



# Detailed Course Syllabus

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Academic year:</b><br>2025/2026                                                                                                                                                                                                                                    | <b>Semester:</b><br>Winter semester |
| <b>Study Program:</b><br>Povijest (R) (elective)<br>Sestrinstvo (I) (elective)<br>Komunikologija (R) (elective)<br>Psihologija (R) (elective)<br>Sestrinstvo (R) (elective)<br>Sociologija (R) (elective)<br>Primaljstvo (R) (elective)<br>Primaljstvo (I) (elective) | <b>Year of study:</b><br>1          |

## I. BASIC COURSE INFORMATION

**Name:** Croatian Heraldic Heritage

**Status:** Compulsory

**ECTS:** 4

**Code:** 278815

*Total Course Workload*

| Teaching Mode | Total Hours |
|---------------|-------------|
| Lecture       | 30          |
| Seminar       | 15          |

**Class Time and Place:** HKS - according to the published schedule

## II. TEACHING STAFF

*Course Holder*

**Name and Surname:** Kekez Hrvoje

**Academic Degree:**

**Contact E-mail:**

[hrvoje.kekez@unicath.hr](mailto:hrvoje.kekez@unicath.hr)

**Telephone:**

**Office Hours:** According to the published schedule

*Course Assistant*

## III. DETAILED COURSE INFORMATION

**Teaching Language:** English

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Course Description</b>   | <p>The goal of this course is to encourage students to focus on their specific scientific areas of interest, develop their ability to design their own research, and become familiar with basic methodological models for research and source analysis, interpretation, and the fundamentals of writing scientific papers. The course provides additional knowledge on researching issues related to Croatian heraldic heritage, which is an aspect of studying medieval and early modern nobility as one of the bearers of state and national identity. Comparative analyses of Croatian heraldic heritage with Western and Eastern European examples will help students understand Croatian cultural and political history within the broader context of European history. Given the specific methods of work (using domestic and foreign literature, as well as original archival materials), the course will introduce students to research perspectives and the foundations of scientific work. After an introductory overview of the origins of coats of arms and the development of global and Croatian heraldry, the course will present relevant literature and sources important for studying various aspects of medieval and early modern heraldry in specific Croatian and European regions. During the course, students will explore topics such as the forms and components of coats of arms, figures on shields, the origins and oldest Croatian armorials, coats of arms of noble families and municipalities, as well as those of cities and counties. The intention is to acquaint students with various forms of heraldic heritage, with a special focus on the comparative analysis of noble coats of arms from different Croatian regions and their comparison with Western European heraldic heritage. The course includes two group visits to archival institutions (the Croatian State Archives and the Archives of the Croatian Academy of Sciences and Arts) to familiarize students with working on original archival materials. In addition, attention will be given to the critical interpretation of sources and the analysis of both foreign and domestic literature, which will serve as the basis for discussions on specific topics and encourage the generation of new research questions.</p> |
| <b>Educational Outcomes</b> | <p>1. Master basic heraldic concepts from Croatian, European and world history from late Middle Ages to Contemporary; 2. Master basic knowledge from auxiliary historical sciences; 3. Observe the scientific achievements of other disciplines; 4. Collect professional and scientific literature and research sources in archives, libraries, museums and other institutions; 5. Hold a clear and structured oral presentation; 6. Adhere to ethical principles in work; 7. Adopt socially responsible behavior, 8. Respect and promote human rights, integrity and dignity of the person, principles of equality, academic freedoms and professional conduct</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Student obligations</b>  | <i>Textbooks and Materials</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Required</b>             | <p>B. Zmajić, <i>Heraldika, sfragistika, genealogija, veksikologija. Rječnik heraldičkog nazivlja</i>, Zagreb 1996.; H. Kekez, <i>Grbovi gradova u Republici Hrvatskoj</i>, Zagreb 2009.; Ž. Heimer, <i>Grb i zastava Republike Hrvatske</i>, Zagreb 2008.; I. Banac, <i>Grbovi biljezi identiteta</i>, Zagreb 1991., M. Jareb, <i>Hrvatski nacionalni simboli</i>, Zagreb, 2010.; M. Božić – S. Ćosić, <i>Hrvatski grbovi: geneza – simbolika – povijest</i>, Zagreb, 2021.; T. Galović – M. Matijević-Sokol, ur., <i>Hrvatska heraldička baština I. – odabrane teme. Priručnik za studente</i>. Zagreb, 2023.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Supplementary                                                                                                                                                                                                                                | <p>I. Bojničić, <i>Der Adel von Kroatien und Slavonien</i>, Nürnberg 1899. (pretisak 1995.); C. G. F. Heyer von Rosenfeld, <i>Der Adel des Königreichs Dalmatien</i>, Nürnberg 1873. (pretisak 1980.); M. Jareb, <i>Hrvatski nacionalni simboli</i>, Zagreb 2010.; T. Galović i Emir O. Filipović, Prilog bibliografiji radova o heraldici (s posebnim osvrtom na Hrvatsku i Bosnu i Hercegovinu, <i>Arhivski vjesnik</i>, 51 (2008), str. 161.–226.; V. Brajković, <i>Grbovi, grbovnice, rodoslovlja. Katalog izložbe grbova, grbovnica i rodoslovlja</i>, Zagreb 1995., str. 44.–57.; M. Atlagić, <i>Grbovi plemstva u Slavoniji 1700.–1918.</i>, Čakovec 1982., str. 7.–12.; H. Kekez, <i>Grbovnice (armales) cara Leopolda I.</i>, <i>Zbornik Odsjeka za povijesne znanosti Zavoda za povijesne i društvene znanosti Hrvatske akademije znanosti i umjetnosti</i>, 23 (2005), str. 215.–243.; M. Grakalić, <i>Hrvatski grb</i>, Zagreb 1990., str. 15.–78.; D. Mandić, <i>Hrvatski kockasti grb – njegov postanak i upotreba tijekom stoljeća</i>, <i>Hrvatska revija – Jubilarni broj Hrvatske revije</i>, 29 (1970), str. 639.–652.; I. Bojničić, <i>Najstarije hrvatske grbovnice</i>, <i>Vjesnik Hrvatsko–slavonsko–dalmatinskog zemaljskog arkiva</i>, 10 (1908), str. 41.–62.; I. Bojničić, <i>Izvorne plemićke diplome u Kraljevskom hrvatsko–slavonsko–dalmatinskom zemaljskom arhivu</i>, <i>Vjesnik Hrvatsko–slavonsko–dalmatinskog zemaljskog arkiva</i>, 3 (1901), str. 153.–156.; H. Kekez, <i>Diplomatička analiza latinskog teksta grbovnica podijeljenih od cara Leopolda I.</i>, <i>Glasnik Hrvatskog plemićkog zbora</i>, 6 (2008), str. 44.–52.; E. Laszowski, <i>Plemenita općina Turopolje: zemljopis, narodopis i povijesni pregled</i>, sv. 1, Zagreb 1910., str. 33.–38., 48.–79., 237.–256.; V. Huzjak, <i>Grbovnice turopoljskih plemenitaša</i>, Velika Gorica 1996.; H. Kekez, <i>Grbovi i grbovnice zelinskog plemstva</i>, u: <i>Sveti Ivan Zelina – povijest i kultura: zbornik radova</i>, Zagreb–Sveti Ivan Zelina 2010., str. 99.–154.; E. Ljubović, <i>Grbovi plemstva Gacke i Like</i>, Rijeka 2001., str. 10.–28.; G. Oštrić, <i>Monumenta heraldica: izbor iz heraldičke baštine Primorsko–goranske županije</i>, Rijeka 2002., str. 70.–140.; E. Laszowski, <i>Grbovnice hrvatskih županija</i>, <i>Starine JAZU</i>, 30, 1902, str. 211.–243.; M. Andreis, <i>Trogirsko plemstvo do kraja prve austrijske uprave u Dalmaciji (1805.)</i>, Trogir 2006., str. 1.–24.; D. R. Mandich i J. A. Placek, <i>Russian heraldy and nobility</i>, Boynton Beach, 1992.; E. Acton, <i>Russia: The Tsarist and Soviet Legacy</i>, London–New York, 1995, str. 1.–65.; M. Reaf, <i>The Russian Nobility in the Eighteenth and Nineteenth Centuries: Trends and Comparasions, The Nobility in Russia and Eastern Europe</i> (ur. I. Banac), New Haven 1983., str. 99.–121.; T. Woodcock i J. Martin Robinson, <i>The Oxford Guide to Heraldry</i>, Oxford 1990.; S. Slater, <i>The complete book of Heraldry. An international history of heraldy and its contemporary uses</i>, London 2002.; M. Ćirić, <i>Heraldika</i>, Beograd 1988.</p> |                      |               |                                   |                      |                  |     |    |                      |     |     |
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| Examination and Grading                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |               |                                   |                      |                  |     |    |                      |     |     |
| Prerequisites to Obtain Signature and Take Final Exam                                                                                                                                                                                        | <p>Regular class attendance – presence at a minimum of 70% of classes in accordance with the study program and the teaching implementation plan.</p> <p>Proper completion of seminar and teaching obligations – preparation and delivery of a presentation, active participation in class, and independent work.</p> <p>Achieving a minimum success rate of 35% during the course through the assigned teaching activities – accumulated cumulatively.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |               |                                   |                      |                  |     |    |                      |     |     |
| Examination Manner                                                                                                                                                                                                                           | teaching activities (continuous knowledge assessment, midterm exams, seminar) and the final exam, in accordance with the Regulations on Studies and Studyi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |               |                                   |                      |                  |     |    |                      |     |     |
| Grading Manner                                                                                                                                                                                                                               | written exam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                      |               |                                   |                      |                  |     |    |                      |     |     |
| Detailed Overview of Grading within ECTS                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |               |                                   |                      |                  |     |    |                      |     |     |
| <table><tr><th>ACTIVITY TYPE</th><th>ECTS Student Workload Coefficient</th><th>GRADE PERCENTAGE (%)</th></tr><tr><td>Class Attendance</td><td>1,2</td><td>0%</td></tr><tr><td>Seminar Presentation</td><td>1,4</td><td>50%</td></tr></table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      | ACTIVITY TYPE | ECTS Student Workload Coefficient | GRADE PERCENTAGE (%) | Class Attendance | 1,2 | 0% | Seminar Presentation | 1,4 | 50% |
| ACTIVITY TYPE                                                                                                                                                                                                                                | ECTS Student Workload Coefficient                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | GRADE PERCENTAGE (%) |               |                                   |                      |                  |     |    |                      |     |     |
| Class Attendance                                                                                                                                                                                                                             | 1,2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 0%                   |               |                                   |                      |                  |     |    |                      |     |     |
| Seminar Presentation                                                                                                                                                                                                                         | 1,4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 50%                  |               |                                   |                      |                  |     |    |                      |     |     |

|                                              |            |             |
|----------------------------------------------|------------|-------------|
| Midterm Exam                                 | 0,56       | 20%         |
| <b>Total in Class</b>                        | <b>2,8</b> | <b>70%</b>  |
| Final Exam                                   | 0,84       | 30%         |
| <b>TOTAL ECTS<br/>(Classes + Final Exam)</b> | <b>4,0</b> | <b>100%</b> |

**Midterm exam dates:**

**Exam period dates:**

## IV. WEEKLY CLASS SCHEDULE

*[Predavanja]*

| #  | Topic                                                                                               |
|----|-----------------------------------------------------------------------------------------------------|
| 1  | Enrollment in elective courses                                                                      |
| 2  | Introductory lecture                                                                                |
| 3  | Historical development of heraldry and typology of figures on the shields of Croatian nobility      |
| 4  | Coats of arms and armorials of the nobility of Zelina                                               |
| 5  | Coat of arms of the Republic of Croatia – historical development and usage                          |
| 6  | Coats of arms of cities in the Republic of Croatia                                                  |
| 7  | Diplomatic analysis of the Latin text of armorials                                                  |
| 8  | Visit to the Croatian State Archives (fieldwork)                                                    |
| 9  | Coats of arms of the Military Frontier nobility                                                     |
| 10 | Changes in family coats of arms through the centuries: the example of the Babonić-Blagajski princes |
| 11 | Coats of arms of Dalmatian and Slavonian nobility in the 18th and 19th centuries                    |
| 12 | Visit to the Archives of the Croatian Academy of Sciences and Arts (fieldwork)                      |
| 13 | Western European heraldic heritage: the example of England                                          |
| 14 | Midterm exam                                                                                        |
| 15 | Final lecture                                                                                       |

*[Seminari]*

| # | Topic                                                                |
|---|----------------------------------------------------------------------|
| 1 | Enrollment in elective courses                                       |
| 2 | Introduction to literature and heraldic terminology                  |
| 3 | Analysis of figures on the shields of Croatian nobility              |
| 4 | Analysis of the coats of arms of the Noble Municipality of Turopolje |

|    |                                                                                                                                      |
|----|--------------------------------------------------------------------------------------------------------------------------------------|
| 5  | Analysis of examples of Croatian coats of arms on public buildings                                                                   |
| 6  | Analysis of city coats of arms in the Republic of Croatia                                                                            |
| 7  | Analysis of coat of arms descriptions in armorials                                                                                   |
| 8  | Introduction to the collections "Nobility Maps," "Armales," "Transcriptions of Armorials," and "Seal Imprint Collection" (fieldwork) |
| 9  | Analysis of the coats of arms of the nobility of Lika and Gacka                                                                      |
| 10 | Analysis of the coats of arms of the noble families of the Frankopan of Krk and the Šubić of Bribir                                  |
| 11 | Analysis of the coats of arms of Slavonian and Dalmatian nobility                                                                    |
| 12 | Introduction to the "Armales" collection                                                                                             |
| 13 | Comparative analysis of English noble coats of arms and Croatian noble coats of arms                                                 |
| 14 | Midterm exam                                                                                                                         |
| 15 | Distribution of signatures                                                                                                           |