

As Dow notes, the “conflict between archivists and dealer/collectors comes down to a matter of perspective,” and she devotes an enlightening chapter examining the different perspectives and theoretical backgrounds of each group. She then creates a series of 17 case studies based on actual events and hypothetical situations, offering questions for consideration for each case, along with advice on how each case should be approached.

The volume concludes with a chapter on avoiding conflict and replevin, reminding archivists to adhere to archival best practices for security and documentation of their collections. Finally, she wraps up with advice on how to avoid replevin and, if it becomes necessary, how best to approach a replevin case.

This book does an admirable job of illustrating many aspects of a complicated legal situation, providing archivists, collectors, and dealers with insight, analysis, and practical advice. Well-written and to the point, this volume is highly recommended for archivists and dealers alike. —
Gene Hyde, Radford University.

Interdisciplinarity and Academic Libraries. Eds. Daniel C. Mack and Craig Gibson. Chicago: Association of College and Research Libraries, 2012. 238p. alk. paper, \$62 (ISBN 9780838986158). LC2012-018651.

It is not often that one encounters a collection of essays so thoroughly aligned in their approach and perspective as to merit reading the collection from cover to cover; yet such is the nature of this recently published collection in ACRL's Publications in Librarianship series (no. 66). Edited by Daniel C. Mack, Head of the George and Sherry Middlemas Arts Humanities Library at Penn State, and Craig Gibson, Associate Director for Research and Education at the Ohio State University, this work brings together 14 authors from across the landscape of academic librarianship, including administrators, department heads, catalogers, technologists, reference and instruction

librarians, subject specialists, and professors of library science. Each author brings his or her unique perspective to the effects that interdisciplinary work has wrought on higher education and, specifically, academic libraries; and each essay seemingly builds upon the foundation laid by those that came before it, a credit to the editors' choice of organization.

Mack introduces the collection by defining interdisciplinarity and its related work: multidisciplinary, cross-disciplinarity, and transdisciplinarity. A number of significant factors have led to the rise of interdisciplinary work in higher education and thus merit the importance of forming this collection of essays, namely: the internationalization of the academy, the increasingly global perspective of the university, the growth and proliferation of external partnerships, the conglomeration of electronic resources across disciplines, the evolution of search and retrieval systems that must account for multiple approaches to knowledge management, the rise of born-digital materials and cloud computing, and, perhaps most important, the desire of institutions of higher education to solve the world's “grand problems.”

The first two chapters discuss the inherent nature of academic disciplines and how interdisciplinarity rises within them. Roberta J. Astroff (Chapter 1) focuses on many of the policing functions (such as epistemological, administrative) that keep disciplinary boundaries in check. Jean-Pierre V.M. Herubel (Chapter 2) continues this discussion with a concentrated examination of specific fields of knowledge and the interdisciplinary turn those fields took in recent decades.

Each of the following chapters inspects a specific aspect of library work and the effect interdisciplinarity has had on each. Jill Woolums (Chapter 3) looks at scholarly communication—the players, the opportunities, and the threats—and concludes with a list of roles for librarians in the new scholarly landscape. In Chapter 4, Ann Copeland discusses “the

artisan activities of cataloging, classifying, and creating authorized headings" in light of the need for experts who can effectively navigate the quickly changing information environment that interdisciplinary work generates and requires. Continuing the conversation of the role of technical services, Gretchen E. Reynolds, Cynthia Holt, and John C. Walsh (Chapter 5) report the findings of their survey of academic librarians' perspectives on interdisciplinarity and the effects it has had on collection development, including a case study conducted at George Mason University Libraries. Dan Hazan (Chapter 6) takes a brief step back in time to examine the rise of area studies, a forerunner to interdisciplinary studies that shares many of its origins, challenges, and needs. In Chapter 7, Mark Dahl scans a number of digital collections, emphasizing the various technological, creative, and informational needs that digital scholarship requires, and highlights the potential role of the library in fulfilling these needs. Evelyn Ehrlich and Angela Carreño (Chapter 8) focus on the role of the subject librarian and outline what they see as two distinct phases of effects originating from the interdisciplinary turn in higher education. Notably, they conclude with an appendix of ideas for how subject librarians can leverage library services toward the ends of interdisciplinary work. In Chapter 9, Maralyn Jones succinctly defines her chapter as an answer to librarians asking themselves, "How should I teach interdisciplinary research to maximize critical thinking and information literacy?" Jones provides a list of resources, tools, and tips for librarians seeking to educate themselves in interdisciplinary methods. Finally, Johann van Reenan and Kevin J. Comerford (Chapter 10) conclude the main body of essays with a look at specific interdisciplinary centers, collaborative data initiatives, and centers of excellence and the role of the library in each.

Craig Gibson brings all these chapters to a close by examining trends within the academy and outlining six possible char-

acteristics of its future. As he and other authors in this volume have noted, the future of higher education and the effects that interdisciplinary work will bring about are far from certain, but the library can begin the work of laying the foundation for what will certainly be a change in the view of knowledge itself. As Gibson notes: "If the library can demonstrate that how it organizes itself and its services makes a difference in addressing [big challenges], it will become the essential partner that its strategic plan advocates." *Interdisciplinarity and Academic Libraries* is a volume created for those librarians and library leaders who seek to strategically shift the role of the academic library and recenter it as the heart of the research institution.—John M. Jackson, *University of Southern California*.

John Buschman. *Libraries, Classrooms, and the Interests of Democracy: Marking the Limits of Neoliberalism*. Lanham, Md.: Scarecrow Press, 2012. 239p. acid-free paper, \$65 (ISBN 9780810885288). LC 2012-010128.

Should library marketing and advertising be allowed in educational institutions or classrooms, and do policies grounded in the current political paradigm of neoliberalism advance the mission of libraries and democracy? These are the guiding questions that frame John Buschman's book, *Libraries, Classrooms, and the Interests of Democracy: Marking the Limits of Neoliberalism*. Neoliberalism, as Buschman quotes David Harvey (2007), is defined as the advancement of humanity "by the maximization of entrepreneurial freedoms within an institutional framework characterized by private property rights, individual liberty, unencumbered markets, and free trade." The author describes this book as an "extended meditation on the historical roots and connections between our educative institutions and democracy, on the entanglements of those institutions with commerce—and its most recent neoliberal instantiations, and on a selected set of resources within demo-