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**SHAPING OF THE EUROPEAN CITIZENSHIP
IN THE POST-TOTALITARIAN SOCIETIES.
REFLECTIONS AFTER 15 YEARS OF EU ENLARGEMENT**



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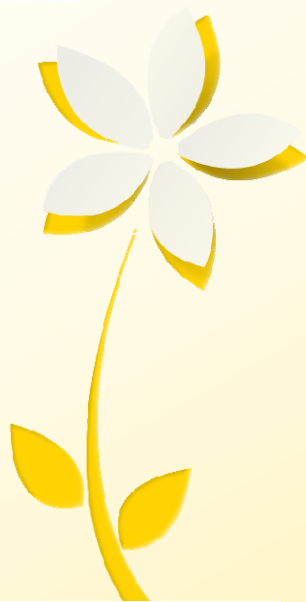
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urban gaming
simulation: design and
practice.
acts of citizenship for
civic spaces

Paola Rizzi // Diver s City urblab

Department of Design, Architecture and Urban Planning // University
of Sassari // Italy

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...starting form...

01

Design UGSs is design Utopia?

Some examples: new WAVE...

02

UGS elements

Roleplay and case study are part of the UGS box

03

Case studies

Application of UGS

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Future...

More about risk

Utopia...

To play means to enter the world where the **rules** are pre-established, but once you are in that world, you can interpret these rule **redefining also the scenario**.

Gaming simulations are machines which **generate utopias** - they allow to construct worlds, which, even though they are based on models which simulate reality, they detach from reality as much as the constructions of Plato, Moro or Bacon.



Utopia...newWAVE

The term "utopia" is not to be understood in relation to its geographical inexistence but in relation to its nature as **a virtual reality**.

For example New WAVE is a gaming simulation where **utopia** is not the absence of geographical coordinates, as Venice is a real place, but it is the capacity to construct an **ideal city of Venice**, which does not exist and it is what results from that alternative reality of Venice which is to be discussed by reconstructing possible courses to work for and to design a desirable Venice.



The different version and authors:

•VAGUE, 1986-1990

authors: A. Cecchini, F. Indovina, A. Recla, F. Viola contribution: F. migliorini, G. Pezzato

•Nouvelle VAGUE, 1991-1996

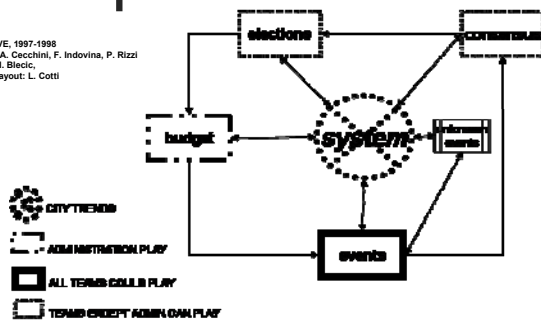
Authors: A. Cecchini, F. Indovina, G. Pezzato, P. Rizzi, F. Viola contributors: F. Bandarin, P.L. Crosta, R. Zorzi

•newWAVE, 1997-1998

Authors: A. Cecchini, F. Indovina, P. Rizzi software I. Bleicic, Graphic layout: L. Cotti

Utopia...newWAVE

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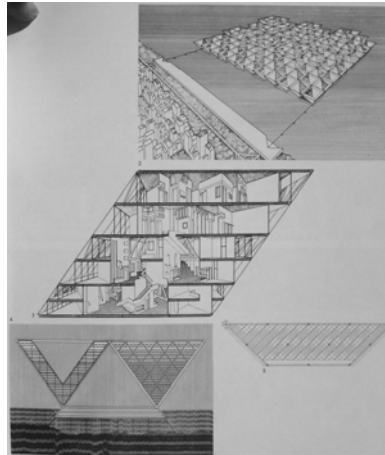


Utopia...

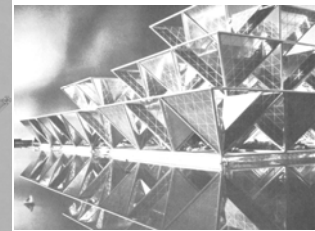
The primary objective of a gaming simulation is not to **simulate** the real world, but rather to try to obtain relevant information by creating a **simulated world** that participants can enter.

The term simulated world refers to any **scenario, background** or element constructed for the purposes of the game simulation.

Since the main purpose is not to **imitate** the real world, it can also be metaphorical and therefore completely fictitious.



stanley tiggerman
urban matrix
1968



UGS design...is design Utopia?

There is a one fixed shape of the Real World...
But we could never see the shape of this.

We can nothing but have One's OWN Vision.

The Model must be based
on Designer's OWN Vision.

We can see the world
Just through Model (with designer's vision)

Player's
OWN VIEW

Then the situation should be acceptable.
For Designer it seems to be a Cube.
For Player it seems to be a Star.
Because of our OWN View.

Through the model, Player would
find something by Players SELF.

The experience of finding by Players self
Brings SELF RESPECT to Player.

The goal of gaming simulations is to
define, solve or design a situation
complying with its **potentiality** and
possible future evolution.

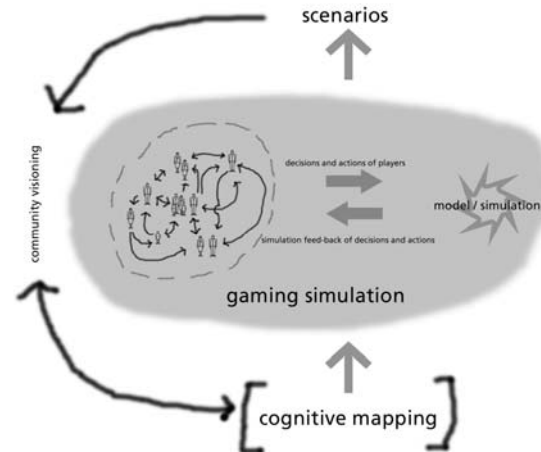
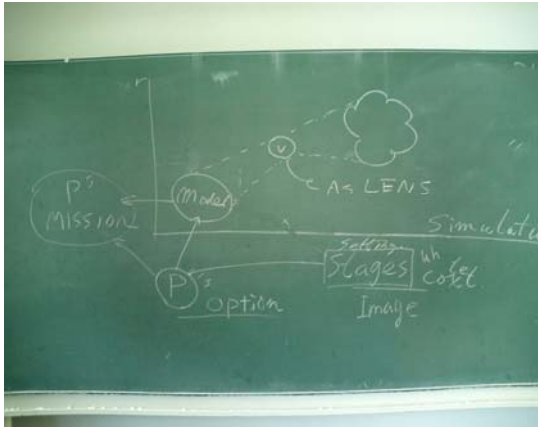
This is the definition of **utopia**,
which complex design is analysed,
decomposed and recomposed
according to the process of the
already mentioned process of
comparison.

design process of a gaming simulation

UGS design...is design Utopia?

The design of a GS requires the definition of a **theme or problem** and therefore perception and understanding of these by the designer become crucial.

Her task is not to pre-define specific and rigid behaviours but to define the boundaries within which participants can act and interact.



UGSs design...RP & CS

The **role-play RP** is, in a certain way, the dynamics of the case study because it involves not only the examination and the discussion of elements but seeks the direct involvement of the participants who change their role from spectators of the case study to performers. Its characteristics:

- 1-information and personal expectations on society (*observe yourself*);
- 2-interpersonal relations and ways of living (*watch the other people's behavior and actions*);
- 3-relations with data and the knowledge of daily situations (*watch the world in general and social life in particular*)

The **case study CS** is a systematic record of an event or a series of events, that has the aim to teach a lesson and is based on experience. **CS** has three characteristics

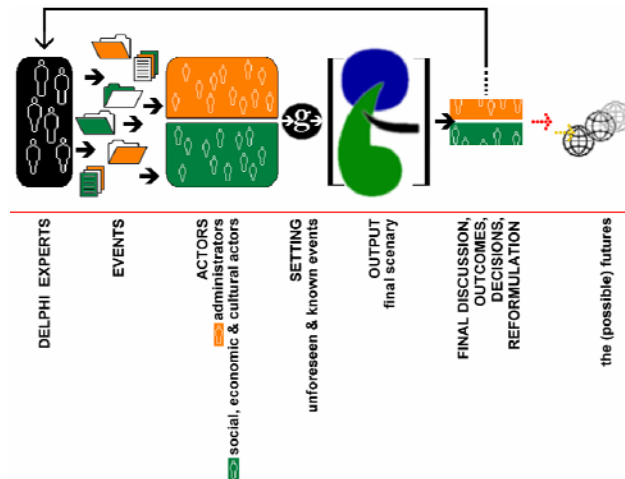
- 1- it allows the identification with specific persons or defined roles;
- 2- sets in motion emotions and dynamics proper of an evolutionary dynamic;
- 3- separates description from theorization and generalization.

(Taylor and Walford, 1987)

UGSs design / Scenario

Last but not least among the objectives is to allow **the creation through interaction** between participants/players and participants/play-simulation of **scenarios** that are possible and at the same time are shared at least at a generic level.

Basically the GS helps the designer and participants in analysing and confronting more or less problematic situations, while illustrating the complexity of outcomes by providing a **co-exploratory platform** for solutions and definitions.




GSs and language

The method used by Jan Klabbbers deserves deep attention as it is exactly through a **gaming simulation that he constructs a common language** in order to design environments or to face and solve problems.

It is a structured confrontation in which the participants, following the rules, contribute to the definition of a common linguistic basis, according to one's own background and competences. This method allows **to avoid misunderstandings**, but it also **promotes alternative visions of reality**.

Even though apparently there is a contradiction, construction of a utopia is intrinsic to the gaming simulation and in the same time it adds pragmatic implementation to the visionary.

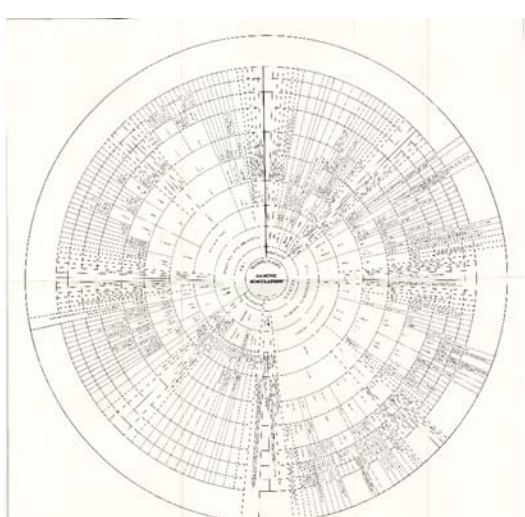




The concept of gaming simulation used is as a *gestalt* (Duke, 1974) that includes a significant model of reality (**simulation**) put in action (**rules of the game**) by decisions of the participants (players/**roles**).

According with Duke (1974) gaming simulation is a "situation room" where usually a physical or iconic or conceptual map is provided and is kept current so the dynamic of this process is maintained by the updating. But GS in addition to the referred system "will have a series of scenarios depicting possible courses of action. Various decision-makers will be represented by humans acting out significant roles. By acting out "what if" situations, alternatives futures can be explored."

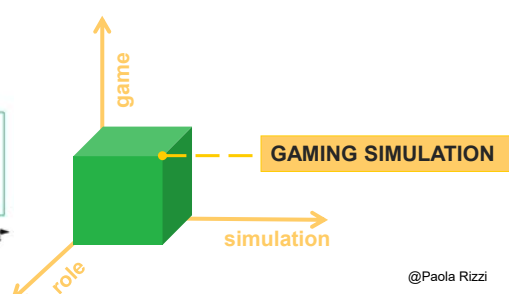
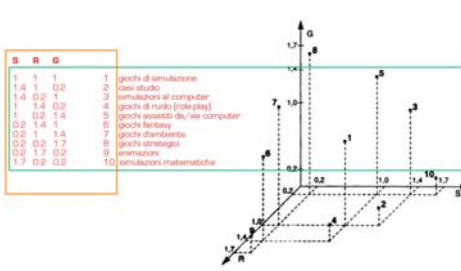
(Duke, 1974)



gaming simulation is...

GS is the simulation of the effects of decisions made through a role playing subject to rules: a more or less balanced mix of **ROLE**, **SIMULATION** and **GAME**.

simulation=model's manipulation, that is a static model transformation in a dynamic situation;
 game=set of rules, which means less than a real game (*play*)
 role=part or function played in dynamic situations subjected to rules, that is: role playing turns a game in a played game.
 (Rizzi, 1997, 2001, 2004, 2011, 2012)

R	S	G	Description
1	1	1	1 giochi di simulazione
1.4	1	0.2	2 case studies
1.4	0.2	1	3 simulazioni al computer
1	1.4	0.2	4 giochi di ruolo (role play)
1	0.2	1.4	5 giochi simulati da/ con computer
0.2	1.4	1	6 giochi fantasy
0.2	1	1.4	7 giochi d'investimento
0.2	0.2	1.7	8 giochi strategici
0.2	1.7	0.2	9 simulazioni
1.7	0.2	0.2	10 simulazioni matematiche

FIGURA 7
classificazione di Cecchini e Friesena / 1987

@Paola Rizzi

UGSs and Participatory Planning

The practice of urban design is characterised by this hybrid process and is one of major problems which have to be faced in teaching, in designing and in the practice of the so called **participatory planning**.

The main problem to face is that of the use of **highly expert and specialised languages** with non-experts, therefore also the presentation of "utopias" or pre-defined models seems of little effectiveness.

Teaching and research are in fact characterised by the necessity to exchange information. In a situation of communicative imbalance between interlocutors, this exchange of information encounters a difficult obstacle to overcome.



URBAN

Urban

masc. proper name, from Latin urbanus "refined, courteous," literally "of a city"

urban (adj.)

"characteristic of city life, pertaining to cities or towns," 1610s (but rare before 1830s), from Latin urbanus "of or pertaining to a city or city life; in Rome," also "in city fashion, polished, refined, cultivated, courteous," but also sometimes "witty, facetious, bold, impudent;" as a noun, "city dweller," from urbs (genitive urbis) "city, walled town," a word of unknown origin.

The word gradually emerged in this sense as urbane became restricted to manners and styles of expression.

In late 20c. American English gradually acquiring a suggestion of "African-American." Urban renewal, euphemistic for "slum clearance," is attested from 1955, American English. Urban sprawl recorded by 1958. Urban legend attested by 1980.

c. 1200, from Old French cite "town, city" (10c., Modern French cité), from earlier citet, from Latin civitatem (nominative civitas; in Late Latin sometimes citatem) originally "citizenship, condition or rights of a citizen, membership in the community," later "community of citizens, state, commonwealth" (used, for instance of the Gaulish tribes), from civis "townsman," from PIE root *kei- (1) "to lie," also forming words for "bed, couch," and with a secondary sense of "beloved, dear."

Now "a large and important town," but originally in early Middle English a walled town, a capital or cathedral town. Distinction from town is early 14c. OED calls it "Not a native designation, but app[arently] at first a somewhat grandiose title, used instead of the OE. burh" (see borough).

Between Latin and English the sense was transferred from the inhabitants to the place. The Latin word for "city" was urbs, but a resident was civis. Civitas seems to have replaced urbs as Rome (the ultimate urbs) lost its prestige. Loss of Latin -v- is regular in French in some situations (compare alleger from alleviare; neige from nivea; jeune from juvenis. A different sound evolution from the Latin word yielded Italian citta, Catalan ciutat, Spanish ciudad, Portuguese cidade.

London is the city from 1550s. As an adjective, "pertaining to a city, urban," from c. 1300. **City hall** "chief municipal offices" is first recorded 1670s; to **fight city hall** is 1913, American English. **City slicker** "a smart and plausible rogue, of a kind usu. found in cities" [OED] is first recorded 1916 (see slick (adj.)). **City limits** is from 1825.

The newspaper **city-editor**, who superintends the collection and publication of local news, is from 1834, American English; hence **city desk** attested from 1878. **Inner city** first attested 1968.





Pour construire notre futur commun, il est temps de repenser les responsabilités et les pouvoirs démocratiques. Il s'agit de placer au centre la culture de la relation plutôt que celle de la concurrence, du marketing territorial et des frontières. Et responsabiliser le citoyen sur le local comme sur le planétaire.



What can be said right away is that the approach we are using is more weak than the engineering one and we define it the **"bricoleur"** approach.

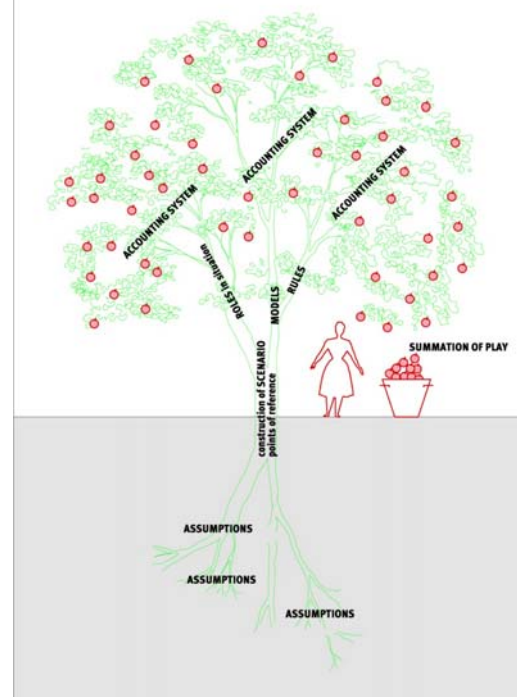
This approach brings inside all that cognitive micro-processes that urban planning of engineering type don't permit to grasp and also facilitate to enlight that structure that Bateson called "the structure that connects" that can indeed be compared to those networks of nodes and relationships that in conclusion for us represents the city.

case study model of the world (earth, society...)

case study model of system (environment, company, city...)

contingency to solve problem/s (conflict, efficiency...)

paola rizzi ~ 2008





UGSs why?

goals	expected results
stimulate involvement	Individual involvement
stimulate communication	Inter-personal, intra-groups
stimulate participation	groups of actors/stakeholders are involved in active participation
information and training	through explicit description of inter-intra-relationships, connections, links and processes of complex socio-economical and ideological systems...
research	to find possible "frequencies" of the component of the social behaviour in the context of different multi-layered systems
planning (the plan)	design and development of strategical master plan
planning (evaluation of the plan)	Evaluate and verify the possible application and development of the master plan

byPaola Rizzi



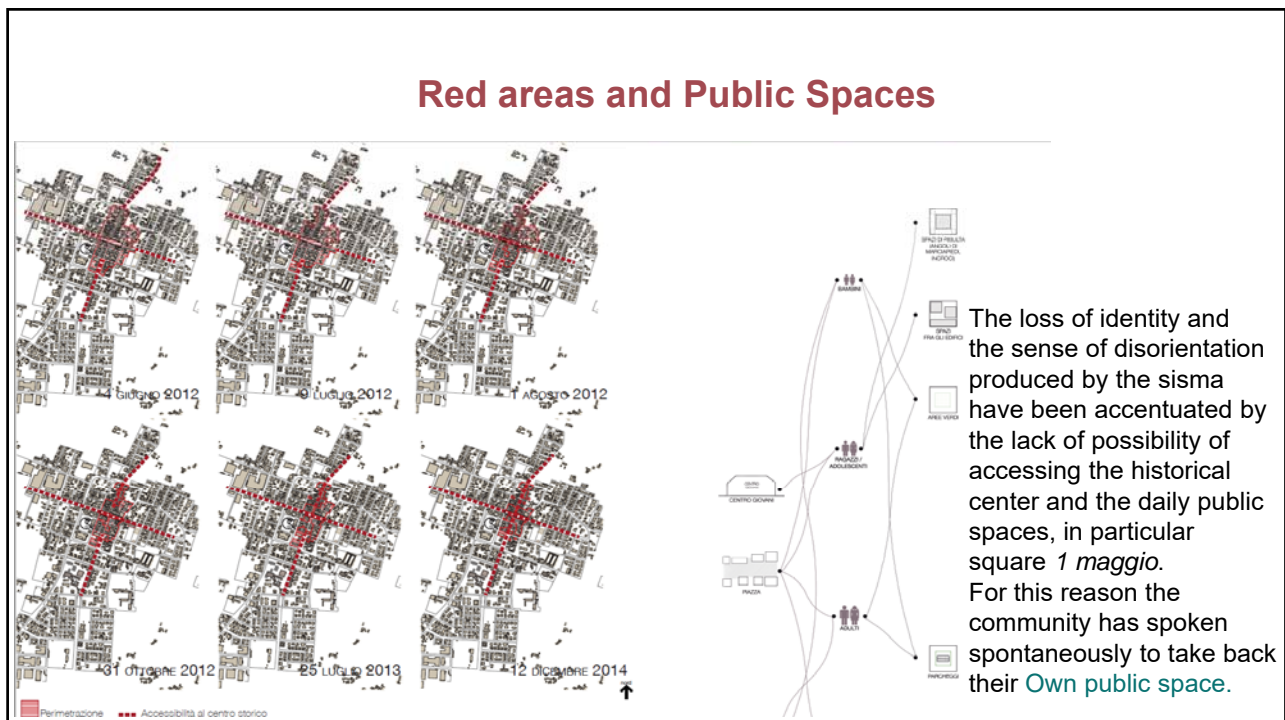
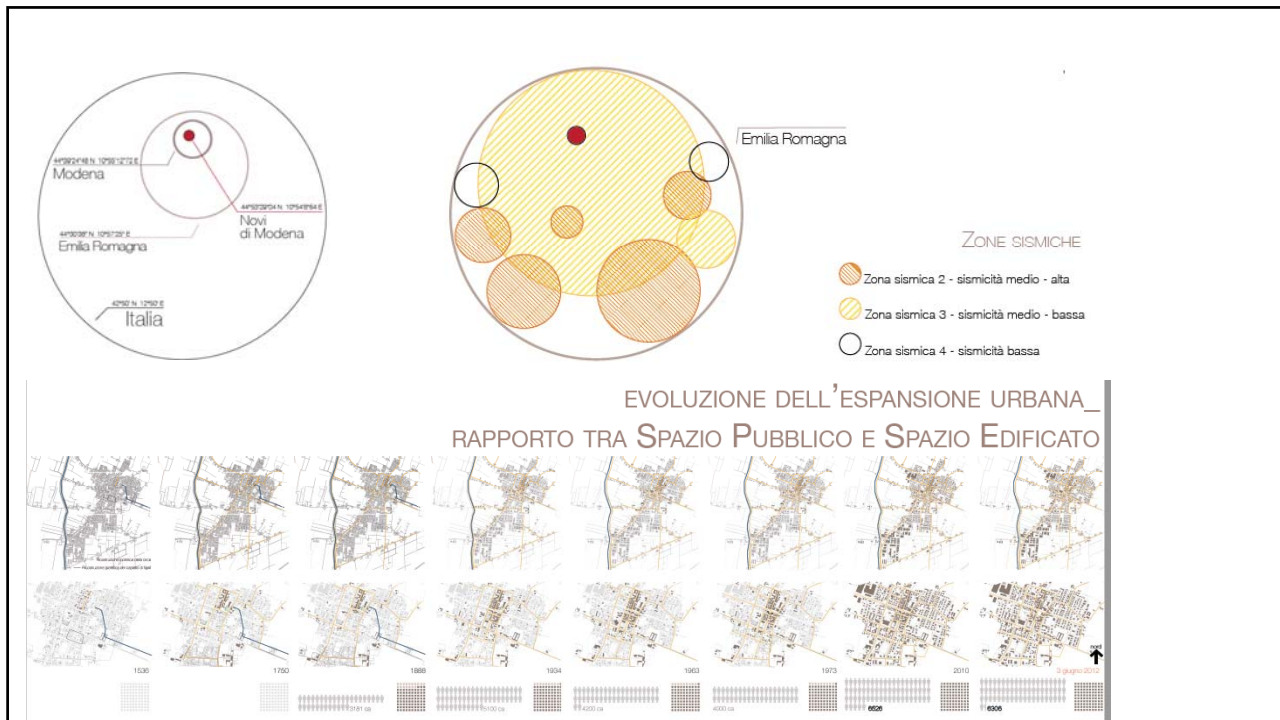
EMILIA EARTHQUAKE

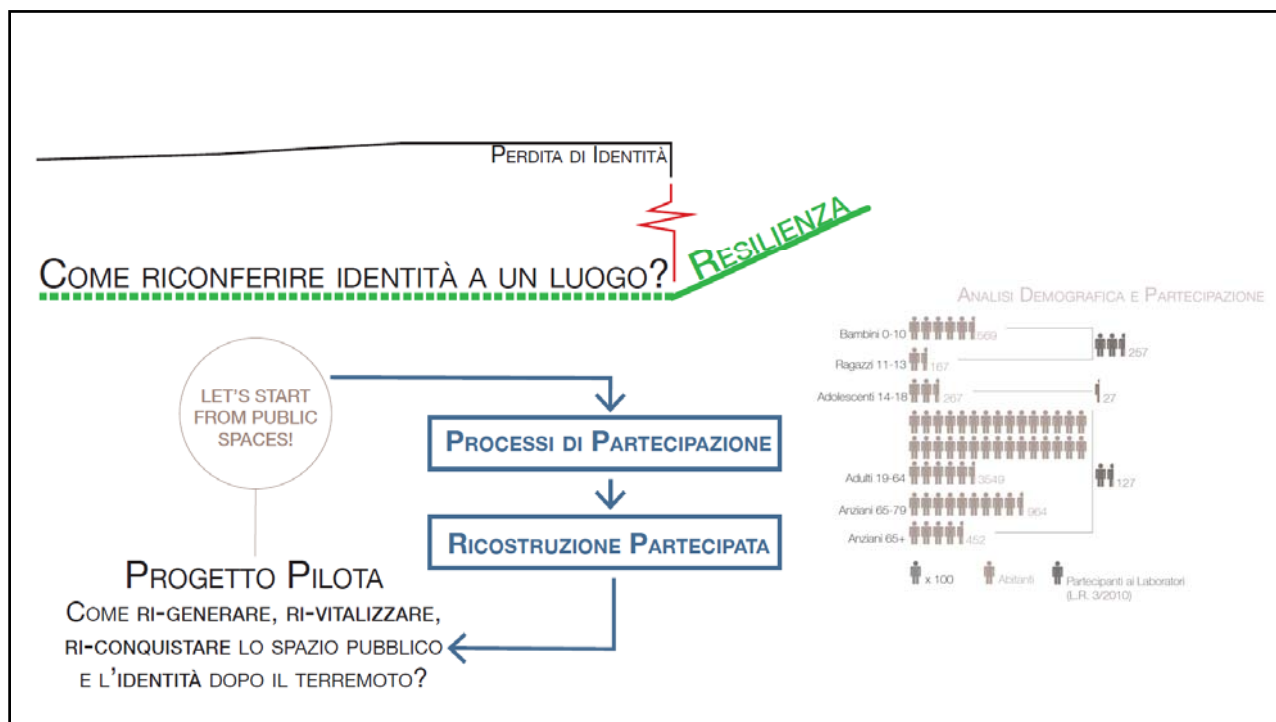
20th May 2012
29th May 2012
3rd June 2012

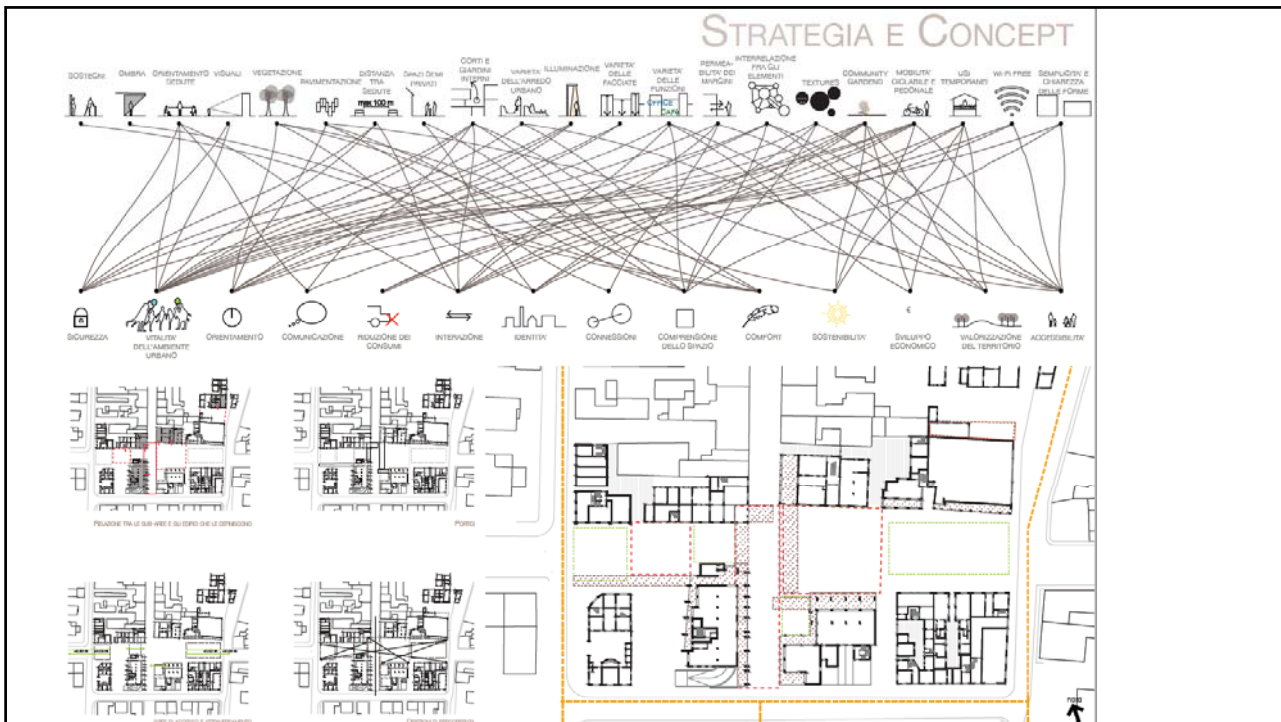
- Magnitude: 20th May 2012: **5.9**
29th May 2012: **5.8**
3rd June 2012: **5.1**
- Building destroyed: **7'700**
- Homeless: **41'000**
- Affected people: **552'312**
- Dead people: **29**
- Secondary death: **500**

NOVI DI MODENA

- Foundation: **IX sec. ca.**
- Population 2011: **11'476**
- Medieval architecture
- Demographic increase due to economical activities








FATTI IL CENTRO TUO!

percorso partecipativo per la
RICOSTRUZIONE

Monia Guarino architect + Divers City 2014





"Non dubitare mai
che un gruppo di cittadini
impegnati e consapevoli
possa cambiare il mondo:
in effetti è solo così
che è sempre andata."
(di Nelson Mandela)

Fatti il Centro Tuo!
Participation to Reconstruction Plan

- top-down initiative & stimuli
- participative pilot programme
- community planning
- bottom-up feedback

One of the most important goals of the **Reconstruction Plan** was to support and help the population to overcome the social trauma of the post-disaster by revitalizing urban areas and identifying and/or creating new spaces and places as reference point for the community.






ARISING HOPE AFTER DISASTER: THE PARCOBALENO PROJECT
ON UGS, PARTICIPATORY DESIGN AND PLANNING IN RECONSTRUCTION AFTER EARTHQUAKE

Prof. Paola RIZZI
DICEAA University of L'Aquila

Arch. Monia GUARINO
Principi Attivi NGO






Among the proposals one was considered with a lot of care: **the reconstruction of the elementary school, its playground and park.**

It involved children and families: their home were destroyed or have to be repaired and the only element that was still standing was **a tree** in front of the collapsed school.

- 40 hours of UGS and design workshops
- with students 8-9 years divided into 6 classes (3rd grade and 4th grade A,B,C sections) of elementary school
- January-April 2014
- 3 meetings with parents and teachers
- 2 public hearings with the presentation to the community of the guidelines.



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The “City” shifted into “Park” and **The Park of Emotions** project started.

The *park of emotions* was used in three phases:

- identification of the feeling/emotion
- composition of the different corners designed
- discussion and evaluation on the final scenario.

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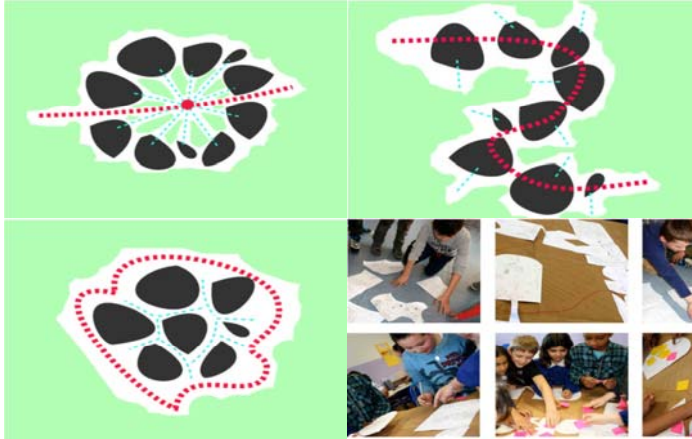
The **1st phase** was to work on emotions given to **a future life after reconstruction**

With the support and suggestion of the teachers the children were divided into groups according with their sensitivity.

The children:

- draw a map of the corner
- made a presentation to the other teams
- discussed and select the features of each corner.





The 2nd phase was **Composition**.

Evaluation of 3 hypotheses of how to put together all of the different corners:

- a shape as a star
- distributed along the path
- merged.

Discussion and selection of the **most suitable solution**

ARISING HOPE AFTER DISASTER: THE PARCOBALENO PROJECT
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The third phase **Discussion and final model**.

After the discussion of the proposed scenario each class designed a physical model that was composed with the others in one big model.

Each corner was designed following the suggestions originated from an **emotion or value identified** by children as **fundamental for community life**.





Last but not least: give the name to our new Park!

The final model was presented to the parents and citizens of Novi and a referendum to give to it a name was launched.

An "urban picnic" was organized in the main square and all the families of the pupils and all the citizens were invited.

The name chosen was Parcobaleno a combining the words Parco (Park) and Arcobaleno (Rainbow).



At the opening the children recognized that all the emotions were recognizable in the settings and features of the new park.

For the children the logo of a **tree** and the **house on the tree** in the park, were the means of a



Aim of Park of Emotions Project

- 1- to overcome the social "trauma" generated by earthquake
- 2- reactivating places and giving and creating new reference points for the community life
- 3- to enhance the creative competencies of children accommodating - in the Park design- their original contents without manipulation.

Challenges

The facilitators and designers had **to accompany** the long time of design and work in progress procedures **without losing or dimming** the enthusiasm and interest fully grown during the participation.

Strengths

- the **guidelines** shared and decided by the entire community
- originality** and **feasibility** of the project proposals
- the attention and care of **future users** with different needs and abilities
- finally the **innovation and sustainability** of the materials used.



The UGS "City of Emotions" has proven to be a powerful tool for **initiating and emphasizing** participation in real life urban planning processes especially in healing social trauma after disasters.

As result the process achieved two important goals

1

to increase the **collaboration** and **cooperation** **of citizens** including the youngest

2

the **guidelines** are applicable to other **similar situation**



VADDI Vallo A Dire AI Dinosauri – An urban gaming simulation on climate change



byPaola Rizzi

<https://www.isprambiente.gov.it/it/attivita/formeducambiente/educazione-ambientale/file-educazione-ambientale/manuale-completo>

VADDI Vallo A Dire Ai Dinosauri – An urban gaming simulation on climate change

<https://www.arrr.it/-/educare-ai-cambiamenti-climatici-si-puo-con-la-giocosimulazione-vaddi-vallo-a-dire-ai-dinosauri->



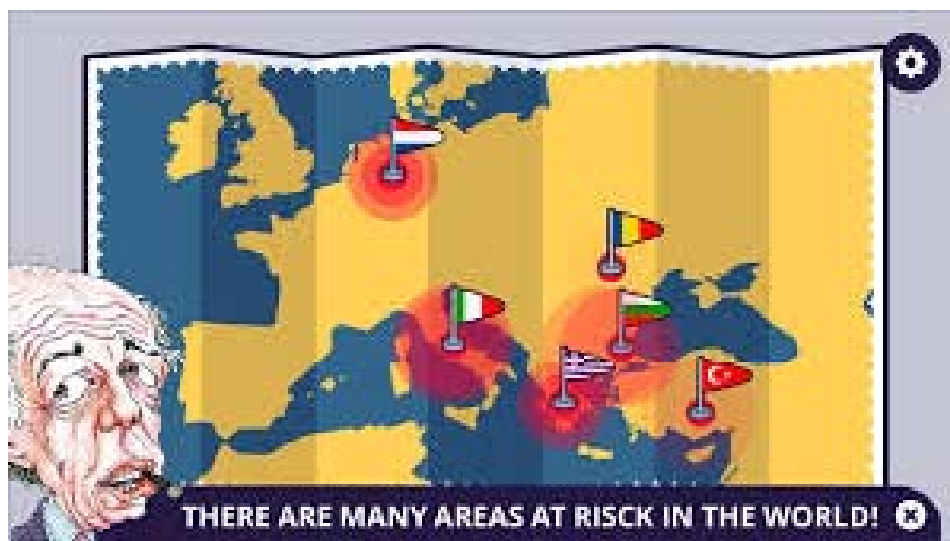
Help me Project Gs on risk preparedness



It is possible to
download the app:



http://www.formazionetecnica.it/europrogettazione/help-me-project/?fbclid=IwAR3PqN5K8mhEuoj5H4jAW_2G5LszDZ8DikvdJVJmfqLlCMVeuX82ri_yp1E



...and more...future

Space and society. Housing. Who is left behind?



Photo Gigi Eusebi, Piazza Palazzo di Città, Torino, may 2020

« Le point de rupture est proche. »
L'État a devoir de nourrir d'urgence ceux qu'il contraint au confinement.
La guerre contre la pauvreté est prioritaire. Un revenu minimum doit être garanti.
Les prix fixes imposés aux supermarchés ouverts.

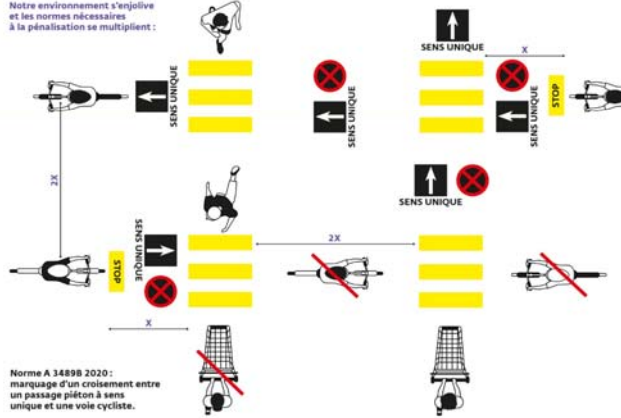


@Ruedi Baur and Odissea Khorsandian

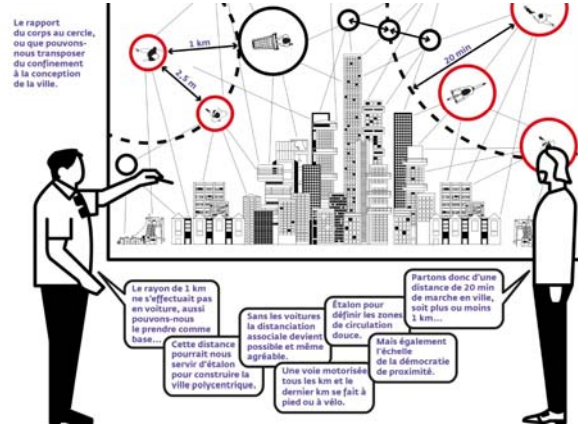
Rizzi 2020

Space and society. Mobility and transport /1.

Notre environnement s'enjôle
et les normes nécessaires
à la pénalisation se multiplient :



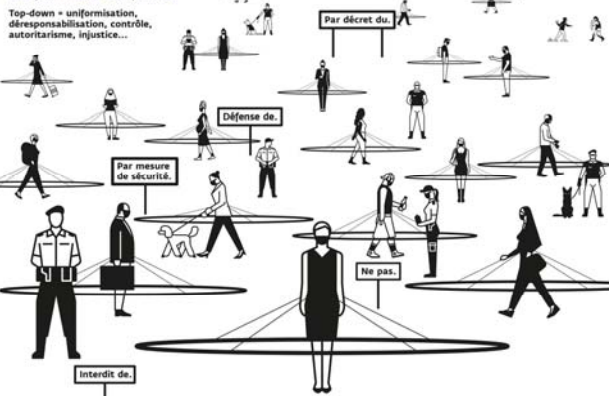
@Ruedi Baur and Odissea Khorsandian



Rizzi 2020

Et si on laissait plutôt au citoyen
la responsabilité du déconfinement.

Top-down = uniformisation,
dérresponsabilisation, contrôle,
autoritarisme, injustice...



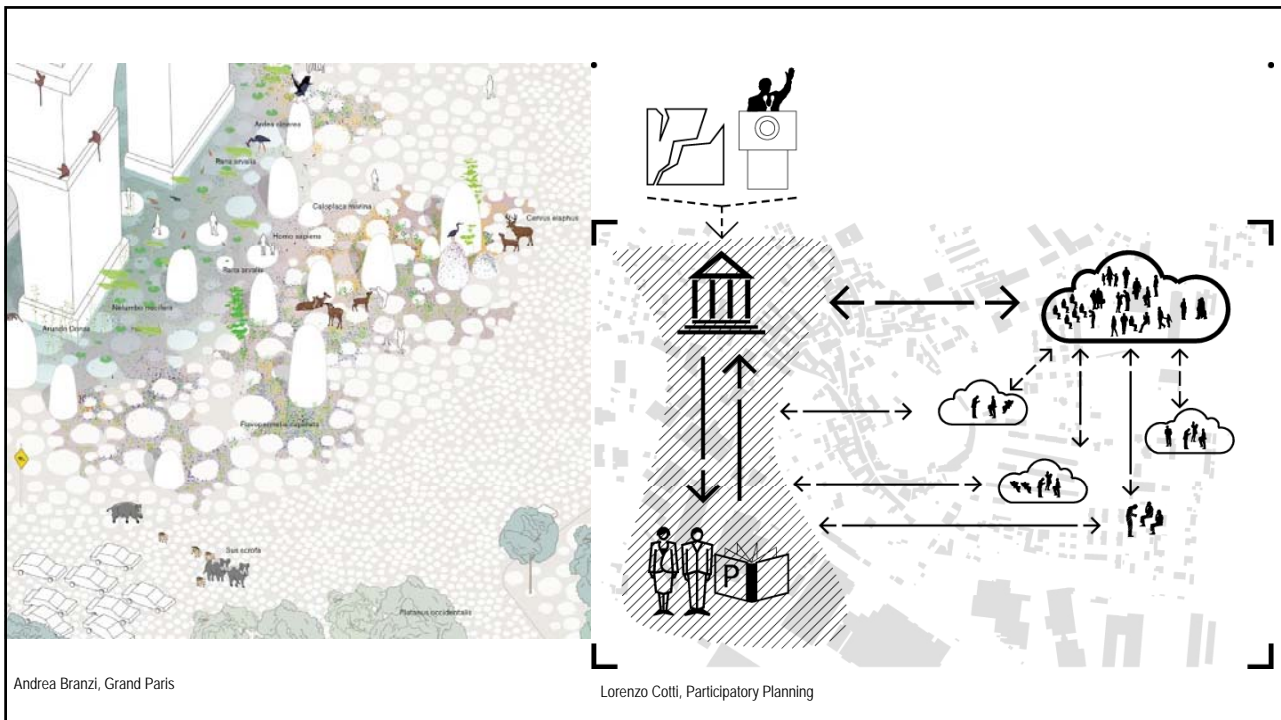
@Ruedi Baur and Odissea Khorsandian

La traçabilité des citoyens :
Le risque de récupération de ces outils à d'autres fins
que celles liées à la sécurité sanitaire est évidente.
Faut-il rappeler que les arrestations de juifs et de résistants
par le régime de Vichy en 1940, furent facilitées par
la récupération des outils de surveillance et de répression
mis en place par le régime démocratique de Daladier.



Distance is safe but it's A-social.

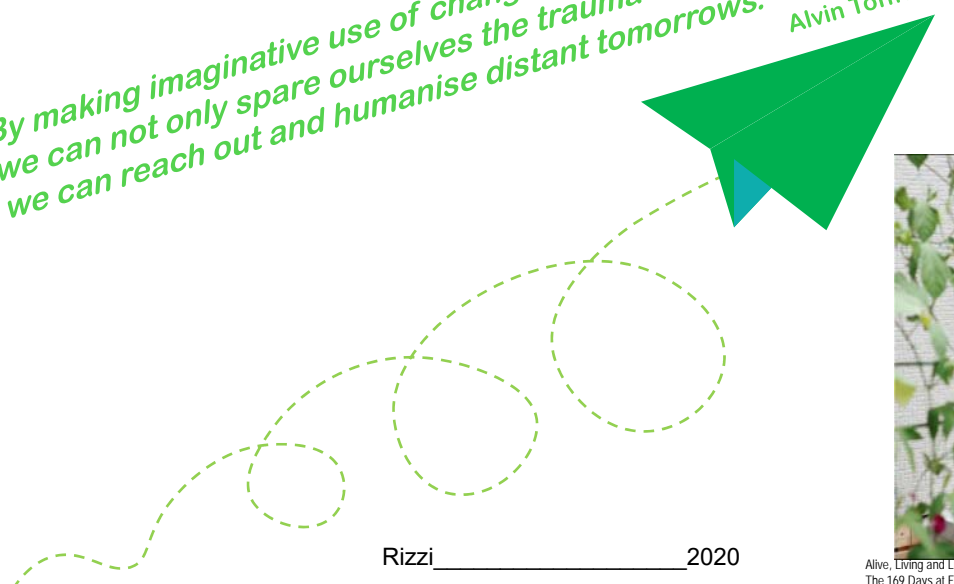
Rizzi 2020




If we consider cities as the living space of a organized local society, designing the city is an activity that brings opportunities to envision new configurations of the physical space through a communicative and interactive process and in which quality and desirability of the design increases with the improvement of the organizational behavior of the whole system.



*By making imaginative use of change to channel change,
we can not only spare ourselves the trauma of future shock,
we can reach out and humanise distant tomorrows.* Alvin Toffler, 1973



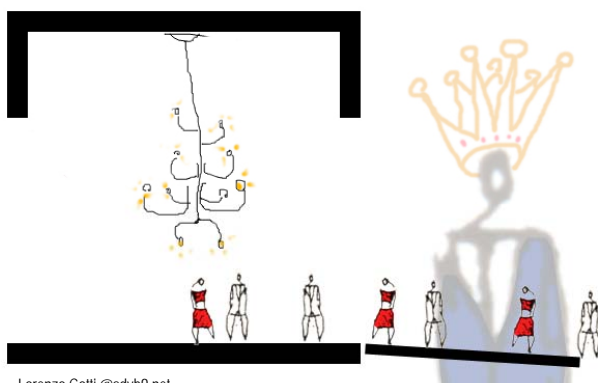
Rizzi _____ 2020



Alive, Living and Life
The 169 Days at Fukushima Big Palette Evacuation Center, 2011

Facilitator should:
Show respect
Establish rapport
Abandon preconceptions
Hand over the stick
Watch, listen, learn
Learn from mistakes
Be self-critical and self-aware
Be flexible
Support and share
Be honest

(Tilly Sellers, 1995)



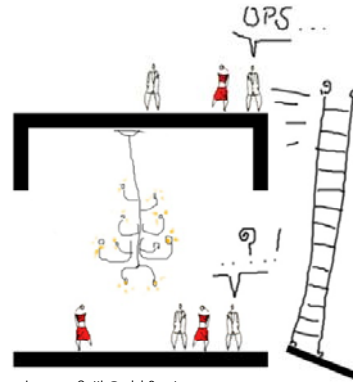
Lorenzo Cotti @sdvb9.net

16. the content of physics concerns only physicists, its effects concern everyone.

17. what affects everyone can only be solved by everyone.

18. every attempt by an individual to solve on his own what concerns everyone is doomed to failure.

Friedrich Dürrenmatt, 21 points on "the physicists", 1962



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#shareEU

Thank you

urban gaming simulation: design and practice.
acts of citizenship for civic spaces

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**SHAPING OF THE EUROPEAN CITIZENSHIP
IN THE POST-TOTALITARIAN SOCIETIES.
REFLECTIONS AFTER 15 YEARS OF EU ENLARGEMENT**



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