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Taking stock of interdisciplinarity as it nears its century mark, the *Oxford Handbook of Interdisciplinarity* constitutes a major new reference work on the topic of interdisciplinarity, a concept of growing academic and societal importance.

Interdisciplinarity is fast becoming as important outside academia as within. Academics, policy makers, and the general public are seeking methods and approaches to help organize and integrate the vast amounts of knowledge being produced, both within research and at all levels of education.

The *Oxford Handbook of Interdisciplinarity* provides a synoptic overview of the current state of interdisciplinary research, education, administration and management, and problem solving-knowledge that spans the disciplines and interdisciplinary fields, and crosses the space between the academic community and society at large. Its 37 chapters and 14 case studies provide a snapshot of the state of knowledge integration as interdisciplinarity approaches its century mark.

This groundbreaking text offers by far the most broad-based account of inter- and transdisciplinarity to date. Its original essays bring together many of the globe's leading thinkers on interdisciplinary research, education, and the institutional aspects of interdisciplinarity, as well as extended reflections on how knowledge is integrated into societal needs.

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Editorial Review

Review

This book, with chapters contributed by leading experts from multiple networks and organisations, takes science integration a stage further by reporting on the extensive work which has been done in recent years to organise and integrate knowledge in the sciences, social sciences and humanities ... It should prove a useful source of information for those keen to foster consensus building and networking in national and international political affairs. Chemistry World

About the Author

Robert Frodeman is Professor of Philosophy in the Department of Philosophy and Religion Studies at the University of North Texas. He specializes in environmental philosophy, science policy, and questions concerning interdisciplinarity. Holder of advanced degrees in philosophy (a PhD, from Penn State) and geology (a masters from the University of Colorado), he has held positions at the University of Texas, the University of Tennessee, and the University of Colorado. He served as a consultant for the US Geological Survey for eight years, was the 2001-2002 Hennebach Professor of the Humanities at the Colorado School of Mines, and was an ESRC Fellow at Lancaster University in England in the spring of 2005. He is the author of *Geo-Logic: Breaking Ground between Philosophy and the Earth Sciences* (2003), and co-editor of the *Encyclopaedia of Environmental Ethics and Philosophy* (2008). He is founding Director of UNT's Center for the Study of Interdisciplinarity.

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Carl Mitcham is Professor of Liberal Arts and International Studies and Director of the Hennebach Program in Humanities at the Colorado School of Mines. He is also a faculty member of the European Graduate School and has held visiting appointments in Spain and the Netherlands. His major publications include *Thinking through Technology: The Path between Engineering and Philosophy* (1994) and the four volume *Encyclopedia of Science, Technology, and Ethics* (2005).

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