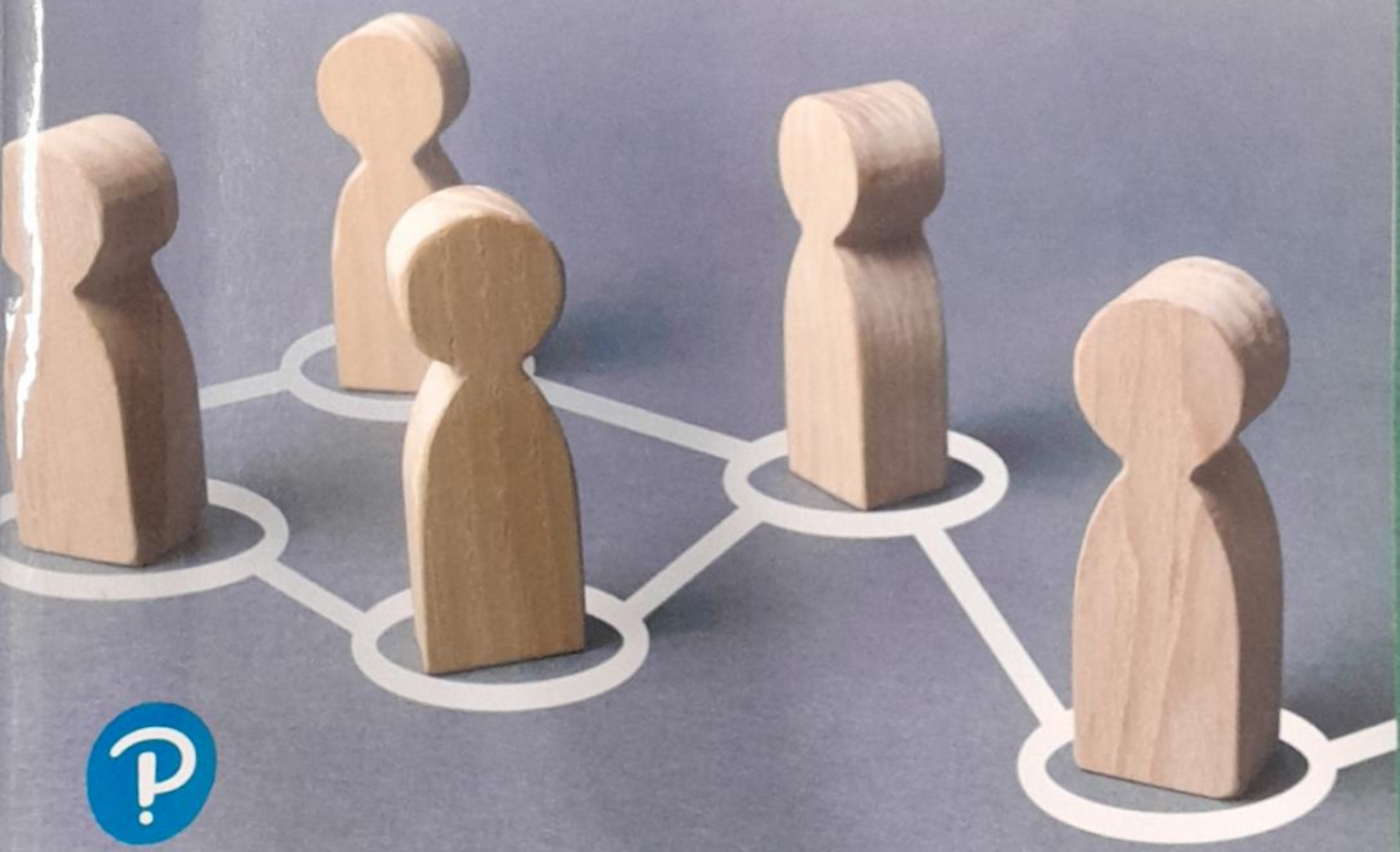
GLOBAL EDITION

Computer Networking

A Top-Down Approach

EIGHTH EDITION

James F. Kurose • Keith W. Ross



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EIGHTH EDITION
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A Top-Down Approach

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Preface

Welcome to the eighth edition of *Computer Networking: A Top-Down Approach.* Since the publication of the first edition 20 years ago, our book has been adopted for use at many hundreds of colleges and universities, translated into 14 languages, and used by many hundreds of thousands students and practitioners worldwide. We've heard from many of these readers and have been overwhelmed by the positive response.

What's New in the Eighth Edition?

We think one important reason for this success has been that our book continues to offer a fresh and timely approach to computer networking instruction. We've made changes in this eighth edition, but we've also kept unchanged what we believe (and the instructors and students who have used our book have confirmed) to be the most important aspects of this book: its top-down approach, its focus on the Internet and a modern treatment of computer networking, its attention to both principles and practice, and its accessible style and approach toward learning about computer networking. Nevertheless, the eighth edition has been revised and updated substantially.

Readers of earlier editions of our book may recall that in moving from the sixth to the seventh edition, we deepened our coverage of the network layer, expanding material which had been previously covered in a single chapter into a new chapter focused on the so-called "data plane" component of the network layer (Chapter 4) and a new chapter focused on the network layer's "control plane" (Chapter 5). That change turned out to be prescient, as software-defined networking (SDN), arguably the most important and exciting advance in networking in decades, has been rapidly adopted in practice—so much so that it's already hard to imagine an introduction to modern computer networking that doesn't cover SDN. SDN has also enabled new advances in the practice of network management, which we also cover in modernized and deeper detail in this edition. And as we'll see in Chapter 7 of this eighth edition, the separation of the data and control planes is now also deeply embedded in 4G/5G mobile cellular network architectures, as is an "all-IP" approach to their core networks. The rapid adoption of 4G/5G networks and the mobile applications they enable are undoubtedly the most significant changes we've seen in networking since the publication of our seventh edition. We've thus significantly updated and deepened our treatment of this exciting area. Indeed, the ongoing wireless network revolution is so important that we think it has become a critical part of an introductory networking course.

In addition to these changes, we've also updated many sections throughout the book and added new material to reflect changes across the breadth of networking. In some cases, we have also retired material from the previous edition. As always,

A Top-Down Approach

Our book broke new ground 20 years ago by treating networking in a top-down manner—that is, by beginning at the application layer and working its way down toward the physical layer. The feedback we received from teachers and students alike have confirmed that this top-down approach has many advantages and does indeed work well pedagogically. First, it places emphasis on the application layer (a "high growth area" in networking). Indeed, many of the recent revolutions in computer networking—including the Web, and media streaming—have taken place at the application layer. An early emphasis on application-layer issues differs from the approaches taken in most other texts, which have only a small amount of material on network applications, their requirements, application-layer paradigms (e.g., client-server and peer-to-peer), and application programming interfaces. Second, our experience as instructors (and that of many instructors who have used this text) has been that teaching networking applications near the beginning of the course is a powerful motivational tool. Students are thrilled to learn about how networking applications work—applications such as e-mail, streaming video, and the Web, which most students use on a daily basis. Once a student understands the applications, the student can then understand the network services needed to support these applications. The student can then, in turn, examine the various ways in which such services might be provided and implemented in the lower layers. Covering applications early thus provides motivation for the remainder of the text.

Third, a top-down approach enables instructors to introduce network application development at an early stage. Students not only see how popular applications and protocols work, but also learn how easy it is to create their own network applications and application-layer protocols. With the top-down approach, students get early exposure to the notions of socket programming, service models, and protocols—important concepts that resurface in all subsequent layers. By providing socket programming examples in Python, we highlight the central ideas without confusing students with complex code. Undergraduates in electrical engineering and computer science will have no difficulty following the Python code.

An Internet Focus

Although we dropped the phrase "Featuring the Internet" from the title of this book with the fourth edition, this doesn't mean that we dropped our focus on the Internet. Indeed, nothing could be further from the case! Instead, since the Internet has become so pervasive, we felt that any networking textbook must have a significant focus on the Internet, and thus this phrase was somewhat unnecessary. We continue to use the Internet's architecture and protocols as primary vehicles for studying fundamental computer networking concepts. Of course, we also include concepts and protocols from other network architectures. But the spotlight is clearly on the Internet, a fact reflected in our organizing the book around the Internet's five-layer architecture: the application, transport, network, link, and physical layers.

Another benefit of spotlighting the Internet is that most computer science and electrical engineering students are eager to learn about the Internet and its protocols. They know that the Internet has been a revolutionary and disruptive technology and can see that it is profoundly changing our world. Given the enormous relevance of the Internet, students are naturally curious about what is "under the hood." Thus, it is easy for an instructor to get students excited about basic principles when using the Internet as the guiding focus.

Teaching Networking Principles

Two of the unique features of the book—its top-down approach and its focus on the Internet—have appeared in the titles of our book. If we could have squeezed a *third* phrase into the subtitle, it would have contained the word *principles*. The field of networking is now mature enough that a number of fundamentally important issues can be identified. For example, in the transport layer, the fundamental issues include reliable communication over an unreliable network layer, connection establishment/teardown and handshaking, congestion and flow control, and multiplexing. Three fundamentally important network-layer issues are determining "good" paths between two routers, interconnecting a large number of heterogeneous networks, and managing the complexity of a modern network. In the link layer, a fundamental problem is sharing a multiple access channel. In network security, techniques for providing confidentiality, authentication, and message integrity are all based on cryptographic fundamentals. This text identifies fundamental networking issues and studies approaches toward addressing these issues. The student learning these principles will gain knowledge with a long "shelf life"—long after many of today's network standards and protocols have become obsolete, the principles they embody will remain important and relevant. We believe that the combination of using the Internet to get the student's foot in the door and then emphasizing fundamental issues and solution approaches will allow the student to quickly understand just about any networking technology.

Student Resources

Student resources are available on the Companion Website (CW) at www.pearsonglobaleditions.com. Resources include:

- *Interactive learning material.* The book's Website contains VideoNotes—video presentations of important topics throughout the book done by the authors, as well as walkthroughs of solutions to problems similar to those at the end of the chapter. We've seeded the Website with VideoNotes and online problems for Chapters 1 through 5. As in earlier editions, the Website contains the interactive animations that illustrate many key networking concepts. Professors can integrate these interactive features into their lectures or use them as mini labs.

- *Additional technical material.* As we have added new material in each edition of our book, we've had to remove coverage of some existing topics to keep the book at manageable length. Material that appeared in earlier editions of the text is still of interest, and thus can be found on the book's Website.
- *Programming assignments.* The Website also provides a number of detailed programming assignments, which include building a multithreaded Web server, building an e-mail client with a GUI interface, programming the sender and receiver sides of a reliable data transport protocol, programming a distributed routing algorithm, and more.
- *Wireshark labs.* One's understanding of network protocols can be greatly deepened by seeing them in action. The Website provides numerous Wireshark assignments that enable students to actually observe the sequence of messages exchanged between two protocol entities. The Website includes separate Wireshark labs on HTTP, DNS, TCP, UDP, IP, ICMP, Ethernet, ARP, WiFi, TLS and on tracing all protocols involved in satisfying a request to fetch a Web page. We'll continue to add new labs over time.

Pedagogical Features

We have each been teaching computer networking for more than 30 years. Together, we bring more than 60 years of teaching experience to this text, during which time we have taught many thousands of students. We have also been active researchers in computer networking during this time. (In fact, Jim and Keith first met each other as master's students in a computer networking course taught by Mischa Schwartz in 1979 at Columbia University.) We think all this gives us a good perspective on where networking has been and where it is likely to go in the future. Nevertheless, we have resisted temptations to bias the material in this book toward our own pet research projects. We figure you can visit our personal Websites if you are interested in our research. Thus, this book is about modern computer networking—it is about contemporary protocols and technologies as well as the underlying principles behind these protocols and technologies. We also believe that learning (and teaching!) about networking can be fun. A sense of humor, use of analogies, and real-world examples in this book will hopefully make this material more fun.

Supplements for Instructors

We provide a complete supplements package to aid instructors in teaching this course. This material can be accessed from Pearson's Instructor Resource Center (http://www.pearsonglobaleditions.com). Visit the Instructor Resource Center for information about accessing these instructor's supplements.

- *PowerPoint® slides.* We provide PowerPoint slides for all eight chapters. The slides have been completely updated with this eighth edition. The slides cover each chapter in detail. They use graphics and animations (rather than relying only on monotonous text bullets) to make the slides interesting and visually appealing. We provide the original PowerPoint slides so you can customize them to best suit your own teaching needs. Some of these slides have been contributed by other instructors who have taught from our book.
- *Homework solutions.* We provide a solutions manual for the homework problems in the text, programming assignments, and Wireshark labs. As noted earlier, we've introduced many new homework problems at each chapter's end. For additional interactive problems and solutions, an instructor (and students) can consult this books Companion Website at Pearson.

Chapter Dependencies

The first chapter of this text presents a self-contained overview of computer networking. Introducing many key concepts and terminology, this chapter sets the stage for the rest of the book. All of the other chapters directly depend on this first chapter. After completing Chapter 1, we recommend instructors cover Chapters 2 through 6 in sequence, following our top-down philosophy. Each of these five chapters leverages material from the preceding chapters. After completing the first six chapters, the instructor has quite a bit of flexibility. There are no interdependencies among the last two chapters, so they can be taught in any order. However, the last two chapters depends on the material in the first six chapters. Many instructors first teach the first six chapters and then teach one of the last two chapters for "dessert."

One Final Note: We'd Love to Hear from You

We encourage students and instructors to e-mail us with any comments they might have about our book. It's been wonderful for us to hear from so many instructors and students from around the world about our first seven editions. We've incorporated many of these suggestions into later editions of the book. We also encourage instructors

to send us new homework problems (and solutions) that would complement the current homework problems. We'll post these on the instructor-only portion of the Website. We also encourage instructors and students to create new interactive animations that illustrate the concepts and protocols in this book. If you have an animation that you think would be appropriate for this text, please submit it to us. If the animation (including notation and terminology) is appropriate, we'll be happy to include it on the text's Website, with an appropriate reference to the animation's authors.

So, as the saying goes, "Keep those cards and letters coming!" Seriously, please *do* continue to send us interesting URLs, point out typos, disagree with any of our claims, and tell us what works and what doesn't work. Tell us what you think should or shouldn't be included in the next edition. Send your e-mail to kurose@cs.umass.edu and keithwross@nyu.edu.

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