

**McMaster Divinity College**  
**Mark J. Boda, Ph.D.**  
**Professor of Old Testament**

**OT3XW3/5XW5**  
**Spring Semester 2024**  
**Online (asynchronous)**

### **Contact**

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Faculty Webpage: <https://mcmasterdivinity.ca/faculty-and-administration/mark-j-boda/>

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### **Description**

This course explores the theme and traditions of wisdom in the Old Testament as a catalyst for personal reflection and contemporary ministry. The focus will be on the OT books of Job, Proverbs, Song of Songs and Ecclesiastes as well as other texts that deal with the theme of wisdom elsewhere in the Old Testament. Giving attention to its original meaning within ancient Hebrew communities will unlock its riches for life today both individually and corporately. Attention will be given to historical context, rhetorical meaning, theological message and contemporary relevance.

Specializations: Biblical Studies (BS), Pastoral Studies (PS), Church & Culture (CC)

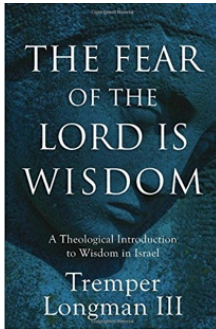
### **Purposes**

My mission in this course is to equip you with the necessary information, perspectives, and skills for using the Wisdom Literature and Tradition of the Old Testament in effective Christian ministry. My hope is that you will embrace these texts and traditions as relevant material for today and be moved by their themes to love God and people.

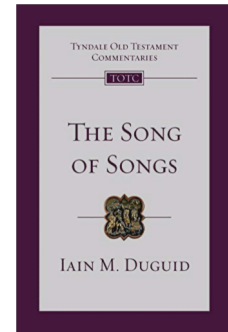
- ☐ **Knowing:** To know the content, literary structure, history, and theology of the books of Job, Proverbs, Song of Songs, Ecclesiastes and other key wisdom texts in the Old Testament as well as the relevance of these books to contemporary life.
- ☐ **Being:** To embrace wisdom literature as relevant material for today and be moved by its themes to love God, humanity, and creation in greater ways.
- ☐ **Doing:** To demonstrate proficiency in interpreting wisdom literature in its original context and in applying this literature to contemporary audiences.

## Textbooks

### Required:

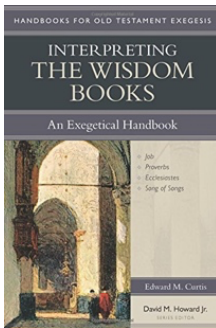


Longman, Tremper. *The Fear of the Lord Is Wisdom: A Theological Introduction to Wisdom in Israel*. Grand Rapids: Baker Academic, 2017. (ISBN: 978-0-8010-2711-6) Available in our Digital Theological Library at this link: <https://thedtl.on.worldcat.org/oclc/1001810024>.



Duguid, Iain M. *The Song of Songs: An Introduction and Commentary*. Tyndale Old Testament Commentaries volume 19. Downers Grove, Illinois: InterVarsity Press, 2015. (ISBN: 978-0-8308-4286-5)

Available in our Digital Theological Library at this link: <https://thedtl.on.worldcat.org/oclc/905349656>.



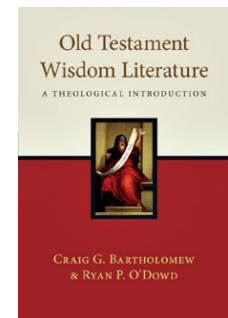
Curtis, Edward M. *Interpreting the Wisdom Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel Academic, 2017. (ISBN: 9780825442308) Available in our Digital Theological Library at this link: <https://thedtl.on.worldcat.org/oclc/1091008923>.

### Optional:

Bartholomew, Craig G., and Ryan O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*.

Downers Grove, IL: IVP Academic, 2011. (ISBN: 978-0-8308-3896-7)

Available in our Digital Theological Library at this link: <https://thedtl.on.worldcat.org/oclc/895661157>.



All required textbooks for this class are available from MDC's book service: the Hurlburt Family Bookstore (across from Cullen Hall). Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, ON M9W 6H3: Phone 416-620-2934; Text: 416-668-3434; Fax: 416-622-2308; Email: [books@readon.ca](mailto:books@readon.ca).

## Online Resources

We will be using **Avenue to Learn** for resources for learning, discussion boards, and submission of assignments.

<b>Schedule</b>				
<b>LM</b>	<b>Dates</b>	<b>Topic</b>	<b>Reading/Main Discussion</b>	<b>Group Discussion</b>
1	May 1-5	Orientation to Course	Resource: Boda-Delight of Wisdom Introductions.	No group discussion this week. Groups created at end of LM 1.
2	May 6-12	Orientation to OT Wisdom Literature	Resource: Video Lecture-Orientation to Wisdom Literature Reading: Prov 1:1-7; Ecclesiastes 12:8-14; Job 28; as well as Longman (Part 3, chs. 7-10; Part 4, chs. 11-13, pp. 109-214) AND/OR Bartholomew/O'Dowd (chs. 1-2, 10-12, pp. 19-46, 231-327)	Choose Exegesis Paper Passage as well as Biblical Wisdom and Parallel Reading Books for Parallel Reading (by end of this week)
3	May 13-19	Wisdom Themes in OT Narrative, Psalms and Prophecy	Resource: Video Lecture-Wisdom Themes in OT Narrative, Psalms, and Prophecy Reading: Psalm 37; Isaiah 28:23-29; Hosea 14:9; 1 Kings 3:4-15; as well as Longman (Part 2, chs. 4-6, pp. 63-108).	Preparing for Parallel Reading: provide progress update AND/OR Preparing for Initial Exploration of Paper Passage: provide progress update
4	May 20-26	Proverbs	Resource: Video Lecture-Orientation to Proverbs, Part 1&2 Reading: Proverbs 1-2, 9, 10, 31 in Bible Reading: Longman (ch. 1, pp. 5-25), optional: Bartholomew/O'Dowd (chs. 4, pp. 73-100)	Parallel Reading Presentation on Proverbs AND Initial Exploration of Paper Passage on Proverbs by Group Member(s)
5	May 27-June 2	Ecclesiastes	Resource: Video Lecture-Orientation to Ecclesiastes Reading: Ecclesiastes 1-3, 12 Reading: Longman (ch. 2, pp. 26-42); optional: Bartholomew/O'Dowd (chs. 8, pp. 188-209) Optional: Sermon on Ecclesiastes 3	Presentation on Ecclesiastes AND Initial Exploration of Paper Passage on Ecclesiastes by Group Member(s)
6	June 3-9	Job	Resource: Video Lecture-Orientation to Job, Part 1&2 Reading: Job 1-14, 28, 32, 38-42 Reading: Longman (ch. 3, pp. 43-62); optional: Bartholomew/O'Dowd (chs. 6, pp. 127-166) Optional Sermon on Job	Presentation on Job AND Initial Exploration of Paper Passage on Job by Group Member(s)
7	June 10-16	Song of Songs	Resource: Video Lecture-Orientation to Song of Songs, Part 1&2 Reading: Song of Songs 1-8 Reading: Duguid (Introduction, pp. 19-56) AND articles by Clarke/Dell on Song of Songs	Presentation on Song of Songs AND Initial Exploration of Paper Passage on Song of Songs by Group Member(s)
8	June 17-19	Conclusion	Work on Exegesis Paper: Optional Study Question session with Graduate Assistant	No group work

## Learning Opportunities

### OT3XW3 Credit

#### Reading

The textbook readings identified in the weekly overviews for this course must be read and recorded (there are at times options). Reading the textbooks and Bible as well as watching and listening to video lectures will be recorded each week at the beginning of your post to the discussion (see below). Since this is a presupposition of this course, a positive mark is not assigned to the reading, but there will be loss of grade as noted below.

#### Discussions 40%

*Main Discussion* (30%): These discussions will prompt response to coverage of the various sections of wisdom literature based on the resources of Video Lectures and reading. There will be an initial post (400-500 words) interacting with the resources and then responses to classmates (100-200 words).

*Group Discussion* (10%): Throughout the semester you will also work together in groups, discussing the wisdom literature we are working on in the Main Discussion that particular week. The group discussion will include discussions initiated by members of the group each week: during the week we cover one of the wisdom books one group member will present their work on the Parallel Reading Assignment (see below) and another group member will present their work on the passage they are studying for their Independent Exegesis Paper. The group member will post their work to the group forum during the week it is due (see below) and then group members must make comments AND ask at least a question (100-200 words). Then the person posting the work must respond to these comments and questions.

**•Format for Discussions:** The level of English typically decreases drastically on the Internet and you will have to remind yourself you are in a class environment. Submissions in this class should be written in acceptable English prose style with proper spelling, grammar, and punctuation. It is expected that you will use appropriate written communication format. In your responses to your classmates you **MUST ask a significant leading question** to move the reflection of your classmates deeper and move the discussion along. Class and group discussions will take place in forums. **Each week you will begin your post by noting that you have watched the required resources and/or read the required reading (textbook and/or Bible)**; failure to do so will result in reduction of half the grade for that discussion. Since timeliness is essential for our discussions, late posts will be reduced at the rate of a quarter of the grade each day.

**Hot Tip:** The key to a good mark on discussions is---

**Consistency** (regular interactions rather than all at the last moment)

**Relevancy** (speak to your classmates' contributions and move the discussion along by asking leading questions and gently challenging your colleagues to reflect further)

**Punctuality** (on time according to the schedule)

## Parallel Reading of Wisdom Literature with Contemporary Literature (20%)

In this learning experience you are required to read one wisdom book against the backdrop of a modern non-Christian work on its main theme. The purpose of this exercise is to strengthen your theological ability to bring the truth of the word of God and the grace of the gospel of Christ into our contemporary context. **The wisdom book you choose will not be the same as the one covered in your Individual Exegesis Paper (see \*\* below).** You will choose your topic for this paper in Learning Module 2. In this 5 page paper you will provide a general overview of both the biblical book as well as the modern book and then present points of similarity and dissimilarity between the two works. Resources used **must include** textbooks/lectures from the course but **may include** further academic resources (which align with the types of resources referenced in the Individual Exegesis Paper below, thus no older or online resources except as allowed). Your choice of modern non-Christian book must be approved by the professor and must entail at least 150 pages of reading (you can read a section of the book if it is too long and that section can be treated on its own). An example of this assignment is available in the Course Information Center.

- ☐ **Proverbs:** Modern work on successful living or leadership
  - ☐ **Song of Songs:** Modern work on sexual relationships or intimacy
  - ☐ **Ecclesiastes:** Modern work of philosophy or search for meaning in life or work
  - ☐ **Job:** Modern work on suffering or the limits of human knowledge
- \*\*If you do Job for Individual Exegesis Paper, do Parallel Reading on Proverbs,  
\*\*if you do Proverbs for Individual Exegesis Paper, do Parallel Reading on Song of Songs  
\*\*if you do Song of Songs for Individual Exegesis Paper, do Parallel Reading on Ecclesiastes  
\*\*if you do Ecclesiastes for Individual Exegesis Paper, do Parallel Reading on Job

This paper will be presented to your **Group** during the week we cover the Wisdom Book which is your focus. You will post your paper to the Group Discussion that week as well as hand it in to Assignments under Parallel Reading. Your groupmates will read your paper and provide feedback with questions and deep comments. You will then answer these questions and respond to these comments during that week.

**Rubric:** Follow the Rubric available in Avenue 2 Learn

**Format:** See below under Format and Evaluation

**Value:** 20%

**Submission:** PDF with student's last name in first position of file name submitted to Avenue 2 Learn

**Due Date:** according to the date chosen for your presentation in the Group Discussion (submit to the Group Discussion as well as to the Assignments, the latter for marking purposes)



## Individual Exegesis Paper (40%)

By the end of the semester, you will complete a exegesis paper (15-20 pages double spaced) on a particular Old Testament Wisdom passage. In this paper, you will provide an interpretation based on the methodology provided by Curtis: *Interpreting the Wisdom Books: An Exegetical Handbook*. You will **note on the cover page** of your paper how much of this book you have read (failure to note or do this reading will result in a loss of 10% of the grade). For the format of this paper, see the Format section below. Your research on this passage must draw on a **minimum** of 10 books/articles beyond the textbooks for the class. These books/articles **must** reflect recent research (after 1990, best after 2000). This requirement does not include ancient sources used (Josephus, Qumran) or Bibles, Versions, Study Bibles, Bible Dictionaries (or other reference works), but rather elongated treatments of your biblical text or book with special focus on the best recent commentaries. Internet resources are normally NOT acceptable for seminary level papers and must be approved by the professor (of course, journal articles/books available through the Library or through the Digital Theological Library and ATLA/EBSCOHost are acceptable). Avoid online sites with commentary as well as old commentaries available on the web or in Bible Word Programs like Matthew Henry (1708-10), Lange's (1865-80), Calvin (1500s), Jamieson Fausset Brown commentary (1871), Gill's exposition of entire Bible (1746-1763), Geneva Study Bible (1560), Cambridge Bible for schools (1882), Pulpit commentary (1800s), Keil and Delitzsch commentary (1800s), etc. You will choose your passage for this paper in Learning Module 2.

Select a passage within your groups from the following list: **remember that this choice will impact your choice for the Parallel Reading assignment described above.**

- ☐ Job 26:1-14 (Proverbs for your Parallel Reading Project)
- ☐ Job 35:1-16 (Proverbs for your Parallel Reading Project)
- ☐ Proverbs 3:21-35 (Song of Songs for your Parallel Reading Project)
- ☐ Proverbs 25:1-15 (Song of Songs for your Parallel Reading Project)
- ☐ Song of Songs 2:14-3:11 (Ecclesiastes for your Parallel Reading Project)
- ☐ Song of Songs 4:1-5:1 (Ecclesiastes for your Parallel Reading Project)
- ☐ Ecclesiastes 4:1-12 (Job for your Parallel Reading Project)
- ☐ Ecclesiastes 8:2-17 (Job for your Parallel Reading Project)

*At one point in the semester you will be sharing your initial work on your passage with your group: during the week we are working on the book in which your passage is found.*

**Rubric:** Follow the Rubric available in Avenue 2 Learn

**Format:** See below under Format and Evaluation

**Value:** 40%

**Submission:** PDF with student's last name in first position of file name submitted to Avenue 2 Learn

**Due Date:** August 31

## OT 5XW5 Credit Doctor of Practical Theology

For students taking this course as OT 5XW5, the following requirements apply:

**1. Discussions (40%)**

Participate in Main Discussions (30%) and Group Discussions (10%)

**2. Parallel Reading (10%)**

Follow the instructions above under OT 3XW3 for Parallel Reading of Wisdom Literature.

**3. Exegesis Paper (30%)**

Follow the instructions above under OT 3XW3 for Individual Exegesis Paper

**4. Reading and Reflection (20%)**

(1) Read 1,000 pages of ministry-oriented literature that interacts with Wisdom literature, whether preaching, pastoral care, ethics, missiology, or other areas of practical theology. Helpful contributions in the past include:

Fiddes, Paul S. "Wisdom in Christian Theology." In *The Oxford Handbook of Wisdom and the Bible*, edited by Will Kynes, 255–72. Oxford, UK: Oxford University Press, 2021.

Fiddes, Paul S. *Seeing the World and Knowing God: Hebrew Wisdom and Christian Doctrine in a Late-Modern Context*. Oxford: Oxford University Press, 2013.

Ford, David. *Christian Wisdom: Desiring God and Learning in Love*. Cambridge Studies in Christian Doctrine 16. Cambridge; New York: Cambridge University Press, 2007.

Treier, Daniel J. *Virtue and the Voice of God: Toward Theology as Wisdom*. Grand Rapids, MI: Eerdmans, 2006.

(2) Produce a 10-page reflective paper that interacts with this reading and highlights key implications for ministry.

**Due Date:** August 31, 2024

### Format and Evaluation

- ☐ **Medium for Submission:** All material in this class is to be submitted in digital format to the professor via Avenue 2 Learn (under assignments and/or discussions as required). Please use .pdf format and ensure that what you send is what you want me to read. The file name needs have the student's last name in first position.
- ☐ **Style:** All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the MDC Style Guidelines for Essays and Theses (see <https://mcmasterdivinity.ca/resources-forms/>). Failure to observe appropriate form will result in grade reductions. Title page, footnotes, and bibliography are not included in the length required. Material should be written in excellent modern literary English with proper grammar, spelling, punctuation, and rhetoric (including an introduction, conclusion, and logical flow of argument). If it helps, an outline may accompany the paper, but this is not included in the length of the "paper." Secondary and primary sources should be used, cited, and footnoted appropriately.
- ☐ **Gender Inclusive Language:** McMaster Divinity College uses inclusive language for human beings in worship services, student written materials,

and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011). See further: <https://mcmasterdivinity.ca/rules-regulations/>.

- **Citations:** You must cite the source of your material very carefully using a consistent system, not only when quoting from a section, but also when drawing from it as resource. Quotations should be kept to a minimum as I favor summary and integration of secondary literature (footnoted).
- **Academic Honesty:** Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one's own (regardless of the means of its production) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student's dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents. See further the MDC Statement on Academic Honesty: <https://mcmasterdivinity.ca/rules-regulations/>.
- **AODA:** In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

So I can properly evaluate your work and help you grow in your biblical and writing skills the following evaluation guide should be kept in mind as you write:

- **Presentation:** Is the spelling correct? Does the grammar/syntax reflect proper English? Is the paper laid out properly?
- **Argumentation:** Is there a good introduction and conclusion? Does the argument flow with ample support? Is the question answered?
- **Content:** Are all the points considered? Is proper documentation of sources used?



## Online Participation Guidance

### Presence and Meaningful Participation

Presence and meaningful participation in this course are expected. Faculty know from many years of experience that a student's level of presence and participation in the course will impact how well she or he will score in the course, regardless of course modality. Although there are exceptions to this rule of thumb, low levels of presence and participation tend to translate to low grades; mediocre presence and participation tend to translate to mediocre grades; and high levels of presence and participation tend to translate to higher grades.

What constitutes “presence” (attendance) and “meaningful participation” in an asynchronous course needs definition. Students must establish a record of participation in academically related activities to meet the expected level of attendance and meaningful participation. Be aware that merely logging into the online class is not, by itself, sufficient as a demonstration of attendance and participation by the student. “Academically related activities” certainly includes participation in and completion of the course requirements that are described in the syllabus. In addition to this, however, just as students are expected to engage with the course content/materials throughout the week outside of the learning management system (A2L), so also students are expected to engage one another in formative dialogue “outside of class.” This is an important part of belonging to and maintaining a community of learning and is a staple ingredient in what constitutes “presence.”

### Online Etiquette

It is critical in any MDC class that students show respect for classmates and the instructor. This is even truer in the online environment because many of the non-verbal cues that we use to interpret what a person is communicating to us are not present online (except, perhaps, in video posts). Therefore, it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course, it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. Most if not all courses at MDC are devoted to the interpretation of Scripture and reflection on theology and ethics. Invariably there will be disagreements; these disagreements must be discussed and negotiated in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course. The instructor will expect that you will give some thought to your postings. Excessive postings are also frowned upon because these amount to dominating the discussion. Please limit your postings to less than 200 words (unless otherwise required in the syllabus or weekly instructions). Instructors reserve the right to ask students to take a step back to allow others discussion time if she or he feels that an individual is dominating the discussion. In your responses, please try to be clear to which point your response refers.

## **Zoom Etiquette**

There may be cases where we gather together for a synchronous session through Zoom (any of these will always be optional and recorded for those who cannot attend, by attending them you are giving your permission for the recording). Successful classroom experiences depend on student commitment commensurate as how it would be in a face-to-face experience. Just as in a normal physical classroom experience, students are encouraged to take notes, participate in discussion through asking and answering questions, and wear appropriate attire. As much as is possible students should join the Zoom class in a quiet place where you will not be interrupted. Please have your video turned on whenever possible. It is best practice to mute your microphone except for when you are intending to speak to the class. Students are encouraged to use digital virtual backgrounds if desired. Tasteful backgrounds can help with the issues of privacy and prevent distractions for others in the class (e.g., in the case of a family member walking in the background of your video).

## Supplemental Bibliography

The following is a list of the best of commentary series. Many of these are available through the Digital Theological Library. Those marked with \* contain a translation from the original languages of the Old Testament and will provide justification for their translation.

- ☐ Word Biblical Commentary (Word/Nelson)\*
- ☐ New International Commentary on the Old Testament (Eerdmans)\*
- ☐ Cornerstone (Tyndale House)
- ☐ Tyndale Old Testament Commentaries (IVPress)
- ☐ New American Commentary (Broadman and Holman)
- ☐ NIV Application Commentary (Zondervan)
- ☐ Apollos Old Testament Commentary (Apollos/IVPress)
- ☐ New International Biblical Commentary (Hendrickson)
- ☐ IVP Bible Background Commentary (IVPress)
- ☐ International theological commentary (Eerdmans)
- ☐ Old Testament Library (Westminster/John Knox)\*
- ☐ Hermeneia (Fortress)\*
- ☐ Continent Commentaries (Fortress)\*
- ☐ Anchor Bible Commentaries (Doubleday)\*
- ☐ Interpretation (Westminster/John Knox)
- ☐ Historical Commentary on the Old Testament (Peeters)\*
- ☐ International Critical Commentary (T & T Clark)\*
- ☐ Readings (Sheffield Academic/Phoenix)
- ☐ Smith & Helwys Bible Commentary (Smyth & Helwys)
- ☐ JPS Torah Commentary (Jewish Publication society): Only Torah
- ☐ Expositors Bible Commentary (Zondervan)
- ☐ Berit Olam (Liturgical)
- ☐ Forms of Old Testament Literature (Eerdmans)
- ☐ New Century Bible Commentary (Sheffield)
- ☐ New Interpreters Bible (Abingdon)

### Wisdom Literature (general)

- Bartholomew, Craig G., and Ryan O'Dowd. *Old Testament Wisdom Literature: A Theological Introduction*. Downers Grove, IL: IVP Academic, 2011.
- Berry, Donald K. *An Introduction to Wisdom and Poetry of the Old Testament*. Nashville: Broadman & Holman, 1995.
- Boda, Mark J., Russell L. Meek, and William R. Osborne, eds. *Riddles and Revelations: Explorations into the Relationship between Wisdom and Prophecy in the Hebrew Bible*. LHBOTS 634. New York: Bloomsbury Academic, 2018.
- Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids: Eerdmans, 1996.
- Cheung, Simon Chi-chung. *Wisdom Intoned: A Reappraisal of the Genre "Wisdom Psalms."* Library of Hebrew Bible/Old Testament Studies 613. London: Bloomsbury T&T Clark, 2015.
- Clifford, Richard J. *The Wisdom Literature*. Interpreting Biblical Texts. Nashville: Abingdon, 1998.
- Crenshaw, James L. *Old Testament Wisdom: An Introduction*. 3rd ed. Louisville, KY: Westminster John Knox, 2010.
- Curtis, Edward M. *Interpreting the Wisdom Books: An Exegetical Handbook*. Handbooks for Old Testament Exegesis. Grand Rapids, MI: Kregel Academic, 2017.

- Curtis, Edward M., and John J. Brugaletta. *Discovering the Way of Wisdom: Spirituality in the Wisdom Literature*. Grand Rapids: Kregel, 2004.
- Dell, Katharine J., and Will Kynes, eds. *Reading Proverbs Intertextually*. LHBOTS 634. London, UK: T&T Clark, 2018.
- Dell, Katharine J. *The Book of Proverbs in Social and Theological Context*. Cambridge, UK: Cambridge University Press, 2009.
- Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids: Baker Academic, 2005.
- Hunter, Alastair G. *Wisdom Literature*. SCM Core Text. London: SCM, 2006.
- Jarick, John, ed. *Perspectives on Israelite Wisdom: Proceedings of the Oxford Old Testament Seminar*. Library of Hebrew Bible/Old Testament Studies 618. London: Bloomsbury T&T Clark, 2016.
- Kynes, Will. *An Obituary for Wisdom Literature: The Birth, Death, and Intertextual Reintegration of a Biblical Corpus*. New York: Oxford University Press, 2018.
- , ed. *The Oxford Handbook of Wisdom and the Bible*. Oxford, UK: Oxford University Press, 2021.
- Larkin, Katrina J. A. *The Eschatology of Second Zechariah: A Study of the Formation of a Mantological Wisdom Anthology*. Contributions to Biblical Exegesis and Theology 6. Kampen: Kok Pharos Publishing House, 1994.
- Longman, Tremper. *The Fear of the Lord Is Wisdom: A Theological Introduction to Wisdom in Israel*. Grand Rapids: Baker Academic, 2017.
- Maier, Christl M., and Núria Calduch-Benages, eds. *The Writings and Later Wisdom Books*. Bible and Women 1.3. Atlanta: SBL Press, 2014.
- Morgan, Donn F. *Wisdom in the Old Testament Traditions*. Atlanta: John Knox, 1981.
- Murphy, Roland E. *The Tree of Life: An Exploration of Biblical Wisdom Literature*. Anchor Bible Reference Library. New York: Doubleday, 1990.
- . *The Tree of Life: An Exploration of Biblical Wisdom Literature*. 3rd ed. Grand Rapids: Eerdmans, 2002.
- . *Wisdom Literature: Job, Proverbs, Ruth, Canticles, Ecclesiastes, and Esther*. The Forms of the Old Testament Literature 13. Grand Rapids: Eerdmans, 1981.
- O'Donnell, Douglas Sean. *The Beginning and End of Wisdom: Preaching Christ from the First and Last Chapters of Proverbs, Ecclesiastes, and Job*. Wheaton, IL: Crossway, 2011.
- Perdue, Leo G. *Wisdom Literature: A Theological History*. Louisville, KY: Westminster John Knox, 2007.
- Rad, Gerhard von. *Wisdom in Israel*. Translated by James D. Marton. London: SCM, 1972.
- Rylaarsdam, J. Coert. *Revelation in Jewish Wisdom Literature*. Chicago: University of Chicago Press, 1946.
- Sneed, Mark R., ed. *Was There a Wisdom Tradition? New Prospects in Israelite Wisdom Studies*. Ancient Israel and Its Literature 23. Atlanta: SBL Press, 2015.

### **Book of Proverbs**

- Fox, Michael V. *Proverbs: An Eclectic Edition with Introduction and Textual Commentary*. Hebrew Bible Critical Edition 1. Atlanta: SBL Press, 2015.
- Futato, Mark, and George M. Schwab. *Psalms, Proverbs*. Cornerstone Biblical Commentary 7. Carol Stream, IL: Tyndale House, 2016.
- Koptak, Paul E. *Proverbs*. NIV Application Commentary. Grand Rapids: Zondervan, 2003.
- Longman, Tremper. *How to Read Proverbs*. Downers Grove, IL: InterVarsity, 2002.
- . *Proverbs*. Baker Commentary on the Old Testament Wisdom and Psalms. Grand Rapids: Baker Academic, 2006.
- McKane, William. *Proverbs: A New Approach*. Old Testament Library. Philadelphia: Westminster, 1970.
- Mouser, William E. *Getting the Most Out of Proverbs*. Grand Rapids: Zondervan, 1991.
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