CSCI 2951U: Topics in Software Security  
(Spring 2021)

- **Instructor:** Vasileios (Vasilis) Kemerlis  
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  o Office Hours: Mondays, 6PM–7PM (via Zoom)

- **Meeting Time:** Mondays, 3PM–5:20PM (via Zoom)  
- **Meeting Location:** Online / Synchronous  
- **Web:** [https://cs.brown.edu/courses/csci2951-u](https://cs.brown.edu/courses/csci2951-u)

- **Prerequisites:** CSCI 1650 (Software Security and Exploitation) or CSCI 1670 (Operating Systems)

**Overview**

In this course, we will collectively investigate the state-of-the-art in software/systems exploitation and defense. More specifically, the course is structured as a seminar where students present research papers to their peers and the instructor. We will begin with a summary of prevalent software- and hardware-related defects, which are typically found in applications written in memory unsafe languages, like C and C++, and/or contemporary architectures, such as x86 and ARM. Next, we will survey what we are up against: traditional and modern exploitation techniques, ranging from classical code injection and code-reuse attacks (return-to-libc, return-oriented programming) up to the newest goodies, like just-in-time code reuse, blind ROP, and software-based microarchitectural attacks. For the bulk part, we will focus on the latest advances in protection mechanisms, mitigation techniques, and tools against the previously-mentioned vulnerability classes and exploitation methods.
**Course Format**

In each class, we will discuss 2–5 research papers. Students are expected to read the assigned papers and write a short review (critique) before each class. In addition, 1–3 students will do a short presentation about each paper for the day, which will be the starting point for our discussion(s).

In parallel, students will work on a semester-long project on an open research problem related to the topics covered in the course. Projects can have an offensive or defensive focus, or both, and projects relating to the students' own research interests are strongly encouraged, provided they also fit with the theme of the class.

**Course Objectives**

The goals of this course are twofold: (a) lean how and why (certain) software defenses can be bypassed; and (b) familiarize with experimental exploit mitigation techniques, in order to better understand the boundaries of protection mechanisms and argue about their effectiveness.

**Paper Reviews**

Everyone, apart from the presenter, is expected to read the paper(s) for the week and submit a constructive critique (review). The reviews should:

a) Be at most a page long.
b) Provide a summary of the assigned paper(s).
c) Discuss the pros and cons of the proposed idea, protection mechanism, or bypass technique.
d) Conclude with:
   1. at least two thought-provoking questions regarding the material covered in the paper(s);
   2. a brief direction of future work based on the ideas/topic of the assigned paper(s).
Paper Presentations

Each student will be presenting a (set of) research paper(s) to the class, and evaluated based on the following criteria:

a) **Understanding**: Does the presenter understand the material?
b) **Thoughtfulness**: Does the presenter have insights and opinions beyond what was in the paper?
c) **Clarity**: Can the audience understand the presentation? Is the "big picture" clear? Are there useful examples?
d) **Materials**: Do the slides or use of blackboard illustrate and support the talk? Are there diagrams to help convey the technicalities?
e) **Delivery**: Has the presenter practiced?
f) **Non-regurgitation**: Did the presenter do something beyond simply typing sections of the paper as bullet points? Did the presenter motivate the ideas in their own words, or just state ideas from the paper verbatim?
g) **Answering questions**: Can the presenter handle questions from the audience?

Course Project

The (semester-long) course project entails working on an open research problem, which can be defensive or offensive in nature (or both), and submitting (to the instructor) a workshop-quality research paper. Note that although the project may rely on concepts learned from existing papers, it must also introduce new ideas. Validation of prior work (in terms of effectiveness and/or performance) is permitted, but a more thorough analysis of the original work's strengths and weaknesses is expected.

Grading

- Class participation: 50%
  - Paper(s) presentation: 20%
  - Discussion participation: 20%
  - Paper reviews: 10%
• Project 50%
  o Final report: 40%
  o Final presentation: 10%

Credit Hours

Over 14 weeks, students will spend 3 hours per week in class (42 hours total). Required reading and weekly research questions is expected to take up approximately 7 hours per week (98 hours). In addition, researching and working on the final project is estimated at a total of approximately 40 hours over the course of the term.

Diversity and Inclusion

Our intent is that this course provides a welcoming environment for all students who satisfy the prerequisites. All members of the CS community, including faculty and staff, have undergone training in diversity and inclusion, and are expected to treat one another in a professional manner. If you feel you have not been treated in a professional manner by any of the course staff, please contact any of Vasilis (the Instructor), Ugur Cetintemel (Dept. Chair), Tom Doeppner (Dept. Vice Chair) or Laura Dobler (Diversity and Inclusion Staff Member). We will take all complaints about unprofessional behavior seriously. Lastly, your suggestions are encouraged and appreciated. Please let me know of ways to improve the effectiveness of the course for you personally, or for other students or student groups. To access student support services and resources, and to learn more about diversity and inclusion in the Department of Computer Science, please visit: https://cs.brown.edu/about/diversity/resources/.

Mental Health

Being a student can be very stressful at times. If you feel you are under too much pressure, or there are psychological issues that are keeping you from performing well at Brown, I encourage you to contact Counseling and Psychological Services (CAPS). They can provide both confidential counseling and notes supporting extensions for health reasons.
Accommodations

Brown University is committed to the full inclusion of all students. Please inform me early in the term if you have a disability, or other conditions, which might require accommodations or modification of any of the course procedures. You may speak with me after class or during my office hours. For more information, please contact Student Accessibility Services (SAS) at 401-863-9588 or SEAS@brown.edu. In addition, undergraduate students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office. Graduate students can contact one of the deans in the Dean of the Graduate School office.