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Nota di contenuto	Contents; Acknowledgements; Abbreviations; PART ONE: CURRENT STATUS OF RESEARCH AND A METHODOLOGICAL FOUNDATION; CHAPTER 1: UNDERSTANDING TODAY'S SCHOLARLY LANDSCAPE: JESUS' FOUR LUKAN GALILEAN MINISTRY SPEECHES; CHAPTER TWO: A METHODOLOGICAL FOUNDATION FOR INVESTIGATION: TOWARDS READING AS CONDUCTION; CHAPTER THREE: GRECO-ROMAN RHETORICAL ARGUMENT: DELINEATING RHETORICAL TEXTURE; PART TWO: RHETORICAL TEXTURE OF THE FOUR LUKAN GALILEAN MINISTRY SPEECHES; CHAPTER FOUR: THE FIRST GALILEAN MINISTRY SPEECH (4.14-30): HOMETOWN SYNAGOGUE REJECTS NEW PATRONAL BOUNDARIES CHAPTER FIVE: THE SECOND GALILEAN MINISTRY SPEECH (6.17-49): A NEW ETHICAL MODE OF (NON-RECIPROCAL) BENEFACTION CHAPTER SIX: THE THIRD GALILEAN MINISTRY SPEECH (7.24-35): JESUS, JOHN THE BAPTIST, AND THEIR DISCIPLES AND OPPONENTS; CHAPTER SEVEN: THE FOURTH GALILEAN MINISTRY SPEECH (LK. 8.4-18): SOWING CHARACTER TAXONOMIES FOR THE IMPLIED READER; PART THREE: NARRATIVE TRAJECTORIES AND HERMENEUTICAL APPROPRIATION BY AUTHORIAL

READERS; CHAPTER EIGHT: RHETORICAL TEXTURE AND NARRATIVE TRAJECTORIES: GENERATION OF PLOT, CHARACTERIZATION, AND TOPOI

CHAPTER NINE: HERMENEUTICAL APPROPRIATION BY AUTHORIAL READERS AND THEIR IDEOLOGICAL TRANSFORMATIONPART FOUR: CONCLUDING SUMMARY - FROM GALILEE TO ROME; CHAPTER TEN: CONCLUSION: RHETORICAL TEXTURE, NARRATIVE TRAJECTORIES, AND APPROPRIATION BY AUTHORIAL READERS; Figure 1: A Hermeneutical Model: Reading as Conduction; Figure 2: Sowing Character Taxonomies; Bibliography; Index of References; Index of Authors; D; M; S; Y

Sommario/riassunto

Varying degrees of attention are paid to Jesus' four speeches in the Galilean ministry of the Gospel of Luke. Despite increasing interest in ancient Graeco-Roman rhetoric in biblical studies, few scholars examine the speeches from the lens of ancient rhetorical argument. In addition, with the exception of the inaugural speech in Luke 4.14-30, little attention is afforded to the relevance of the speeches for understanding larger nuances of the narrative discourse and how this affects the hermeneutical appropriation of authorial readers. In contrast, Spencer examines each speech from the context
