#### Lecture 7: Public-Key Cryptography

CS 181S

Fall 2020

#### Crypto Thus Far...





# Key pairs

- Instead of sharing a key between pairs of principals...
- ...every principal has a pair of keys
  - public key: published for the world to see
  - private key: kept secret and never shared



## (Public-Key) Encryption algorithms

- $Gen(1^n)$ : generate a keypair (pk, sk) of length n
- Enc(m; pk): encrypt message under public key pk
- Dec(c; sk): decrypt ciphertext c with secret key sk



(Gen, Enc, Dec) is a public-key encryption scheme aka cryptosystem

#### RSA

#### [Rivest, Shamir, Adleman 1977]

#### Shared Turing Award in 2002: ingenious

contribution to making public-key crypto

- Gen(len):
  - Pick primes p, q, define  $n = p \cdot q$
  - Choose e, d such that  $ed = 1 \mod (p-1)(q-1)$
  - pk = (n, e), sk = (p, q, d)
- Enc(m, pk)

 $c = m^e \mod n$ 

• Dec(c, sk):

$$m = c^d \mod n$$



#### Exercise 1: RSA

- Let pk = (n, e) = (21, 5) and sk = (p, q, d) = (3, 7, 5)
- Observe that  $ed = 5 \cdot 5 = 25 = 1 \mod{12}$
- 1. Compute c = Enc(17; pk)

 $c = \text{Enc}(17; (21, 5)) = 17^5 \mod 21 = 1419857 \mod 21 = 5$ 

2. Compute Dec(c; sk)

 $Dec(c; sk) = Dec(5; (3,7,5)) = 5^5 \mod 21 = 3125 \mod 21 = 17$ 

#### RSA

- Theorem: RSA is a correct public-key encryption scheme.
- Theorem:  $(m^e \mod pq)^d \mod pq == m$

$$Dec(Enc(m; pk); sk) = (m^{e} \mod pq)^{d} \mod pq$$

$$= (m^{e})^{d} \mod pq$$

$$= m^{ed} \mod pq$$

$$= m \mod pq$$

$$m^{ed} \mod p = m^{1+k(p-1)(q-1)} \mod p \qquad m^{ed} \mod q = m^{1+k(p-1)(q-1)} \mod q$$

$$= m \cdot (m^{p-1})^{k(q-1)} \mod p \qquad = m \cdot (m^{q-1})^{k(p-1)} \mod q$$

$$= m \cdot (m^{p-1} \mod p)^{k(q-1)} \mod p \qquad = m \cdot (m^{q-1} \mod p)^{k(p-1)} \mod q$$

$$= m \cdot (1)^{k(q-1)} \mod p \qquad = m \cdot (1)^{k(p-1)} \mod q$$

$$= m \mod p \qquad = m \mod q$$

#### RSA

#### - Theorem: RSA is a secure public-key encryption scheme.



- Rabin Encryption (integer factorization)
- ElGamal Encryption (discrete log)
- Pailler Encryption (composite residuosity)
- Elliptic Curve Integrated Encryption Scheme (comp. DH)

## Problems with Textbook RSA

- Deterministic: given same plaintext and key, always produces the same ciphertext
- *Small numbers*: if m<sup>e</sup> < n, then log is easy to compute
- *Big numbers*: if m > n, can't compute do math mod n
- Side channel attacks: interfaces can leak information about secret key
- Key Management: no secure place to store the secret key
- Quantum Computers: provably breakable with different hardware

## Solution 1: Padding

- PKCS#1 v1.5: 0x00 0x02 [non-zero bytes] 0x00 [message]
  - Vulnerable to a padding oracle attack!
- OAEP (Optimal Asymmetric Encryption Padding)
  - Security proof (with assumptions)



## Exercise 2: OAEP

 Define a function to compute m given values X and Y, constants k0 and k1, and hash functions G and H



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return m;

}



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# Solution 2: Hybrid encryption

- Assume:
  - Symmetric encryption scheme (Gen\_SE, Enc\_SE, Dec\_SE)
  - Public-key encryption scheme (Gen\_PKE, Enc\_PKE, Dec\_PKE)
- Use public-key encryption to establish a shared session key
  - Avoids quadratic problem, assuming existence of phonebook
  - Avoids problem of key distribution
- Use symmetric encryption to exchange long plaintext encrypted under session key
  - Gain efficiency of block cipher and mode



#### Protocol to exchange encrypted message



0. B: (pk\_B, sk\_B) = Gen\_PKE(len\_PKE)
 publish (B, pk\_B)

1. A: 
$$k_s = Gen_SE(len_SE)$$
  
 $c1 = Enc_PKE(k_s; pk_B)$   
 $c2 = Enc_SE(m; k_s)$ 

2. A  $\rightarrow$  B: c1, c2

## Session keys

- If key compromised, only those messages encrypted under it are disclosed
- Used for a brief period then discarded
  - cryptoperiod: length of time for which key is valid
  - in this case, for a single (long) message
  - not intended for reuse in future messages
- only intended for unidirectional usage:
  - A->B, not B->A

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## Square-and-Multiply

```
int modular exp(x, n, p){
   res = 1;
   while (n > 0) {
      if (n % 2 == 1){
         res = res * x % p;
      }
      x = x^{2} % p;
      n >> 1;
   }
   return res;
```

}

#### **Exercise 3: Square-and Multiply**

Compute 3<sup>5</sup> mod 21 using square and multiply

int modular\_exp(x, n, p){ res = 1 x = 3n = 5 res = 1; while (n > 0) { res = 3 x = 9 n = 2 if (n % 2 == 1){ res = res \* x % p; res = 3 x = 18 n = 1}  $x = x^{2} % p;$ n = 0res = 12 x = 9n >> 1; } return res; }

## Side Channels



- Power
- Timing
- EM Radiation
- Acoustics

## Solution 3: Blinded RSA

#### [Rivest, Shamir, Adleman 1977]

#### Shared Turing Award in 2002: ingenious

contribution to making public-key crypto

- Gen(len):
  - Pick primes p, q
  - Choose e, d such that  $ed = 1 \mod \operatorname{lcm}(p 1, q 1)$
  - pk = (n, e), sk = (p, q, d)
- Enc(m, pk)

$$c = m^e \mod n$$

Dec(c, sk):

$$m = ((cr)^d \bmod n) \cdot r^{-d}$$

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# Solution 4: Key Management

- Store keys offline
- Store keys in protected files
- Memorize the keys (sort of)

# Password-Based Encryption

- PBKDF2: Password-based key derivation function [<u>RFC</u> <u>8018</u>]
- Output: derived key k
- Input:
  - Password p
  - Salt s
  - Iteration count c
  - Key length len
  - Pseudorandom function (PRF): "looks random" to an adversary that doesn't know an input called the *seed* (commony instantiated with an HMAC)

## PBKDF2

#### **Algorithm:**

- F(p, s, i, c) = U(1) XOR ... XOR U(c)
  - U(1) = PRF(s, i; p)
  - U(j) = PRF(U(j-1); p)
  - F is in essence a salted iterated hash...
- k = F(p, s, 1, c) || F(p, s, 2, c) || ... || F(p, s, n, c)
  - enough copies to reach keylen
  - II denotes bit concatenation



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#### Solution 5: Post-Quantum Cryptography



#### Exercise 4: 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 particular questions you would like me to address in this week's problem session?
- 4. Would you prefer to keep using this asynchronous/flipped classroom approach or would you prefer to switch to synchronous teaching?
- 5. Do you have any other comments or feedback?