly changing. At this point in time, the American members of the Advisory Council have not yet traveled back to Erbil. As the interviewees discussed, the hope is that the institute ultimately becomes financially self-sufficient and begins to connect with more universities and academic institutions in the region. Many also hoped that it would eventually become a resource for the Middle Eastern region as a whole. Future developments will rely on staying in touch with the Iraqi cultural heritage community and remaining flexible as circumstances remain uncertain.

Not nearly every aspect of the institute could be explored. I wish I could have conducted more interviews, particularly with Iraqi students, collected more archival documents, and done greater analysis on the documents, particularly the course curriculums. However, it was beyond the scope and time frame of this project. The hope is that future researchers will be able to use these documents to explore the project deeper than my preliminary research was able to do. It is also hoped that these documents will be a resource and provide a template for future heritage professionals

looking to use the institute as a model. Circumstances and needs may be different, but it can provide a starting point for identifying funding sources, grant outlines, types of stakeholders, the general obstacles that might be encountered, and the level of passion that is needed to move this type of project forward and preserve the world's heritage.

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Appendix A

HUMAN SUBJECTS RESEARCH BOARD APPROVAL



RESEARCH OFFICE

210 Hulihan Hall
University of Delaware
Newark, Delaware 19716-1551
Ph: 302/831-2136
Fax: 302/831-2828

DATE: July 17, 2017

TO: Taylor Pearlstein
FROM: University of Delaware IRB

STUDY TITLE: [1070476-1] The Preservation of Memory: Archiving & Assessing the Mission to Protect Cultural Heritage in the Middle East

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS
DECISION DATE: July 17, 2017

REVIEW CATEGORY: Exemption category # (2)

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will put a copy of this correspondence on file in our office. Please remember to notify us if you make any substantial changes to the project.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.

Appendix B
INTERVIEW CONSENT FORM

Introduction and Purpose

My name is Taylor Pearlstein. I am an undergraduate student at the University of Delaware in the Art Conservation Department. I would like to invite you to take part in an interview, which concerns the experiences of heritage professionals involved with the Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) and the Oriental Institute's Chicago Center for Archaeological Heritage Preservation (CCAHP).

Procedures

The interview will involve questions about your experiences working with your respective organization, and should last around two hours. With your permission, I will audiotape and take notes during the interview. The recording is to accurately record the information you provide and will also be used for transcription purposes. If you prefer not to be audiotaped, I will take notes instead, dependent upon participant's preference. If you agree to being audiotaped but feel uncomfortable at any time during the interview, I can turn off the recording device at your request. Additionally, you can stop the interview at any time.

Benefits

There is no direct benefit to you from taking part in this study. However, it is hoped that the research will encourage understanding of the preservation of cultural heritage during armed conflict and be a resource to future organizations that do this work.

Risks/Discomforts

There are no anticipated risks associated with this study.

Confidentiality

While I cannot entirely guarantee confidentiality in this interview process, I will treat the information I gather from you as confidential and will not share it outside the confines of this project, except with Dr. Vicki Cassman and Patricia Young, who will also be involved in the project. While names and organizations may be used in descriptions of activities, pseudonyms will be used when describing the opinions of those interviewed. Interviewee's names and contact information will be archived, but stored separately from the recordings and transcripts. At the conclusion of the project, the interviewee's information, the original recording, and the transcripts will be transferred to a secure storage medium and kept in a secure offsite storage facility.

Rights & Compensation

Participation in research is completely voluntary. You can decline to answer any questions and are free to terminate the interview at any time. Whether or not you choose to participate in the research and whether or not you choose to answer a question or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

You will not be paid for taking part in this study.

If you have any questions or concerns about your rights or treatment as a research participant in this process, please contact Dr. Vicki Cassman at vcassman@udel.edu or (302) 831-8092.

If you have any questions or concerns about your rights as a research participant, you may contact the University of Delaware Institutional Review Board at hsrb-research@udel.edu or (302) 831-2137.

CONSENT

You will be given a copy of this consent form to keep for your own records.

If you agree to participate in this study, please sign and date below.

Your signature on this form means that: 1) you are at least 18 years old; 2) you have read and understand the information given in this form; 3) you have asked any questions you have about the research and the questions have been answered to your satisfaction; and 4) you accept the terms in the form and volunteer to participate in the study. You will be given a copy of this form to keep.

Printed Name of Participant

Signature of Participant

Date

_____	_____	_____
Person Obtaining Consent	Person Obtaining Consent	Date
(PRINTED NAME)	(SIGNATURE)	

CONSENT TO BE AUDIOTAPED

Please check the appropriate box and sign and date below.

_____ I AGREE to allow my interview to be audiotaped.

_____ I DO NOT AGREE to allow my interview to be audiotaped.

_____	_____	_____
Printed Name of Participant	Signature of Participant	Date

_____	_____	_____
Person Obtaining Consent	Person Obtaining Consent	Date
(PRINTED NAME)	(SIGNATURE)	

Appendix C
INTERVIEW GUIDE

1. How did you first become involved with this effort?
 - a. What was your role?
2. How did you prepare for your involvement with this effort?
 - a. Were there previous programs that were studied?
 - b. Were there any resources that were especially useful to you in the beginning?
3. What felt like the most important priority?
 - a. How, if at all, did this change over time?
4. Tell me about the students participating in the training programs?
 - a. How were they selected?
 - b. What were their qualifications?
 - c. How, if at all, did this change over time?
 - d. Would you have suggestions for where to draw students from otherwise?
5. What, if any, obstacles, did you encounter?
 - a. Did you encounter any language barriers?
 - b. Did translation services affect the program?
6. What, in your opinion, have been the greatest successes of the project so far?
 - a. What, if anything, about this work went the smoothest?

- b. Is there any particular contribution to the efforts that you would say you feel most proud of?
- 7. What was your experience interacting with other governments and organizations?
- 8. What other personnel did you work with on a day-to-day basis?
 - a. Local professionals?
 - b. Other museum professionals?
 - c. Project managers onsite or at a distance?
 - d. Other people you didn't expect to work with?
- 9. What were daily activities/schedules like?
 - a. Describe the process for obtaining materials?
- 10. Are you still involved with this effort? Why or why not?
- 11. How have you stayed in touch with anyone else involved with this effort?
- 12. How do you see this effort evolving?
- 13. What advice would you give to others doing similar work?
- 14. Are there any individuals that you worked with that you suggest I contact for an interview?
- 15. Any other experiences or thoughts you want to share about your work with this effort?
 - a. Was there anything you were surprised to learn?

Appendix D

IRAQI INSTITUTE FOR THE CONSERVATION OF ANTIQUITIES AND HERITAGE (IICAH) ARCHIVE, 2008-2017 FINDING AID

Collection Summary:

Creator: Taylor Pearlstein

Date of Creation: January 2018

Title: Iraqi Institute for the Conservation of Antiquities and Heritage Archive

Inclusive Dates: 2008-2017

Location: E.L. Quarantelli Resource Collection

Disaster Research Center

166 Graham Hall

University of Delaware

111 Academy Street

Newark, DE 19716

Contact Information:

General Inquiries: elq-resource@udel.edu

Mailing Address: Disaster Research Center

University of Delaware

111 Academy Street, Room 166
Newark, DE 19716-7399

Abstract:

The Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) Archive consists primarily of material related to the IICAH and some material related to the Oriental Institute's Chicago Center for Archaeological Heritage Preservation (CCAHP) at the University of Chicago. The primary documents are transcribed oral history interviews conducted by the archive creator with nine individuals involved with the IICAH and the CCAHP. The purpose of the archive was to document the creation and development of the IICAH over its first ten years. Documents related to administrative information, course information, funding, and publicity are also included to clarify and expand upon details discussed in the oral history interviews. The archive was created as part of an undergraduate senior thesis entitled *The Preservation of Memory: Archiving and Assessing the Mission to Protect Cultural Heritage in the Middle East*.

Extent:

Number of Items or Digital Files: 4 folders with 816 digital files

Number of Physical Files: 1 folder with printed copies of select material (41 documents)

Language of Materials:

Most of the records are in English. A few are in Arabic or Kurdish.

Administrative Information:

Processing Archivist: Pat Young, Resource Collection Coordinator, E.L. Quarantelli Resource Collection

Provenance:

Files related to the oral history interviews and some supporting documents provided by Taylor Pearlstein, the archive creator. Additional files regarding the IICAH provided by Dr. Vicki Cassman, Director of Undergraduate Studies in the Art Conservation Department at the University of Delaware.

Related Materials Note:

At the time of the archive's creation, the creator was not aware of any other similar archives with other institutions. However, they were made aware that other organizations were in the process of collecting and reviewing files for an archive, including the Smithsonian Institution. Suggested locations for further information regarding the IICAH include the Walters Art Museum, University of Pennsylvania, University of Arizona, and the US State Department's Bureau of Educational and Cultural Affairs.

Using the Collection:**Preferred Citation:**

[Title and date of item], Iraqi Institute for the Conservation of Antiquities and Heritage (IICAH) Archive, 2008-2017, Disaster Research Center, University of Delaware, Newark, DE

Restrictions on Access and Use:

To access this archive, a request must be sent to the University of Delaware's Disaster Research Center. For general inquiries and to schedule a visit to the Center or the Resource Collection, please contact elq-resource@udel.edu or 302-831-6618.

Redacted interview transcripts and supporting files are open to general research use.

The original audio recordings of the interviews, the unredacted interview transcripts, and related interview information require special permission, which will be given on a case-by-case basis. The decision is at the discretion of the Disaster Research Center. Potential future uses of the collection include researchers conducting longevity research and using this archive as a benchmark.

Disaster Research Center policies prohibit copying of any material in and to any format.

Collection Details:**Arrangement:**

The digital archive is arranged to include a separate folder for files with restricted access, a folder for files related to the oral history interviews, a folder containing a collection of published articles related to the IICAH and CCAHP found through the archive creator's own research, and a final folder containing files donated by Dr. Vicki Cassman. The files in the last folder outline the work of the IICAH and are organized by year and topic.

The physical folder contains hard copies of both the redacted and unredacted interview transcripts. It also contains other documents included in the Restricted

Access digital folder. All of the hard-copy files are also available digitally in the digital archive folders.

Additional Notes:

It should be noted that some of the files contained in the folder “Years” are drafts of documents that would later be published, sent, or submitted. The purpose of keeping these documents was to provide insight into the process for writing documents such as grant proposals and press releases.

Archive Inventory:

Digital Inventory:

Folders	Subfolders (Level 1)	Subfolders (Level 2)
IICAH Archive- Restricted Access	Interview Transcripts (No Redactions)	
	Oral History Interview Audio	
	Oral History Interview Key	
	Oral History Interview Paperwork	
	Oral History Interview Signed Consent Forms	
	Oral History Interview-Interviewer's Handwritten Notes	
	Research Email Correspondence	
Oral History Interviews	Interview Transcripts (Redacted)	
Relevant Online	Articles in Arabic	

Articles	Articles in Kurdish	
	Articles Related to IICAH People	
	Getty Conservation Institute	
	IICAH	
	Related Articles	
	Smithsonian	
	UNESCO	
	University of Arizona	
	University of Chicago	
	University of Delaware/Winterthur	
	US Government	
	Walters Art Museum	
	World Monuments Fund	
Years	IICAH Timeline	
	2009	Administrative
		Maintenance <ul style="list-style-type: none"> • Construction Plans • Photographs
	2010	Administrative
		Funding
	2011	Administrative <ul style="list-style-type: none"> • Advisory Council • Board of Directors
		Course Information
		Funding
	2012	Administrative <ul style="list-style-type: none"> • Advisory Council • Archaeology Subcommittee • Faculty & Instructors
		Course Information <ul style="list-style-type: none"> • Course Reports

		Funding
		Publicity <ul style="list-style-type: none"> • Articles • Blog Posts • Posters • Press Releases
	2013	Administrative <ul style="list-style-type: none"> • Advisory Council • Budget • Correspondence • Miscellaneous • State Board of Antiquities & Heritage
		Course Information
		Funding
		Miscellaneous
		Photographs
		Publicity <ul style="list-style-type: none"> • Articles • Brochure
	2014	Administrative <ul style="list-style-type: none"> • Advisory Council • Budget
		Course Information <ul style="list-style-type: none"> • Course Reports
		Funding
		Publicity <ul style="list-style-type: none"> • Articles • Photographs
	2015	Administrative <ul style="list-style-type: none"> • Advisory Council • Correspondence • Resumes
	2016	Administrative <ul style="list-style-type: none"> • Advisory Council

		Course Information
		Miscellaneous <ul style="list-style-type: none"> ▪ Koya University
		Publicity
	2017	Administrative <ul style="list-style-type: none"> ▪ Advisory Council
		Funding

Physical Inventory:

Folder	Contents
(Contact drc-mail@udel.edu for more details)	Interview Transcripts (No Redactions)
	Interview Transcripts (Redacted)
	Oral History Interview Key
	Oral History Interview Paperwork
	Oral History Interview Signed Consent Forms
	Oral History Interview-Copy of Interviewer's Handwritten Notes

Appendix E

IICAH STUDENT STATISTICS THROUGH 2013

University of Delaware Academic Programs at
The Iraqi Institute for the Conservation of Antiquities and Heritage
Annual Statistics at a Glance - Last Updated 29 December 2013

Provinces Represented	Number of Students						Total	Province
Province	2009-10	2011	2012	2013	2014	2015	All Yrs	Province
Baghdād (بغداد)	22	2	1	8			33	Baghdād (بغداد)
Salāh ad-Dīn (صلاح الدين)	0	0	1	1			2	Salāh ad-Dīn (صلاح الدين)
Diyālā (ديالى)	1	0	0	0			1	Diyālā (ديالى)
Wāsit (واسط)	1	0	0	1			2	Wāsit (واسط)
Maysān (ميسان)	1	0	0	0			1	Maysān (ميسان)
Al-Basrah (البصرة)	0	0	1	0			1	Al-Basrah (البصرة)
Dhī Qār (ذي قار)	1	0	0	0			1	Dhī Qār (ذي قار)
Al-Muthannā (المثنى)	1	0	0	2			3	Al-Muthannā (المثنى)
Al-Qādisiyyah (القادسية)	0	0	0	0			0	Al-Qādisiyyah (القادسية)
Bābil (بابل)	0	0	2	5			7	Bābil (بابل)
Karbalā' (كربلاء)	0	0	1	0			1	Karbalā' (كربلاء)
An-Najaf (النجف)	1	0	2	0			3	An-Najaf (النجف)
Al-Anbar (الأنبار)	2	0	0	1			3	Al-Anbar (الأنبار)
Nīnawā (نينوى)	10	2	2	2			16	Nīnawā (نينوى)
Duhok (دهوك)	0	0	0	0			0	Duhok (دهوك)
Arbil (اربيل) Includes Soran	13	11	14	18			56	Arbil (اربيل) Includes Soran
Kirkuk (or At-Ta'mim) (الكاظمين)	1	1	2	1			5	Kirkuk (or At-Ta'mim) (الكاظمين)
As-Sulaymāniyyah (السليمانية)	9	2	2	1			14	As-Sulaymāniyyah (السليمانية)
							89%	Percent of All Iraqi Provinces Represented by Students

Gender	2009-10	2011	2012	2013	2014	Total	% of Total
Females	25	8	13	18		64	43%
Males	38	10	15	22		85	57%

Origin of Students	2009-10	2011	2012	2013	2014	Total	Ratio	
Federal Iraq	41	5	12	21		79	5.27	per province (15 provinces)
KRG	22	13	16	19		70	23.33	per province (3 provinces)
All Iraq	63	18	28	40		149	8.28	per province (18 provinces)

Number of Graduates	2009-10	2011	2012	2013	2014	Total
Total # of Students	63	18	28	40		149
Total Graduated	54	18	21	32		125
Ratio	86%	100%	75%	80%		84%

Figure 46 Annual statistics. Source: "Iraqi Institute for the Conservation of Antiquities and Heritage Review of Program Curricula 2009-2013, Addendum H." IICAH Archive.

Appendix F

LIST OF ORGANIZATIONS, COUNTRIES & ADDITIONAL INDIVIDUALS INVOLVED

Organizations*	Funding Sources*	Potential Contacts for Future Interviews*	Countries (Including locations of visiting lecturers)*
<ul style="list-style-type: none"> University of Delaware University of Pennsylvania University of Arizona Walters Art Museum Smithsonian Institution Winterthur Museum, Garden & Library World Monuments Fund National Parks Service US State Department, Bureau of Educational and Cultural Affairs International Relief and Development Kurdistan Regional Government and Prime Minister Iraqi State Board of Antiquities and Heritage Erbil Governor's office 	<ul style="list-style-type: none"> Andrew W. Mellon Foundation Getty Foundation/Getty Conservation Institute Prince Claus Fund National Endowment for the Humanities Bank of America US Embassy, Baghdad US State Department, Bureau of Educational and Cultural Affairs Erbil Province General Electric Leon Levy Foundation Kurdistan Regional Government and Prime Minister Iraqi State Board of Antiquities and Heritage JM Kaplan Foundation Linda Noe Laine Foundation Walters Art Museum, Elisabeth Packard Education Fund Hollings Center for International Dialogue International Institute for Conservation 	<ul style="list-style-type: none"> Gouhar Shemdin Dr. Abdullah Khorsheed Katharyn Hanson Nancy Odegaard Brian Rose Tim Whalen Donna Strahan Kent Severson Gary Vikan Kim Cullen Cobb Rae Beaubien Cory Wegener Vian Rasheed Shukran Salih 	<ul style="list-style-type: none"> United States of America Iraq Turkey Italy Egypt Malaysia Belgium Greece The Netherlands Czech Republic Ireland Jordan Canada

<ul style="list-style-type: none"> • UNESCO • Italian ministry for Cultural Heritage Activities 	<ul style="list-style-type: none"> • American Institute for Conservation of Artistic and Historic Works • University of Delaware • Winterthur Museum, Garden & Library • Walters Art Museum • University of Arizona • University of Pennsylvania 		
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*Listed in no particular order.

Appendix G

IICAH COURSES WITH UNIVERSITY OF DELAWARE, 2009-2013

2009-2010	
Course Name	Date
Collections Conservation Management Course 1, Modules 1, 3	October 17, 2009-June 10, 2010
Historic Preservation Course 1, Modules 1, 2	March 14, 2010-July 29, 2010
Collections Conservation Management Course 2, Modules 1, 3	July 10, 2010-December 30, 2010
Historic Preservation, Course 2, Modules 1, 2	August 8, 2010-December 16, 2010
Islamic Manuscripts Block (part of the Collections Conservation Management Course 2, Module 3)	November 21-December 2, 2010
3D Laser Scanning technologies (Preservation Short Course)	November 22-25, 2010
Disaster Planning for Museums (Conservation Short Course)	December 5-9, 2010

2011	
Course Name	Date
Preventive Conservation for Museums and Archaeology, Modules 1, 3	May 8, 2011-December 20, 2011
Advanced Laboratory Conservation for Museums and Archaeology, Modules 1, 3	May 8, 2011-December 20, 2011

2012	
Course Name	Date
Preventive Conservation for Museums and Archaeology, Modules 1, 3	February 19, 2012-November 11, 2012
Advanced Laboratory Conservation for Museums and Archaeology, Modules 1, 3	February 19, 2012- November 11, 2012
Introductory Architectural Site Conservation, Module 1 (of 2)	September 2, 2012-October 24, 2012

2013	
Course Name	Date
Advanced Laboratory Conservation for Museums and Archaeology, Modules 1, 3	January 6, 2013- October 10, 2013
Preventive Conservation for Museums and Archaeology, Modules 1, 3	January 6, 2013-October 10, 2013
Introductory Architectural Site Conservation, Module 2 (of 2)	January 6, 2013-March 14, 2013
Archaeological Site Preservation Course 1	April 28, 2013-July 4, 2013
Archaeological Site Preservation Course 2	October 20, 2013-December 19, 2013

Appendix H

EXCERPT OF IICAH STUDENT FEEDBACK FROM COURSE REPORT, 2009-2013

2. What parts of your educational experience at the IICAH are you finding most useful in your job?

Ameera [REDACTED] *I am now working in inspection and detection therefore do not need the information from lectures that were taken at the institute. But I profited so much from studying in the institute, especially in treatment of traces (very fragile artifacts uncovered during burial) because I participated with staff of archaeology college (Mosul University) for three seasons of excavation in Tel Qyunjik (Assyrian Capital), we found traces and treated them locally and then transported to main laboratory in spite of little materials, and I trained the students of archaeology college (Mosul University) about traces excavation, treatment and protection.*

Naska [REDACTED] *The description of Erbil Qaysary (Bazar) and using total station where the most useful parts in that course.*

Nyaz [REDACTED] *Conservation and excavation and GIS.*

Jassim [REDACTED] *I got a benefit from studying pottery, so I did some archaeological detections and I collected some ceramics which I had no idea about before, but now I know them well.*

Ahmed [REDACTED] *Step up somewhat experience in reading maps.*

Dhafer [REDACTED] *How to deal with artifact; scientific sequence; advance planning to study the ancient buildings; maintain full scientific and handle each stage.*

Diman [REDACTED] *All topics thrown in the Institute's important to me, and I used in my work.*

Dived [REDACTED] *Maintenance of metals and methods of keeping holdings in the storage and also the English language.*

Joseph [REDACTED] *I think that all the lessons were useful in my job.*

Lawin [REDACTED] *Using total station in the excavation.*

Mohamed [REDACTED] *How to put a plan to deal with artifacts. All useful scientific information. Practical projects. Prepare a good plan to save artifacts in the storage.*

Mohammed [REDACTED] *In addition to processing the pieces also learned to think and find alternative solutions for the treatment of archaeological pieces and that's what I learned from the Institute and applies them now in my field.*

Nihaya [REDACTED] *All topics thrown in the Institute's important to me, especially lectures process for textile, ivory, as well as lecture about how the rules of artifacts.*

Rezhna [REDACTED] *Conservation of pottery.*

Saad [REDACTED] *Institute [played] a big role in the development of my information and I gained archaeological experience. One of the most important topics is the ways of keeping the archaeological pieces and in situ treatment during the transfer of parts of the site to the laboratory.*

Sara [REDACTED] *Yes for sure. Because it is the first time considering ways to maintenance in the province and this is an important point.*

Zaid [REDACTED] *Institute played a big role in the development of my information and gain experience in archaeology. One of the most important topics is the ways of keeping the archaeological pieces and in situ treatment during the transfer of parts of the site to the laboratory.*

Zeina [REDACTED] *All topics I get at IICAH are very useful for me, especially excavation, lifting, facing of the artifacts from the site and practice in the laboratory such as chemistry, cleaning objects, treatment, photographic and the ways of backing.*

Hanan [REDACTED] *I have taken advantage of most of the education experience.*

Figure 47 Student evaluations on architecture and archaeological preservation programs. Source: "Iraqi Institute for the Conservation of Antiquities and Heritage Review of Program Curricula 2009-2013, Addendum I." IICAH Archive.

Appendix I

COURSE CURRICULUM OVERVIEWS

The Iraqi Institute for the Conservation of Antiquities and Heritage
Architectural and Site Conservation Program
Course 2: Architectural Site Conservation (Introductory and Advanced Levels)
Curriculum Overview

Course Description

Courses in Architectural Site Conservation (ASC) provide students with an education in the theoretical and practical aspects of preserving built heritage. The eighteen-week course is divided into two modules of classroom instruction at the Iraqi Institute, and one week for a practicum project that individual students carry out in the field. The introductory class accepts up to 12 students, and the advanced class accepts up to 5 students. The same topics are taught to both introductory and advanced level students (in different classes); advanced courses provide more information and depth than the introductory level.

Module 1. The first module of the ASC Course introduces the theoretical framework of architectural conservation, and provides practical field experience in the documentation of historic buildings and structures. Students begin the Module with an introduction to computer skills for research and presentation. In the first Module, students receive instruction in the history of architectural conservation, as well as the legal and policy frameworks for international conservation work. Students will also have the opportunity to learn how to conduct photographic documentation of existing buildings and structures to record their condition and document conservation efforts. Finally, students completing the first module will have an understanding of the basic approaches to documenting built heritage using measured drawings and research methodologies. The students are then asked to apply their newly learned skills in identifying and evaluating heritage to a one-week practicum project using a site in Erbil.

Module 2. The second module of the ASC Course introduces students to the concepts of basic stabilization treatments for historic buildings and structures, and the concepts of comprehensive site management for heritage sites. At the end of this module, students will understand the structures, systems, and materials of traditional architecture. They will be able to identify agents of deterioration in materials and causes of structural failure. Students will learn emergency stabilization techniques for heritage buildings, and methods to prevent further damage and deterioration through site protection efforts. Comprehensive site management strategies are discussed as the final topic of the module, pulling together all other ideas and lessons from the whole of the ASC Course.

English. Students also attend English language each day that they attend conservation classes.

At the end of the ASC Course, students will have the skills to:

- conduct library and internet research on architectural conservation topics;
- understand the legal and policy frameworks of international conservation;
- utilize standard terminology for architectural conservation projects;

- appropriately identify and evaluate the significance of a historic building;
- document historic buildings using measured drawings and photographs;
- understand the basic materials and systems of historic buildings;
- identify causes of deterioration and decay in historic buildings;
- recommend basic emergency stabilization procedures for historic buildings, and
- recommend the initial steps required to plan for future evaluations and treatments of historic buildings and sites.

ASC Course 2 Curriculum, Listed by Block Topic:

ASC Intro Course 2, Module 1 Block Topics	Block start	Block End
Introduction to Architectural and Site Conservation / Computer Skills	18-Aug-13	22-Aug-13
History and Policy Frameworks of Architectural and Site Conservation	18-Aug-13	29-Aug-13
Introduction to AutoCAD	25-Aug-13	5-Sep-13
Photo-Documentation for Architectural Site Conservation	1-Sep-13	5-Sep-13
Architectural Site Documentation	8-Sep-13	10-Oct-13
Local Practicum Project	6-Oct-13	10-Oct-13
ASC Intro Course 2, Module 2 Block Topics	Block start	Block End
Review and Presentation of Practicum Projects	20-Oct-13	20-Oct-13
Building Structures and Systems	20-Oct-13	31-Oct-13
Intro to Conservation Science	3-Nov-13	7-Nov-13
Intro to Materials: mud and fired brick, and stone	10-Nov-13	21-Nov-13
Field Techniques: Emergency Stabilization	24-Nov-13	5-Dec-13
Comprehensive Site Management	8-Dec-13	17-Dec-13
Finalize Portfolios	18-Dec-13	19-Dec-13
Final Presentations and Graduation	19-Dec-13	19-Dec-13

Course Facilitators

Mr. Brian Michael Lione (Washington DC, USA)
 Director, Architectural and Site Conservation Programs
 University of Delaware, Institute for Global Studies
 Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq

Mr. Aram [REDACTED] (Erbil, Kurdistan Region of Iraq)
 Master Trainer, Architectural and Site Conservation Program
 Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq

Mr. Fadhil [REDACTED] (Mosul, Iraq)
 Master Trainer, Architectural and Site Conservation Programs
 Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq

Visiting Lecturers: Up to ten international experts will serve as visiting lecturers for specific topics and courses.

Figure 48 Architectural Site Conservation (Introductory and Advanced) curriculum overview 2013. Source: IICAH Archive.

The Iraqi Institute for the Conservation of Antiquities and Heritage
Conservation and Collections Care Program
Year 2 (Advanced): Laboratory Conservation for Archaeology and Museums
2013 Curriculum Overview

Course Description

This second-year course in conservation of moveable heritage continues education in the theoretical and practical aspects of conservation of artifacts and collections. Students must be nominated from the Year 1 course. The program is designed to build and reinforce technical skills set within a broader understanding of the academic field of conservation and its international community. The thirty week course is divided into three modules, each with eight weeks of classroom instruction at the Iraqi Institute and two weeks for a practicum project that individual students carry out at home.

Module 1. In this Module, returning students review information gained during the first year. They produce a first condition and treatment proposal for an object made from a material studied in the first year and have this proposal discussed and critiqued until it is of international standard. They practice discussing treatments with stakeholders and researching materials, technology and treatments. As a group they develop an environmental monitoring plan for the Institute building and begin the monitoring process that will take place throughout the year. They practice conservation and documentation and begin treatments with materials depending on the expertise of the lecturers visiting during this module. They practice photographic skills and learn how to take quality photographs of difficult materials (large, shiny). They learn how to take better candid shots of people at work to improve images for presentation and advocacy.

Module 2. Students continue to practice the conservation process and learn new treatment skills for different materials based on the expertise of the visiting lecturers. Group and individual treatments are carried out during the module under the supervision of visiting lecturers. They research a small topic on the internet and present their findings in English. They upgrade and improve their portfolios and have them critiqued so that they can continue to improve them for final presentation. Students collect data from their environmental monitoring project and learn the importance of evaluation of data for making improvements. They adapt the program and reset the monitoring equipment.

Module 3. In this final module students practice the conservation process with additional materials and gain confidence and skills with tools, equipment and techniques. More group and individual treatments are carried out and documented under the direction of visiting lecturers. Students learn new techniques for simple mounts and improve skills for ensuring preservation of artifacts on exhibit. They learn techniques for packing including soft packing and crating to ensure preservation of artifacts during transport. They finalize the environmental monitoring project and make recommendations to the Board of Directors on needed changes and improvements to the building. Students finalize their portfolio for presentation in an end-of-the year public open house.

English. Students also attend English language each day that they attend conservation classes.

At the end of the Year 2 (Advanced) Conservation Course, students will have the skills to:

- know how to carry out a conservation project with full documentation
- understand the scientific method and use it to make conservation treatment decisions
- know how to carry out basic treatments for textiles, metals, ceramics, stone, ivory, bone and other materials as available
- develop and carry out an environmental monitoring plan over a full year
- know how to create basic mounts to safely exhibit artifacts

- understanding how to safely pack artifacts for transport
- use and understand information about conservation through published literature and the Internet
- have skills to make them advocates for conservation after they leave the Iraqi Institute
- carry out a discussion about conservation in English

Conservation Year 2 Curriculum, Listed by Block Topic:

Conservation Year 2 (Advanced), Module 1, 2013 Block Topic	Block Start	Block End
Introduction to Laboratory Conservation	6 Jan	10 Jan
Conservation Treatments: Getty Started	13 Jan	17 Jan
Advanced Technical and Scientific Skills for Conservation	20 Jan	31 Jan
Advanced Photography for Conservation Part 1	3 Feb	7 Jan
Developing and Environmental Monitoring Plan	10 Feb	14 Jan
Conservation of Ivory and Bone	17 Feb	21 Jan
Advanced Photography for Conservation Part 2	24 Feb	28 Jan
Home Practicum	3 Mar	14 Mar

Conservation Year 1 (Advanced), Module 2, 2013 Block Topic	Block Start	Block End
Review and Presentation of Practicum Projects	7 Apr	11 Apr
Conservation of Textiles	4 Apr	2 May
Conservation of Metals	5 Apr	6 May
Treatment Week	19 Apr	3 May
Storage and Analysis of Human Remains	26 May	30 May
Home Practicum Project	2 Jun	13 June

Conservation Year 1 (Advanced), Module 3, 2013 Block Topic	Block Start	Block End
Review and Presentation of Practicum Projects	18 Aug	22 Aug
Conservation Treatments for Inorganics	25 Aug	19 Sept
Packing and Basic Mountmaking for Artifacts	22 Sept	10 Oct
Finishing Treatments and Finalizing Portfolios	13 Oct	24 Oct
Final Presentations and Graduation	27 Oct	

Primary Instructors

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Visiting Lecturers

Up to ten visiting lecturers will be utilized for different topics throughout the year.

Figure 49 Conservation and Collections Care (Advanced) curriculum overview 2013. Source: IICAH Archive.

Course: Fundamentals of Conservation of Iraqi Cultural Heritage

Dates: Module 1: February 21 – March 17

Module 2: April 17 – June 2

Module 3: July 10 – August 25

Location: Iraqi Institute for the Conservation of Antiquities and Heritage, Erbil, Iraq

Supervisory Instructors: Brian Lione and Jessica S. Johnson

Offered by: Smithsonian Institution

Course Outline

Goals: To provide fundamental knowledge and skills in global heritage conservation to prepare students to protect and promote Iraqi museum collections, heritage buildings and archaeological sites.

Description

The course is a highly practical program which will include daily practical projects in force both theoretical and practical components. Information is obtained through lectures, demonstrations, brainstorming in small groups, assembling of ideas, presentation and discussion. The teaching approach fosters team-building and mutual understanding.

At the end of the course students will have a portfolio of projects and information that can be used to share their new knowledge with others to expand the influence of the program with others in the Iraq heritage community.

Learning Outcomes: At the end of this 18 week course students will:

- have a knowledge and understanding of the international heritage community
- know the international laws, policies and standards that are the basis for heritage conservation
- have knowledge of basic laboratory safety.
- have a basic understanding of the materials found in Iraqi museum collections
- understand the agents of deterioration and how to use monitoring to identify problems
- have a knowledge of risk assessment and disaster preparedness, salvage, and temporary storage for collections and architecture
- have better skills in project planning, teambuilding and monitoring projects
- be able to do documentation and condition assessment of archaeological sites and artifacts
- be able to do a basic measured drawing of architecture

- be better prepared to acquire more specialized skills in museum conservation, archaeological site management and architectural conservation through future training opportunities.

Course Topics

Module 1 (4 weeks) January 31 – March 10

Block 1 (Week 1) Introduction to Heritage Conservation. *Lione and Johnson*

Block 2 (Week 2) Laboratory Safety and Agents of Deterioration. *Johnson*

Block 3 (Weeks 4 and 5) Photography for Heritage Conservation. *Sebastian Meyer (USA / UK)*

Home Practicum

Module 2 April 17 – June 2

Block 1 (Week 1-3) Basics in Heritage Materials. *Rae Beaubien (USA) and Johnson (Week 1-2)*

Block 2 (Week 4) Risk Assessment, Disaster Preparedness. *Abdelhamid Sayed (Egypt) and Cori Wegener (USA; also SI co-PI)*

Block 3 (Week 5) Disaster Recovery for Artifacts. *Sayed*

Block 3 (Week 6) Building Stabilization after Disaster. *Alaa Al-Habashi (Egypt)*

Block 4 (Week 7) Measured Drawings for Documentation. *Al-Habashi*

Home Practicum

Module 3 July 10 – August 24 Documentation Skills

Block 1 (Week 1-3) Documentation Skills for Artifacts. *Beaubien (USA)*

Block 1 (Week 1-3) Documentation Skills for Archaeological Sites. *Katharyn Hanson (USA) and Jessica Giraud (France, Week 1-2)*

Block 3 (Week 7) Final Portfolio Preparation and Graduation. *Johnson and Hanson*

August 25th is graduation day for the FHC program.

Figure 50 Fundamentals of Conservation curriculum overview 2016. Source: IICAH Archive.