



**“ANALYZING THE IMPLEMENTATION OF UNITED NATIONS SECURITY
COUNCIL RESOLUTION NO. 2334 IN THE FULLFILLMENT OF HUMAN NEEDS
IN ISRAEL - PALESTINE CONFLICT VIEWED THROUGH THE LENS OF
SECURITY FROM ABRAHAM MASLOW’S THRORY”**

UNDERGRADUATE THESIS

**Submitted as one of the requirements to obtain
Sarjana Sosial**

By:

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**A By Course Paper Presented to the Faculty of Humanities President
University in partial fulfilment of the requirements to obtain Sarjana Sosial in International
Relations concentration in Diplomacy Studies**

**CIKARANG
JUNE, 2024**

TURNITIN CHECK RESULTS

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ORIGINALITY REPORT

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GPT ANTI-PLAGIARISM CHECK RESULTS

Report generated by  GPTZero

Version 2024-07-12-base

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Our detector is moderately confident that the text is written entirely by a **human**.

AI Scan

Stats

5%

There is a 5% chance this text was written entirely by AI.

6510 words
413 sentences
0 sentences generated by AI

FAQ

What is GPTZero?

GPTZero is the leading AI detector for checking whether a document was written by a large language model such as ChatGPT. GPTZero detects AI on sentence, paragraph, and document level. Our model was trained on a large, diverse corpus of human-written and AI-generated text, with a focus on English prose. To date, GPTZero has served over 2.5 million users around the world, and works with over 100 organizations in education, hiring, publishing, legal, and more.

When should I use GPTZero?

Our users have seen the use of AI-generated text proliferate into education, certification, hiring and recruitment, social writing platforms, disinformation, and beyond. We've created GPTZero as a tool to highlight the possible use of AI in writing text. In particular, we focus on classifying AI use in prose. Overall, our classifier is intended to be used to flag situations in which a conversation can be started (for example, between educators and students) to drive further inquiry and spread awareness of the risks of using AI in written work.

Does GPTZero only detect ChatGPT outputs?

No, GPTZero works robustly across a range of AI language models, including but not limited to ChatGPT, GPT-4, GPT-3, GPT-2, LLaMA, and AI services based on those models.

What are the limitations of the classifier?

The nature of AI-generated content is changing constantly. As such, these results should not be used to punish students. We recommend educators to use our behind-the-scenes [Writing Reports](#) as part of a holistic assessment of student work. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Instead, we recommend educators take approaches that give students the opportunity to demonstrate their understanding in a controlled environment and craft assignments that cannot be solved with AI. Our classifier is not trained to identify AI-generated text after it has been heavily modified after generation (although we estimate this is a minority of the uses for AI-generation at the moment). Currently, our classifier can sometimes flag other machine-generated or highly procedural text as AI-generated, and as such, should be used on more descriptive portions of text.

I'm an educator who has found AI-generated text by my students. What do I do?

Firstly, at GPTZero, we don't believe that any AI detector is perfect. There always exist edge cases with both instances where AI is classified as human, and human is classified as AI. Nonetheless, we recommend that educators can do the following when they get a positive detection:

Ask students to demonstrate their understanding in a controlled environment, whether that is through an in-person assessment, or through an editor that can track their edit history (for instance, using our [Writing Reports](#) through Google Docs). Check out our list of [several recommendations](#) on types of assignments that are difficult to solve with AI. Ask the student if they can produce artifacts of their writing process, whether it is drafts, revision histories, or brainstorming notes. For example, if the editor they used to write the text has an edit history (such as Google Docs), and it was typed out with several edits over a reasonable period of time, it is likely the student work is authentic. You can use GPTZero's Writing Reports to replay the student's writing process, and view signals that indicate the authenticity of the work.

See if there is a history of AI-generated text in the student's work. We recommend looking for a long-term pattern of AI use, as opposed to a single instance, in order to determine whether the student is using AI.

ABSTRACT

The UN Security Council Resolution No. 2334 of 2016 was devised to address the conflict between Palestine and Israel, encompassing directives for Israel to halt and refrain from expanding settlement construction and the forced demolition of Palestinian homes. Essentially, the resolution aims to resolve conflicts and foster peace in the region, with the anticipation that a peaceful environment would positively impact the security and the ability for every individual to fulfill five basic needs outlined from Abraham Maslow's theory of hierarchy of needs. Hence, this paper intends to examine the implementation of UN Security Council Resolution No. 2334 in the fulfillment of Human Needs through a security lens, drawing on Abraham Maslow's theory. This analysis argues that the content of resolution 2334 reflects or is in line with the security principles of Abraham Maslow's theory because in the content of resolution 2334 it is emphasized that all acts of violence, terror and destruction are prohibited, and it is also mandatory for all parties to involved in complying with the fourth Geneva Convention, the 1949 Geneva Convention, and previous resolutions which mostly lead to discussions regarding the protection of each individual and the protection of the rights of each individual to be free to fulfill basic needs which include, physiological needs, safety needs, belonging needs, esteem needs, and actualization needs. However, in reality, implementing this resolution encounters numerous obstacles and challenges, because Israel tends to ignore it. This study employs a qualitative descriptive methodology.

Keywords: *Peace, Security, Conflict, Needs, Resolution*

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