**CS162 Operating Systems and** Systems Programming Lecture 1

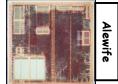
# What is an Operating System?

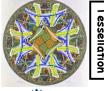
August 27th, 2008 Prof. John Kubiatowicz http://inst.eecs.berkeley.edu/~cs162

#### Who am I?

- Professor John Kubiatowicz (Prof "Kubi") - Background in Hardware Design » Alewife project at MIT » Designed CMMU, Modified SPAR C processor » Helped to write operating system - Background in Operating Systems » Worked for Project Athena (MIT) » OS Developer (device drivers, network file systems)
  - » Worked on Clustered High-Availability systems (CLAM Associates)
  - » OS lead researcher for the new Berkeley PARLab (Tessellation OS). More later.
  - Peer-to-Peer
    - » OceanStore project -Store your data for 1000 years
    - » Tapestry and Bamboo -Find you data around globe
  - Quantum Computing

» Well, this is just cool, but probably not apropos 8/27/08 Kubiatowicz CS162 ©UCB Fall 2008







### Goals for Today

- What is an Operating System? - And - what is it not?
- Examples of Operating Systems design
- Why study Operating Systems?
- Oh, and "How does this class operate?"

# Interactive is important!

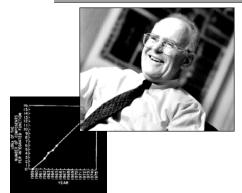
Ask Questions!

Note: Some slides and/or pictures in the following are adapted from slides ©2005 Silberschatz, Galvin, and Gagne. Slides courtesy of Kubiatowicz, AJ Shankar, George Necula, Alex Aiken, Eric Brewer, Ras Bodik, Ion Stoica, Doug Tygar, and David Wagner.

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### Technology Trends: Moore's Law

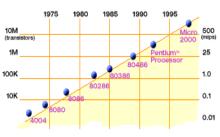


Gordon Moore (co-founder of Intel) predicted in 1965 that the

semiconductor chips would

double roughly every 18

transistor density of



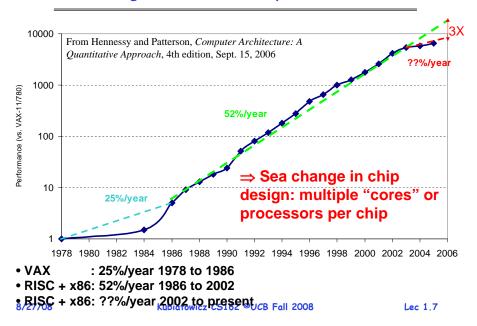
2X transistors/Chip Every 1.5 years Called "Moore's Law"

Microprocessors have become smaller, denser, and more powerful.

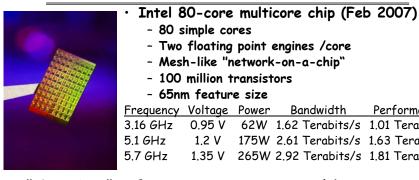
months. 8/27/08



### New Challenge: Slowdown in Joy's law of Performance



### ManyCore Chips: The future is here



- Two floating point engines /core - Mesh-like "network-on-a-chip"

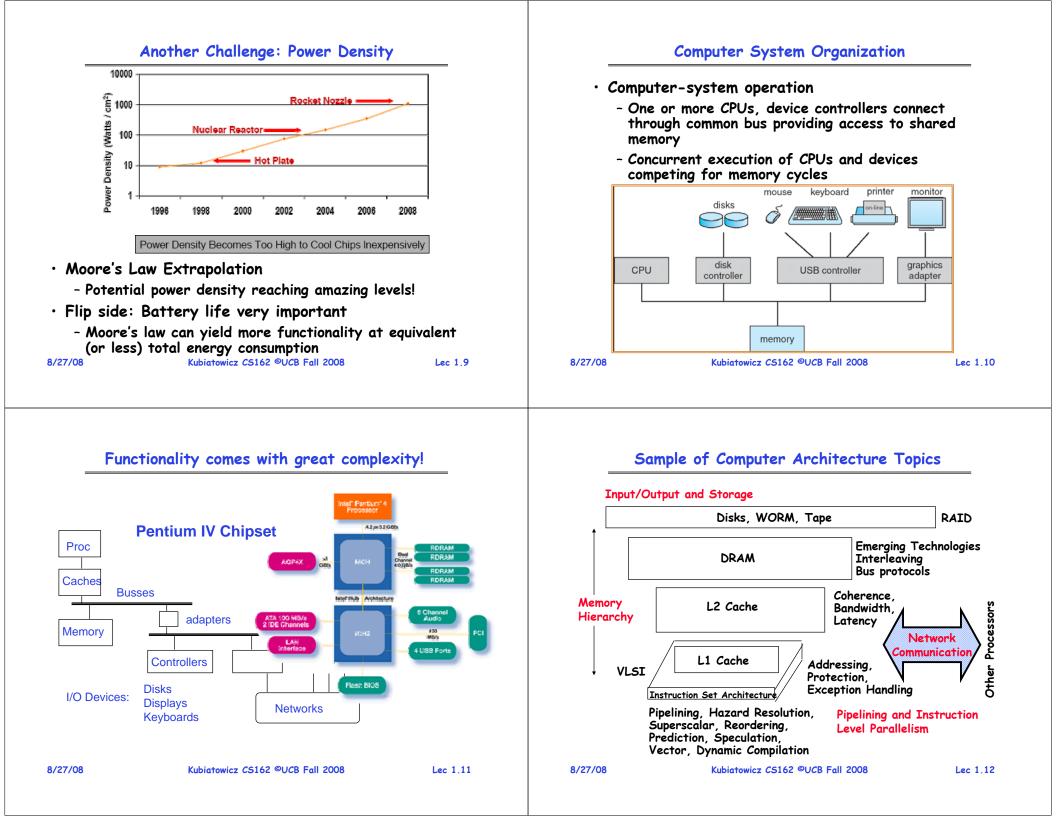
- 100 million transistors

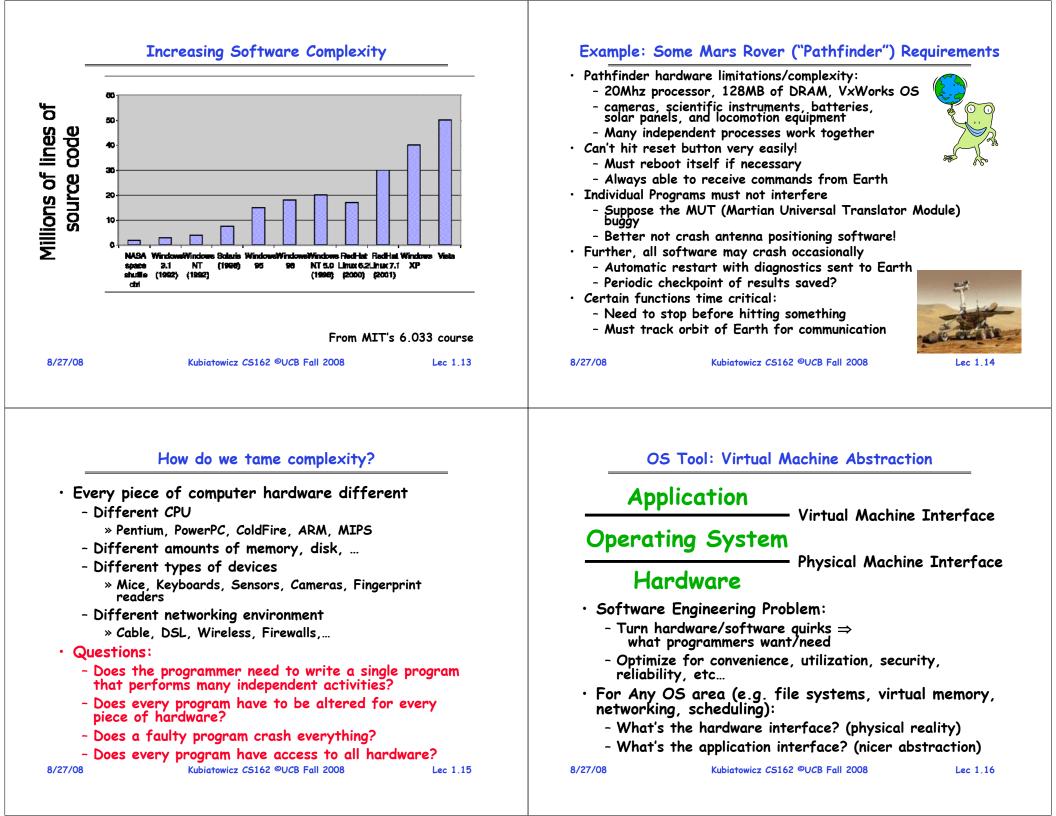
#### - 65nm feature size

		•••••••••			
	Frequency	Voltage	Power	Bandwidth	Performance
J	3.16 GHz	0.95 V	62W	1.62 Terabits/s	1.01 Teraflops
l	5.1 GHz	1.2 V	175W	2.61 Terabits/s	1.63 Teraflops
	5.7 GHz	1.35 V	265W	2.92 Terabits/s	1.81 Teraflops

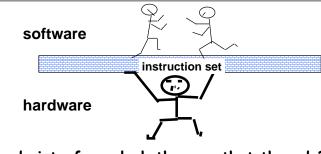
- "ManyCore" refers to many processors/chip
  - 64? 128? Hard to say exact boundary
- How to program these?
  - Use 2 CPUs for video/audio
  - Use 1 for word processor, 1 for browser
  - 76 for virus checking???

Parallelism must be exploited all levels



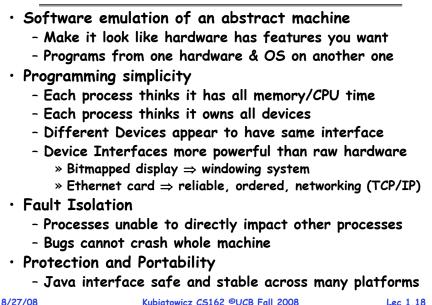


#### Interfaces Provide Important Boundaries



- $\cdot$  Why do interfaces look the way that they do?
  - History, Functionality, Stupidity, Bugs, Management
  - CS152  $\Rightarrow$  Machine interface
  - CS160  $\Rightarrow$  Human interface
  - CS169  $\Rightarrow$  Software engineering/management
- Should responsibilities be pushed across boundaries?
- RISC architectures, Graphical Pipeline Architectures 8/27/08 Kubiatowicz C5162 ©UCB Fall 2008 Lec 1.17

#### **Virtual Machines**

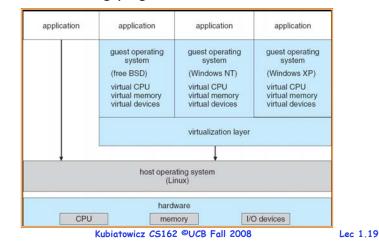


# Virtual Machines (con't): Layers of OSs

• Useful for OS development

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- When OS crashes, restricted to one VM
- Can aid testing programs on other OSs



#### **Course Administration**

• Instructor:	: John Kubiatowicz (kubitron@cs.berkeley.edu) 673 Soda Hall Office Hours(Tentative): M/W 2:30pm-3:30pm				
• TAs:	Tony Huang Jon Whiteaker Andrey Ermolinskiy	(cs162-ta@cory) (cs162-tb@cory) (cs162-tc@cory)			
• Labs:	<ul> <li>Labs: Second floor of Soda Hall</li> <li>Website: <u>http://inst.eecs.berkeley.edu/~cs162</u> Mirror: <u>http://www.cs.berkeley.edu/~kubitron/cs162</u></li> <li>Webcast: <u>http://webcast.berkeley.edu/courses/index.php</u></li> </ul>				
• Webcast:					
• Newsgroup:	<ul> <li>Newsgroup: ucb.class.cs162 (use authnews.berkeley.edu)</li> </ul>				
• Course Emai	il: cs162@cory.cs.berkele	y.edu			
• Reader: TB	• Reader: TBA (Stay tuned!)				

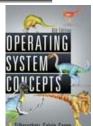
#### Class Schedule

- · Class Time: M/W 4:00-5:30 PM, 277 Cory Hall
  - Please come to class. Lecture notes do not have everything in them. The best part of class is the interaction!
  - Also: 5% of the grade is from class participation
- Sections:
  - Important information is in the sections
  - The sections assigned to you by Telebears are temporary!
  - Every member of a project group must be in same section
  - No sections this week

Section	Time	Location	TA
101	Tu 11:00A-12:00P	B51 Hildebrand	TBA
102	Tu 1:00P-2:00P	B51 Hildebrand	ТВА
103	Tu 2:00P-3:00P	81 Evans	ТВА
104	W 11:00P-12:00P	81 Evans	TBA
105	W 2:00P-3:00P	3 Evans	ТВА

### Textbook

• Text: Operating Systems Concepts, 8<sup>th</sup> Edition Silbershatz, Galvin, Gagne



- · Online supplements
  - See "Information" link on course website
  - Includes Appendices, sample problems, etc.
- Question: need 8th edition?
  - No, but has new material that we may cover
  - Completely reorganized
  - Will try to give readings from both the 7<sup>th</sup> and 8<sup>th</sup> editions on the lecture page

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# **Topic Coverage**

Textbook: Silberschatz, Galvin, and Gagne, Operating Systems Concepts, 8th Ed., 2008

- 1 week: Fundamentals (Operating Systems Structures)
- 1.5 weeks: Process Control and Threads
- 2.5 weeks: Synchronization and scheduling
- Protection, Address translation, Caching 2 week:
- 1 week: **Demand Paging**
- File Systems · 1 week:
- Networking and Distributed Systems • 2 5 weeks:
- Protection and Security · 1 week:
- · ??: Advanced topics

## Grading

- Rough Grade Breakdown
  - Two Midterms: 15% each One Final: 15% Four Projects: 50% (i.e. 12.5% each) Participation: 5%

### • Four Projects:

- Phase I: Build a thread system
- Phase II: **Implement Multithreading**
- Phase III: Caching and Virtual Memory
- Phase IV: Parallel and Distributed Systems
- Late Policy:

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- Each group has 5 "slip" days.
- For Projects, slip days deducted from *all* partners
- 10% off per day after slip days exhausted

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Group Project Simulates Industrial Environ		Typical Lecture Format			
Project teams have 4 or 5 members in same discussion section	:	Attention			
<ul> <li>Must work in groups in "the real world"</li> </ul>		Attention			
Communicate with colleagues (team members	;)				
<ul> <li>Communication problems are natural</li> </ul>		20 min. Break 25 min. Break 25 min. "In G	Conclusion,"		
- What have you done?		Time			
- What answers you need from others?		· 1-Minute Review			
- You must document your work!!!		<ul> <li>20-Minute Lecture</li> </ul>			
- Everyone must keep an on-line notebook		<ul> <li>5- Minute Administrative Matters</li> </ul>			
Communicate with supervisor (TAs)		· 25-Minute Lecture			
- How is the team's plan?		<ul> <li>5-Minute Break (water, stretch)</li> <li>25-Minute Lecture</li> </ul>			
- Short progress reports are required:					
» What is the team's game plan?		<ul> <li>Instructor will come to class early &amp; stay after to answer questions</li> </ul>			
» What is each member's responsibility? Kubiatowicz CS162 ©UCB Fall 2008	Lec 1.25	8/27/08 Kubiatowicz CS162 ©UCB Fall 2008	Lec 1.2		
Lecture Goal		Computing Facilities			
		<ul> <li>Every student who is enrolled should get an account form at end of lecture</li> </ul>			
<b>Interactive!!!</b>		<ul> <li>Gives you an account of form cs162-xx@cory</li> <li>This account is required</li> </ul>			
		<ul> <li>Make sure to log into your new account this week and fill out the questions</li> </ul>			
		<ul> <li>Project Information:</li> <li>See the "Projects and Nachos" link off the course home page</li> </ul>			
				<ul> <li>Newsgroup (ucb.class.cs162):</li> </ul>	

#### Academic Dishonesty Policy

<ul> <li>Copying all or part of another person's work, or using reference material not specifically allowed, are forms of cheating and will not be tolerated. A student involved in an incident of cheating will be notified by the instructor and the following policy will apply:</li> <li>http://www.eecs.berkeley.edu/Policies/acad.dis.shtml</li> <li>The instructor may take actions such as: <ul> <li>require repetition of the subject work,</li> <li>assign an F grade or a 'zero' grade to the subject work,</li> <li>for serious offenses, assign an F grade for the course.</li> </ul> </li> <li>The instructor must inform the student and the Department Chair in writing of the incident, the action taken, if any, and the student's right to appeal to the Director of the Office of Student Conduct may choose to conduct a formal hearing on the incident and to assess a penalty for misconduct.</li> <li>The Department will recommend that students involved in a second incident of cheating be dismissed from the University.</li> </ul>	<ul> <li>Silerschatz and Gavin: "An OS is Similar to a government"</li> <li>Begs the question: does a government do anything useful by itself?</li> <li>Coordinator and Traffic Cop: <ul> <li>Manages all resources</li> <li>Settles conflicting requests for resources</li> <li>Prevent errors and improper use of the computer</li> </ul> </li> <li>Facilitator: <ul> <li>Provides facilities that everyone needs</li> <li>Standard Libraries, Windowing systems</li> <li>Make application programming easier, faster, less error-prone</li> </ul> </li> <li>Some features reflect both tasks: <ul> <li>E.g. File system is needed by everyone (Facilitator)</li> <li>But File system must be Protected (Traffic Cop)</li> </ul> </li> </ul>
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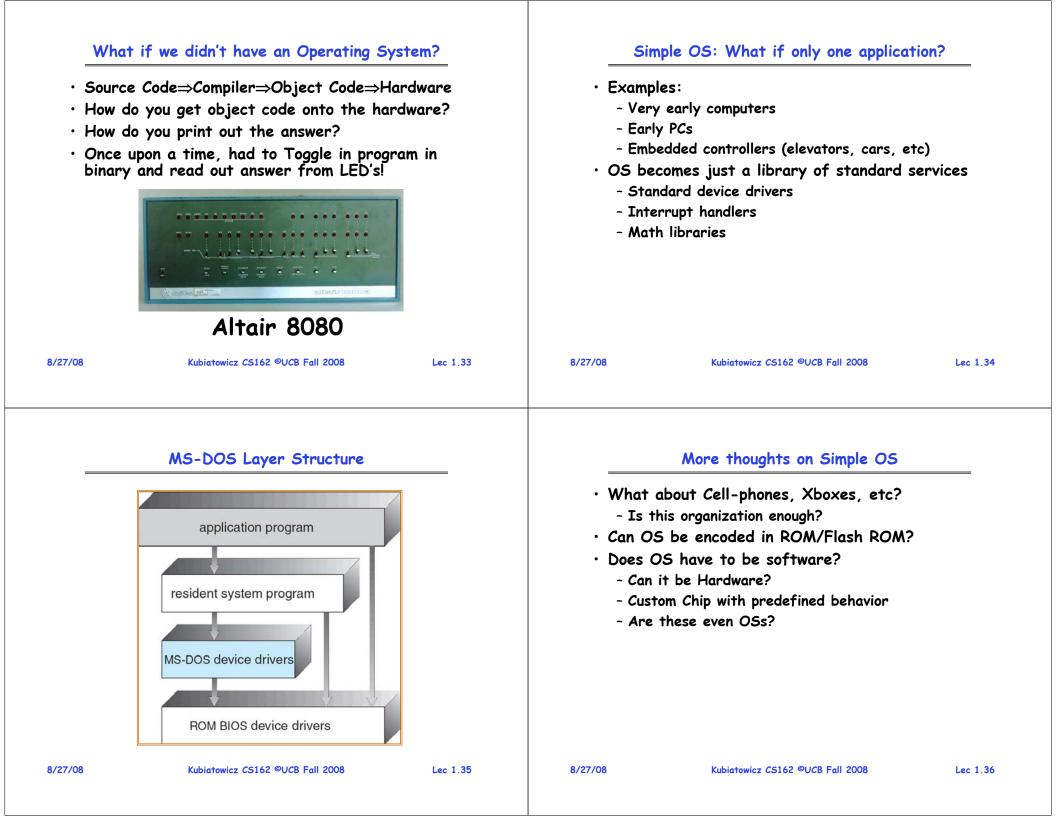
# What is an Operating System,... Really?

- Most Likely:
  - Memory Management
  - I/O Management
  - CPU Scheduling
  - Communications? (Does Email belong in OS?)
  - Multitasking/multiprogramming?
- What about?
  - File System?
  - Multimedia Support?
  - User Interface?
  - Internet Browser? 😊
- $\boldsymbol{\cdot}$  Is this only interesting to Academics??

# Operating System Definition (Cont.)

What does an Operating System do?

- No universally accepted definition
- "Everything a vendor ships when you order an operating system" is good approximation
  - But varies wildly
- "The one program running at all times on the computer" is the kernel.
  - Everything else is either a system program (ships with the operating system) or an application program

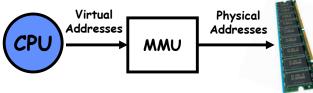


#### More complex OS: Multiple Apps **Example: Protecting Processes from Each Other** Full Coordination and Protection Problem: Run multiple applications in such a way that they are protected from one another - Manage interactions between different users • Goal: - Multiple programs running simultaneously - Keep User Programs from Crashing OS - Multiplex and protect Hardware Resources - Keep User Programs from Crashing each other » CPU, Memory, I/O devices like disks, printers, etc - [Keep Parts of OS from crashing other parts?] Facilitator • (Some of the required) Mechanisms: - Still provides Standard libraries, facilities - Address Translation • Would this complexity make sense if there were - Dual Mode Operation only one application that you cared about? • Simple Policy: - Programs are not allowed to read/write memory of other Programs or of Operating System 8/27/08 Kubiatowicz CS162 ©UCB Fall 2008 Lec 1.37 8/27/08 Kubiatowicz CS162 ©UCB Fall 2008 Lec 1.38

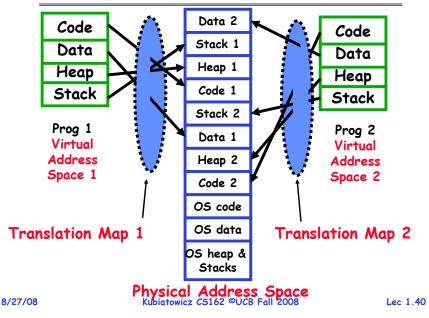
# Address Translation

#### • Address Space

- A group of memory addresses usable by something
- Each program (process) and kernel has potentially different address spaces.
- Address Translation:
  - Translate from Virtual Addresses (emitted by CPU) into Physical Addresses (of memory)
  - Mapping *often* performed in Hardware by Memory Management Unit (MMU)



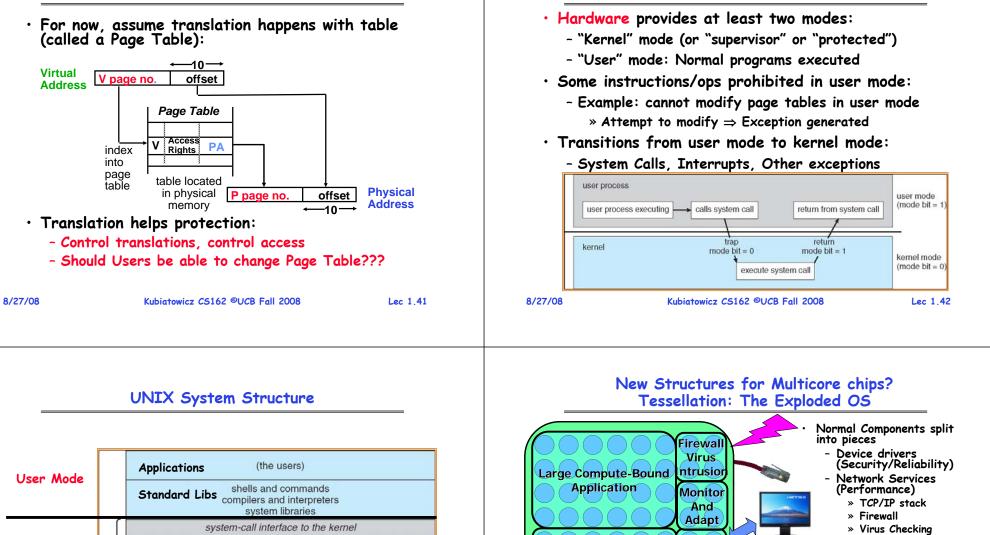
## Example of Address Translation



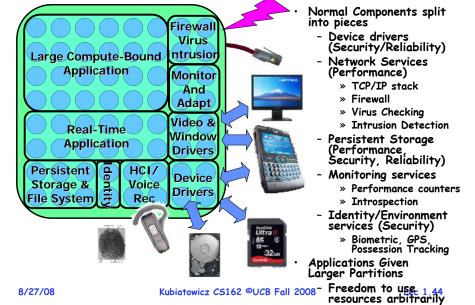
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### Address Translation Details





				system libraries		
	Kernel	$\left[ \right]$	system-call interface to the kernel			
Kernel Mode			signals terminal handling character I/O system terminal drivers	file system swapping block I/O system disk and tape drivers	CPU scheduling page replacement demand paging virtual memory	
			kernel interface to the hardware			
Hardware			terminal controllers terminals	device controllers disks and tapes	memory controllers physical memory	



### OS Systems Principles

OS Systems Principles	Why Study Operating Systems?		
<list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><list-item><ul> <li>9. OS as illusionist:</li> <li>9. Aake hardware limitations go away.</li> <li>9. Provide illusion of dedicated machine with infinite memory and infinite processors.</li> <li>9. OS as government:</li> <li>9. Protect users from each other.</li> <li>9. Alocate resources efficiently and fairly.</li> <li>9. Sa s complex system:</li> <li>9. Constant tension between simplicity and functionality or performance.</li> <li>9. Sa history teacher.</li> <li>9. Aapt as hardware tradeoffs change.</li> </ul></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item></list-item>	<ul> <li>Learn how to build complex systems:</li> <li>How can you manage complexity for future projects?</li> <li>Engineering issues: <ul> <li>Why is the web so slow sometimes? Can you fix it?</li> <li>What features should be in the next mars Rover?</li> <li>How do large distributed systems work? (Kazaa, etc)</li> </ul> </li> <li>Buying and using a personal computer: <ul> <li>Why different PCs with same CPU behave differently</li> <li>How to choose a processor (Opteron, Itanium, Celeron, Pentium, Hexium)? [Ok, made last one up]</li> <li>Should you get Windows XP, 2000, Linux, Mac OS?</li> <li>Why does Microsoft have such a bad name?</li> </ul> </li> <li>Business issues: <ul> <li>Should your division buy thin-clients vs PC?</li> <li>Security, viruses, and worms</li> <li>What exposure do you have to worry about?</li> </ul> </li> </ul>		
<ul> <li>"In conclusion"</li> <li>Operating systems provide a virtual machine abstraction to handle diverse hardware</li> <li>Operating systems coordinate resources and protect users from each other</li> <li>Operating systems simplify application development by providing standard services</li> <li>Operating systems can provide an array of fault containment, fault tolerance, and fault recovery</li> <li>CS162 combines things from many other areas of computer science</li> <li>Languages, data structures, hardware, and algorithms</li> </ul>			

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