

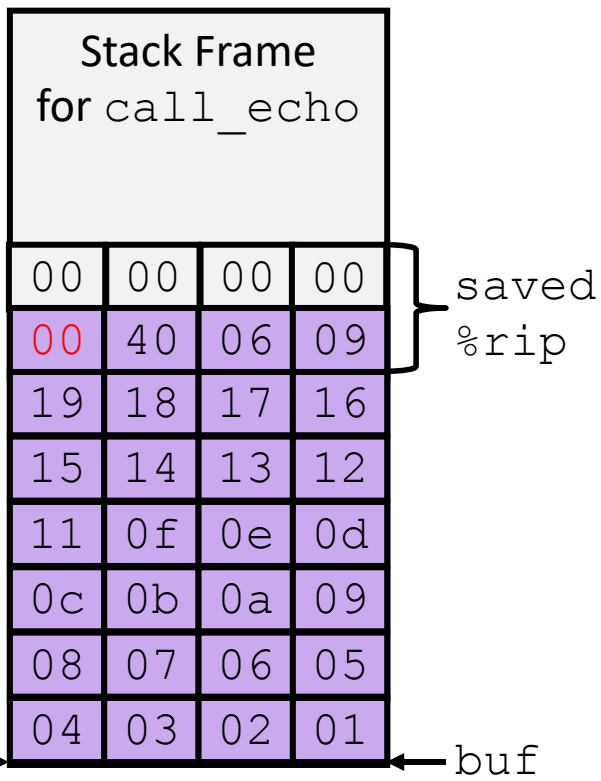
Lecture 10: Buffer Overflows (cont'd)

CS 105

Fall 2020

Review: Buffer Overflow Attack

- Idea: overwrite return address with address of instruction you want to execute next
 - If a string: use padding to fill up space between array and saved rip
 - Stack smashing: use padding to write program and jump there

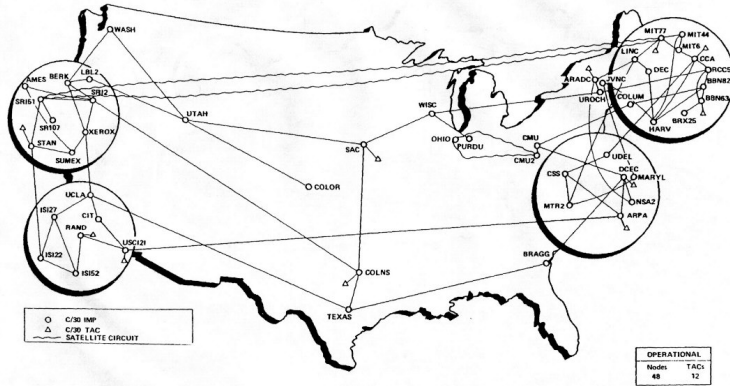


```
/* Echo Line */
void echo()
{
    char buf[4];
    gets(buf);
    puts(buf);
}
```

```
echo:
    subq  $0x18, %rsp
    movq  %rsp, %rdi
    call  gets
    call  puts
    addq  $0x18, %rsp
    ret
```

Review: Buffer Overflow Examples

ARPANET Geographic Map, 31 October 1988

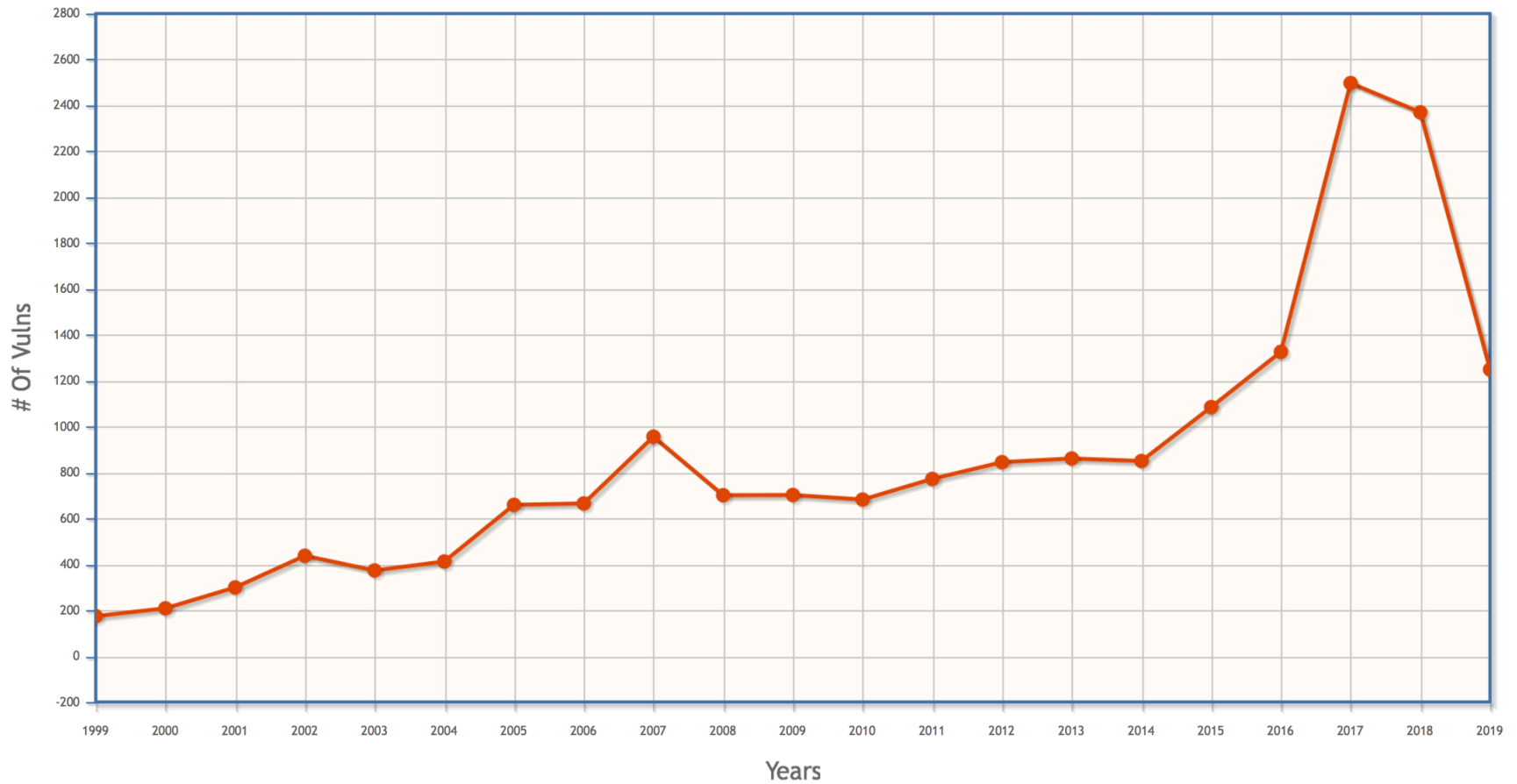


Defense #1: Avoid Overflow Vulnerabilities

```
/* Echo Line */  
void echo()  
{  
    char buf[4]; /* Way too small! */  
    fgets(buf, 4, stdin);  
    puts(buf);  
}
```

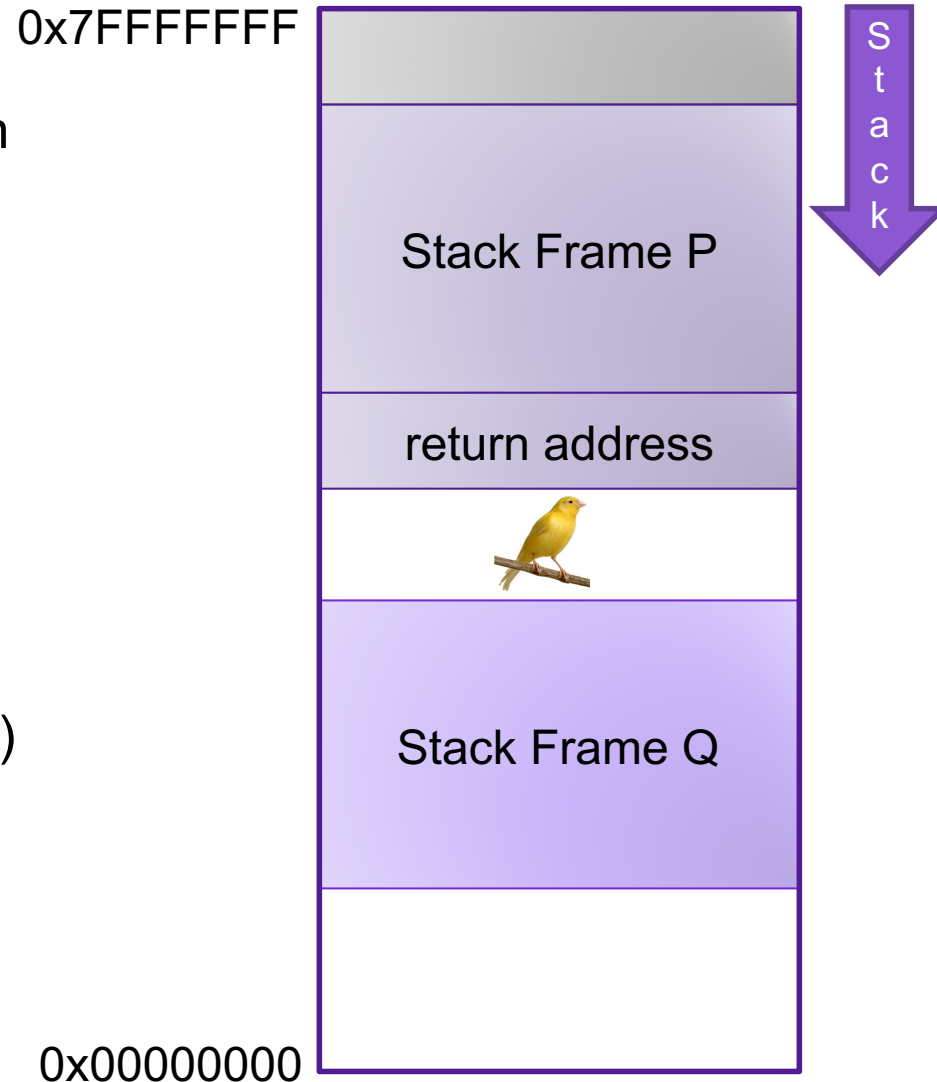
- For example, use library routines that limit string lengths
 - `fgets` instead of `gets`
 - `strncpy` instead of `strcpy`
 - Don't use `scanf` with `%s` conversion specification (use `fgets` to read the string or use `%ns` where `n` is a suitable integer)
- Or use a high-level language

Buffer Overflow Vulnerabilities

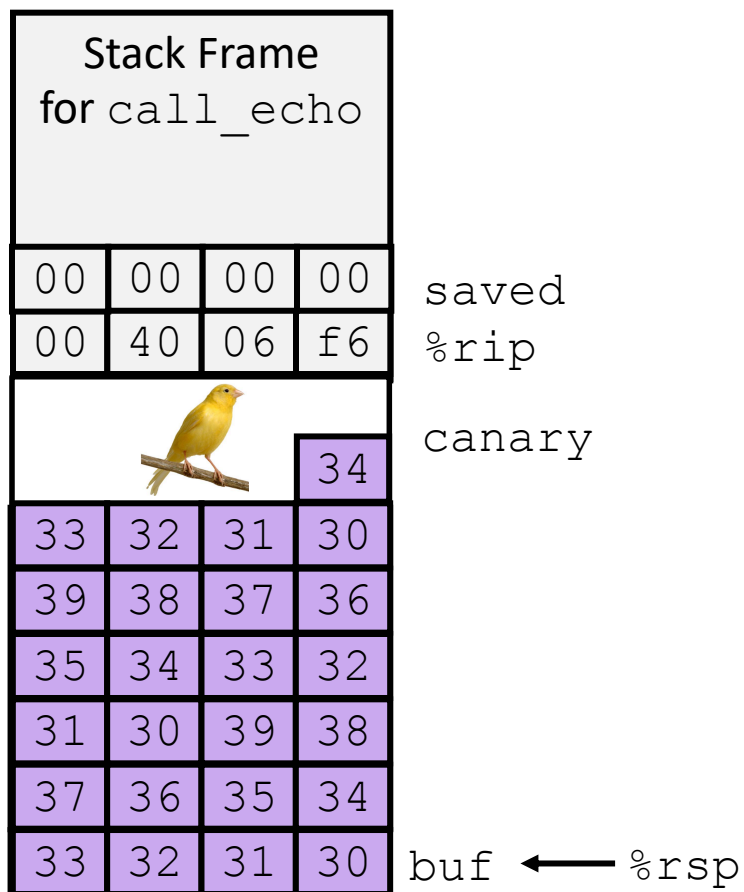


Defense #2: Compiler checks

- Idea
 - Place special value (“canary”) on stack just beyond buffer
 - Check for corruption before exiting function
- GCC Implementation
 - `-fstack-protector`
 - Now the default (disabled earlier)



Stack Canaries



authenticate:

```

pushq   %rbx
subq    $16, %rsp
movq    %rdi, %rbx
movq    %fs:40, %rax
movq    %rax, 8(%rsp)
xorl    %eax, %eax
movq    %rsp, %rdi
call    gets
movq    %rsp, %rsi
movq    %rbx, %rdi
call    strcmp
testl   %eax, %eax
sete    %al
movq    8(%rsp), %rdx
xorq    %fs:40, %rdx
je      .L2
call    __stack_chk_fail
.L2:
movzbl  %al, %eax
addq    $16, %rsp
popq    %rbx
ret

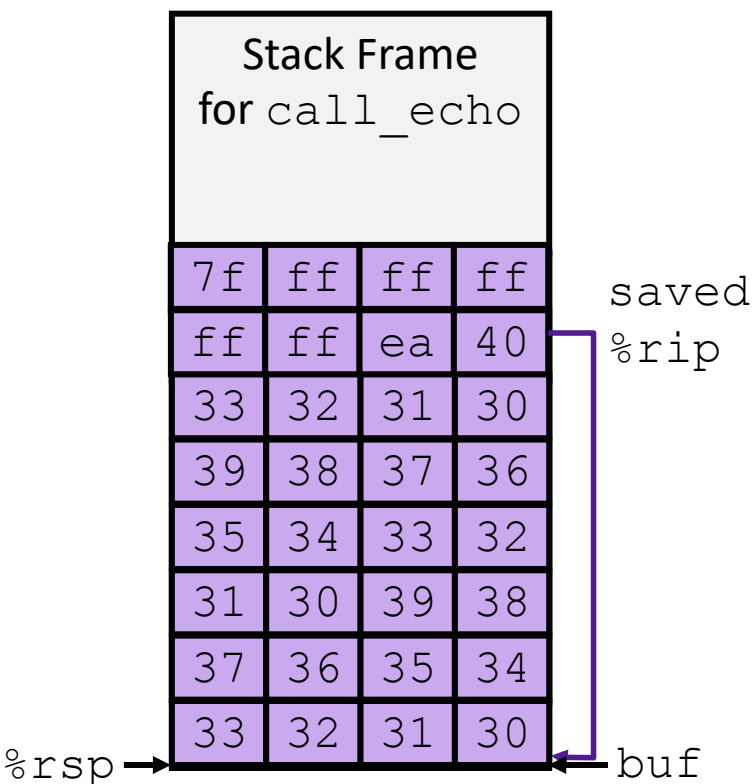
```

Exercise 1: Stack Canaries

- Which of the following would make a good stack canary?
 1. A secret, constant value
 2. A fixed sequence of common terminators (\0, EOF, etc.)
 3. A random number chosen each time the program is run

Review: Stack Smashing

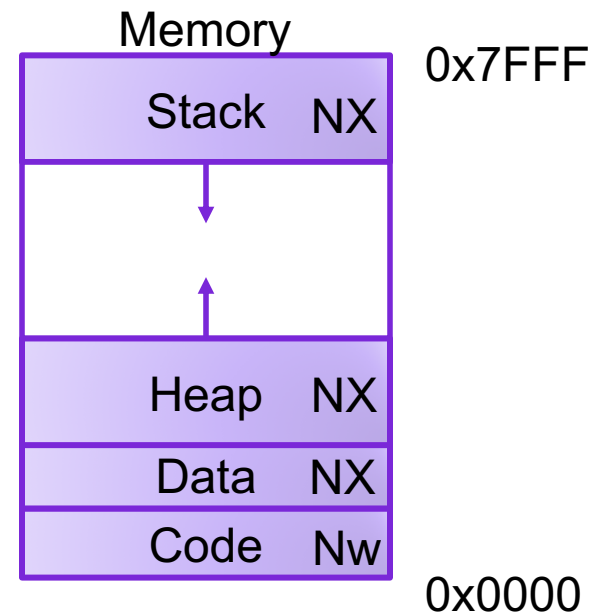
- Idea: fill the buffer with bytes that will be interpreted as code
- Overwrite the return address with address of the beginning of the buffer



```
/* Echo Line */
void echo()
{
    char buf[4];
    gets(buf);
    puts(buf);
}
```

```
echo:
    subq    $18, %rsp
    movq   %rsp, %rdi
    call   gets
    call   puts
    addq   $18, %rsp
    ret
```

Defense #3: Memory Tagging

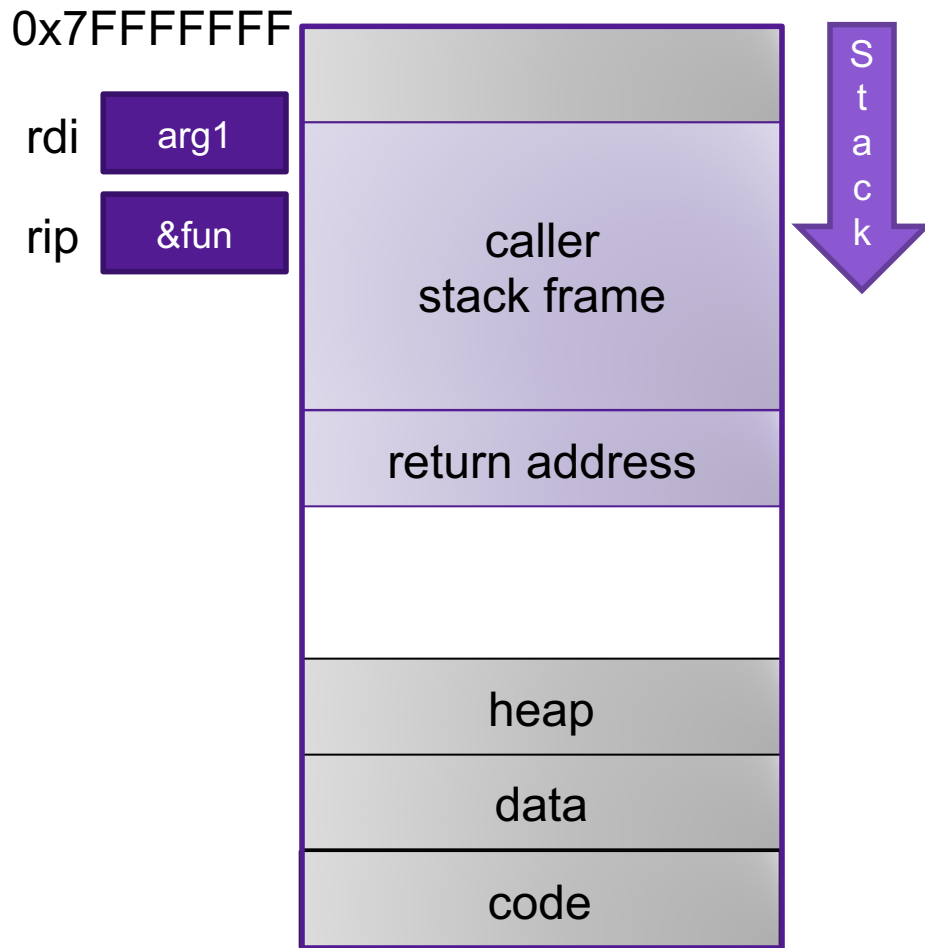


Code Reuse Attacks

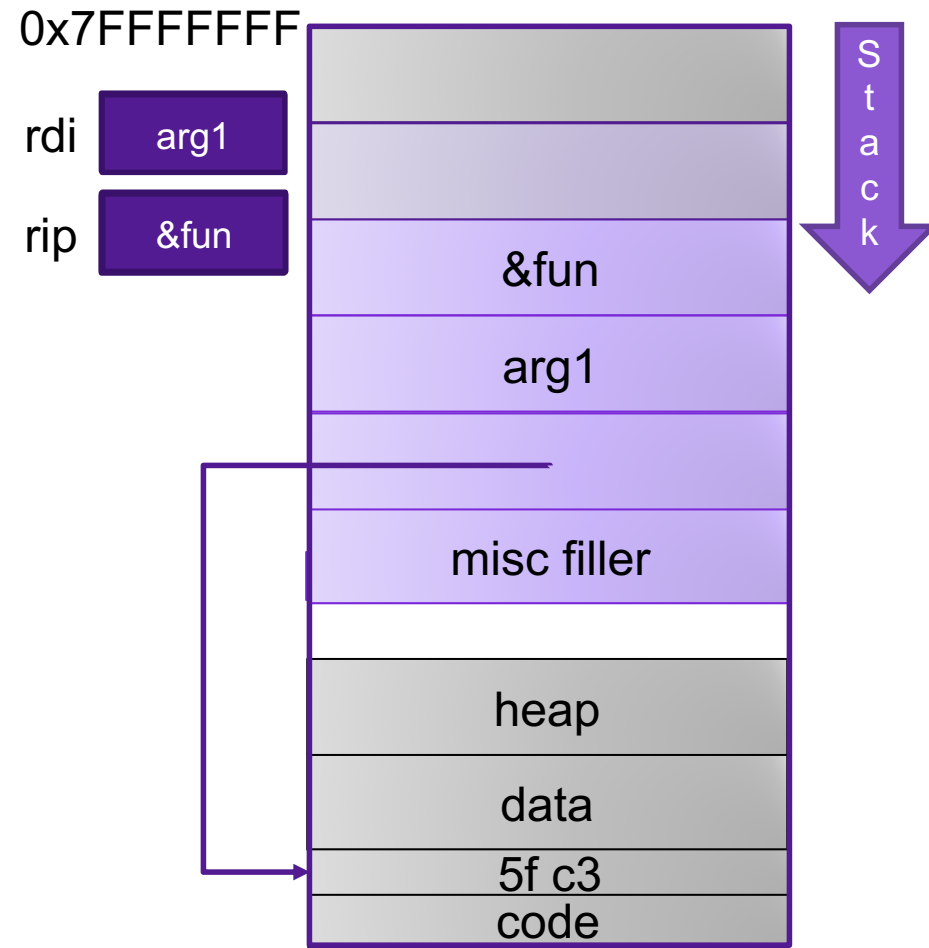
- Key idea: execute instructions that already exist
- Defeats memory tagging defenses
- Examples:
 1. return to a function or line in the current program
 2. return to a library function (e.g., return-into-libc)
 3. return to some other instruction (return-oriented programming)

Handling Arguments

what function expects
when it is called...



overflow with argument



Return-into-libc

Sr.No.	Function & Description
1	double atof(const char *str) ↗ Converts the string pointed to, by the argument <i>str</i> to a floating-point number (type double).
2	int atoi(const char *str) ↗ Converts the string pointed to, by the argument <i>str</i> to an integer (type int).
3	long int atol(const char *str) ↗ Converts the string pointed to, by the argument <i>str</i> to a long integer (type long int).
8	void free(void *ptr) ↗ Deallocates the memory previously allocated by a call to <i>calloc</i> , <i>malloc</i> , or <i>realloc</i> .
9	void *malloc(size_t size) ↗ Allocates the requested memory and returns a pointer to it.
10	void *realloc(void *ptr, size_t size) ↗ Attempts to resize the memory block pointed to by <i>ptr</i> that was previously allocated with a call to <i>malloc</i> or <i>calloc</i> .
15	int system(const char *string) ↗ The command specified by <i>string</i> is passed to the host environment to be executed by the command processor.
16	void *bsearch(const void *key, const void *base, size_t nitems, size_t size, int (*compar)(const void *, const void *)) ↗ Performs a binary search.
17	void qsort(void *base, size_t nitems, size_t size, int (*compar)(const void *, const void*)) ↗ Sorts an array.
18	int abs(int x) ↗ Returns the absolute value of <i>x</i> .
22	int rand(void) ↗ Returns a pseudo-random number in the range of 0 to <i>RAND_MAX</i> .
23	void srand(unsigned int seed) ↗ This function seeds the random number generator used by the function rand .

ASCII Armoring

- Make sure all system library addresses contain a null byte (0x00).
- Can be done by placing this code in the first 0x01010101 bytes of memory

Properties of x86 Assembly

- lots of instructions
- variable length instructions
- not word aligned
- dense instruction set

Gadgets

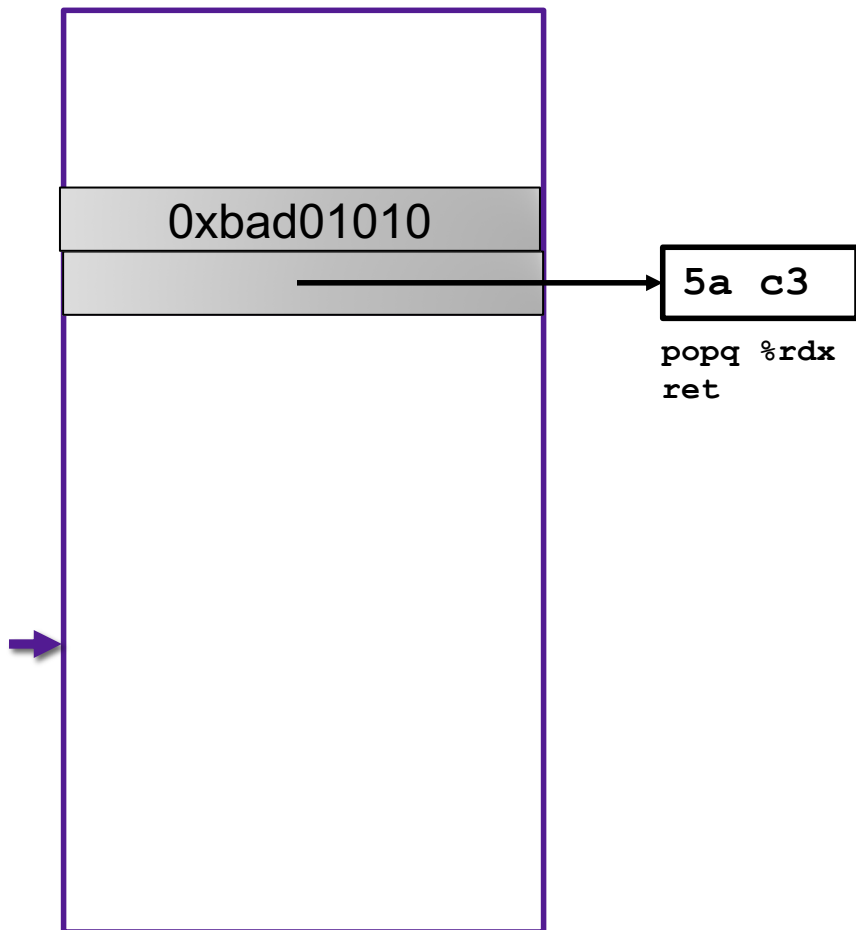
```
void setval(unsigned *p) {  
    *p = 3347663060u;  
}
```

```
<setval>:  
4004d9: c7 07 d4 48 89 c7 movl $0xc78948d4, (%rdi)  
4004df: c3                ret
```

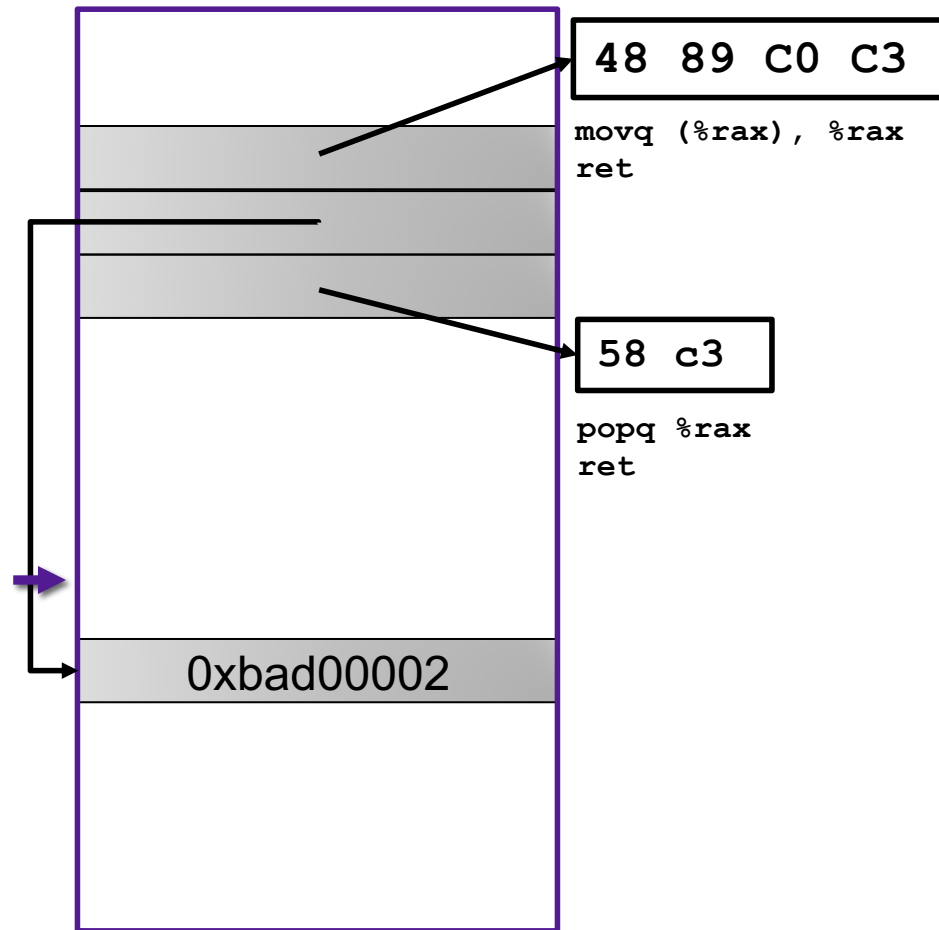
gadget address: 0x4004dc
encodes: movq %rax, %rdi
ret
executes: %rdi <- %rax

Example Gadgets

Load Constant



Load from memory

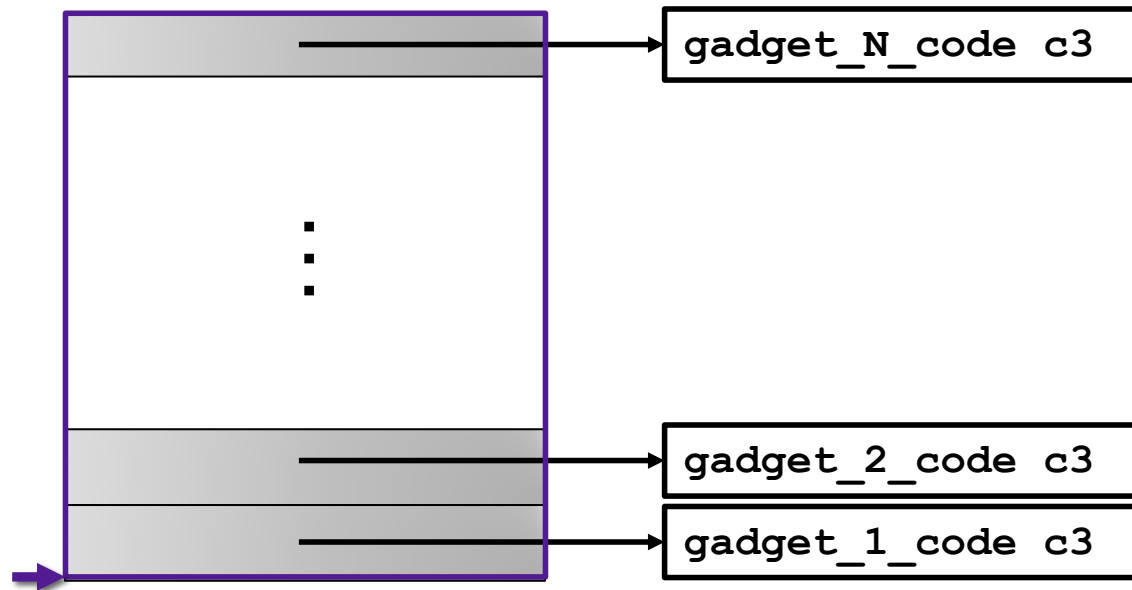


Return-oriented Programming

Return-Oriented
Programming

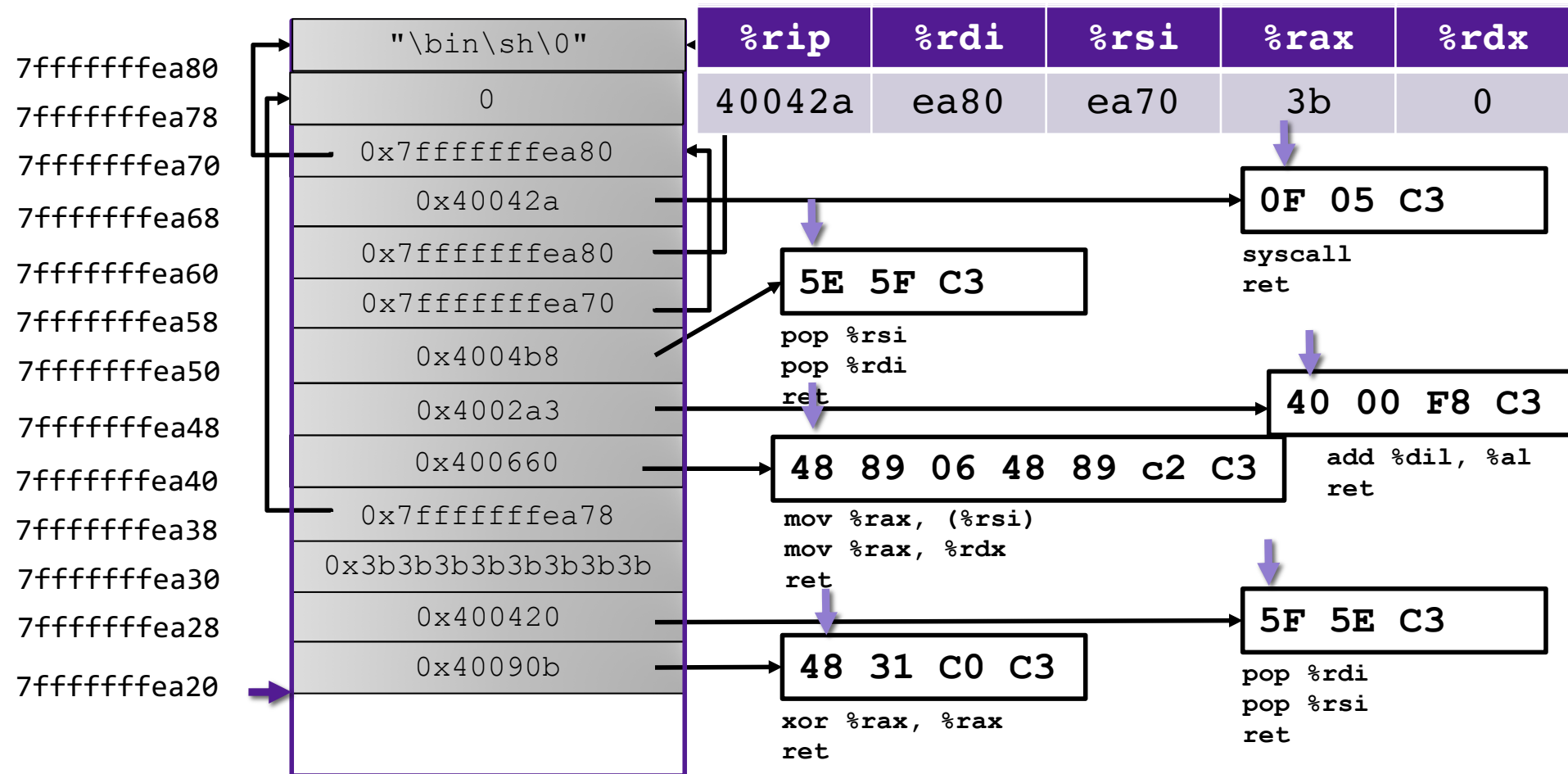
is a lot like a ransom
note, BUT instead of cutting
out letters from magazines,
YOU ARE cutting out
instructions from text
segments

Return-oriented Programming



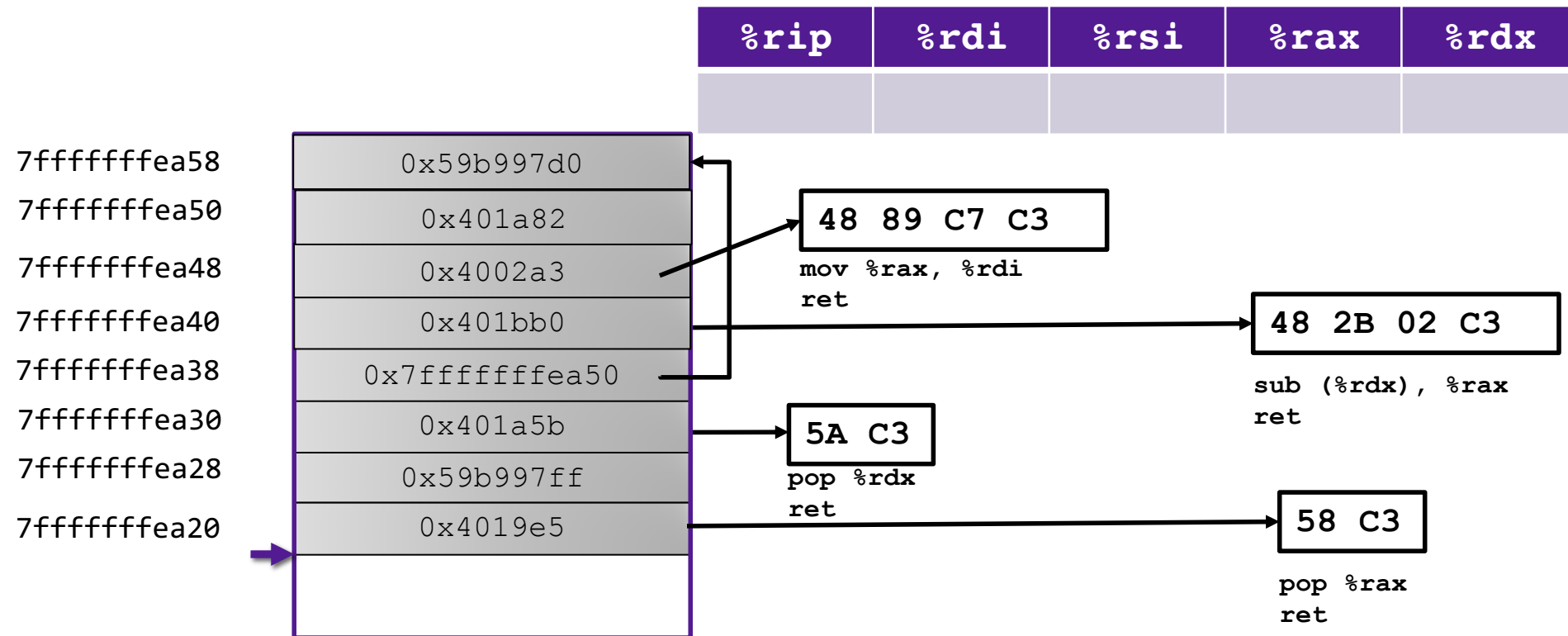
Final ret in each gadget sets pc (%rip) to beginning of next gadget code

Return-Oriented Shellcode



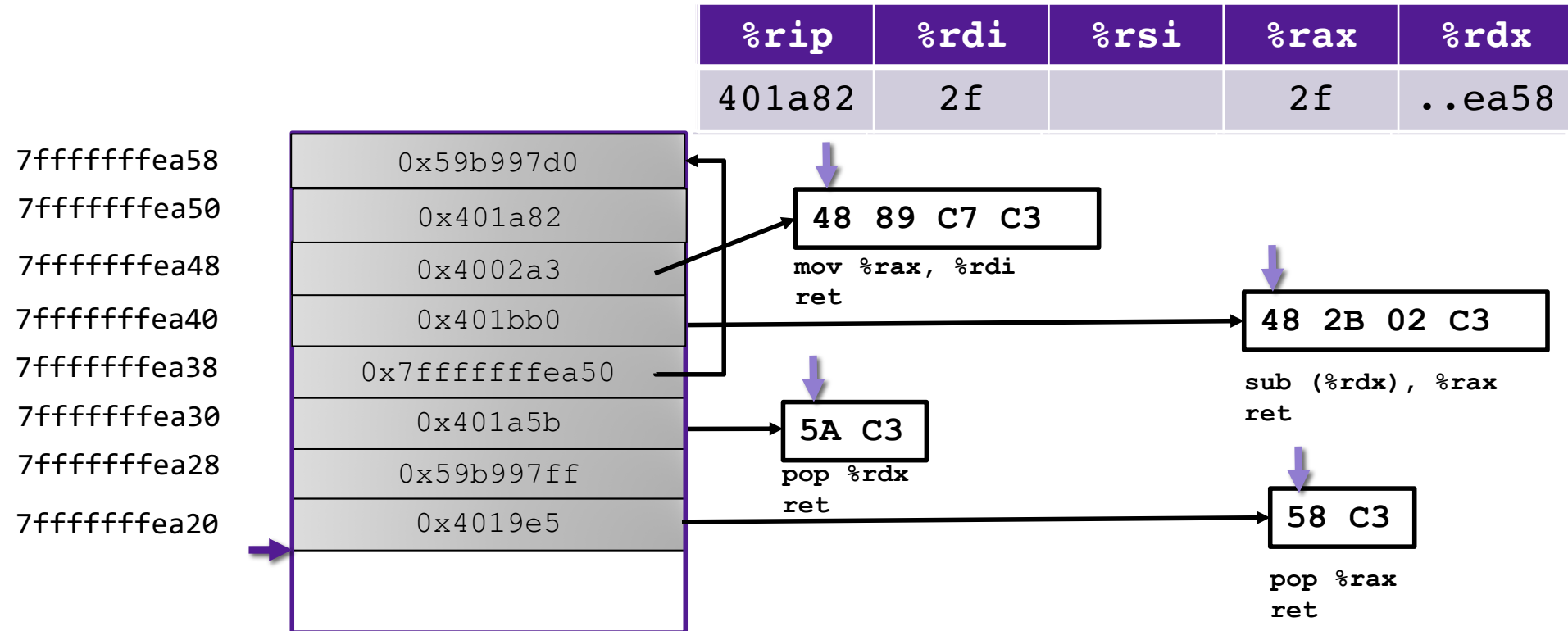
Exercise 2: ROP

- What are the values in the registers when the function at address 0x401a82 gets called?



Exercise 2: ROP

- What are the values in the registers when the function at address 0x401a82 gets called?



Address Space Layout Randomization

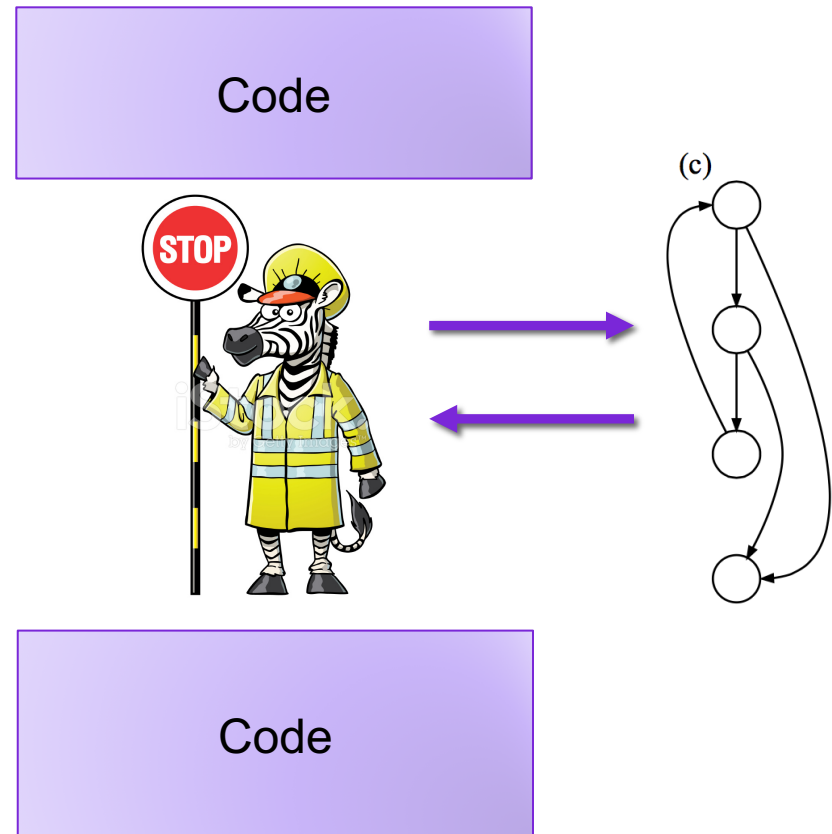


Other defenses

Gadget Elimination



Control Flow Integrity



The state of the world

Defenses:

- high-level languages
- Stack Canaries
- Memory tagging
- ASLR
- continuing research and development...

But all they aren't perfect!



Exercise 3: Feedback

1. Rate how well you think this recorded lecture worked
 1. Better than an in-person class
 2. About as well as an in-person class
 3. Less well than an in-person class, but you still learned something
 4. Total waste of time, you didn't learn anything
2. How much time did you spend on this video lecture (including time spent on exercises)?
3. Do you have any questions that you would like me to address in this week's problem session?
4. Do you have any other comments or feedback?