

# CSE 505

# Graduate PL

Fall 2013

# Goals Since Day 1

Develop tools to **rigorously** study what programs mean.

*semantics*

*equivalence, termination, determinism, ...*

Develop tools for studying program behavior

*inductive defns, structural induction, inference rules*

Investigate core PL concepts

*types, functions, scope, mutation, iteration*

# Cruising to Victory



# Covered Serious Ground

- Functional Programming
- Formal Definitions, Structural Induction, Semantics
- Various Lambda Calculi
- Types, Progress, Preservation
- Evaluation Contexts and Continuation Passing Style
- Subtyping, Parametric Polymorphism

# Developed Sweet Skills

- Writing Formal Proofs
- Language Implementation
- Extending Languages
- Taste for Design Tradeoffs
- Appreciating Deep Connections (e.g. Curry-Howard)
- *Enduring Long Exams*

# Developed Sweet Skills

- *Keeping a Straight Face*



# Today: Review & Review

- Extending Progress and Preservation Proofs
- Quick Look Back at Evaluation Contexts
- Putting Terms into Continuation Passing Style
- Subtyping: LSP, Covariance, Contravariance
- Type Derivations with Parametric Polymorphism
- Course Evaluations

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# Extensions and Type Safety

Need to establish two properties:

## 1. *Progress*

If  $* \vdash e : \mathbf{T}$ , then either (A)  $e$  is a value or (B) there exists  $e'$  such that  $e \rightarrow e'$ .

## 2. *Preservation*

If  $* \vdash e : \mathbf{T}$  and  $e \rightarrow e'$ , then  $* \vdash e' : \mathbf{T}$ .

# Progress

Proof generally has this shape:

induction on  $* \quad |- \quad e : T$

base cases either:

(1) value (done)

(2) not typable in empty context (contradiction, done)

inductive cases:

- inversion on typing provides types for subexprs
- **IH** + subexpr type implies they are values or can step
- if subexpression steps, big expression steps
- *NOTE*: canonical forms provides shape of typed values

# Product Progress

Case \*  $\vdash (e_1, e_2) : T_1 * T_2$

- inversion provides \*  $\vdash e_1 : T_1$  and \*  $\vdash e_2 : T_2$
- if  $e_1$  not a value
  - by **IH** and typing  $e_1$  can step to  $e_1'$
  - then  $(e_1, e_2)$  can step to  $(e_1', e_2)$
- else  $e_1$  a value, if  $e_2$  not a value
  - by **IH** and typing  $e_2$  can step to  $e_2'$
  - then  $(e_1, e_2)$  can step to  $(e_1, e_2')$
- else  $e_2$  a value
  - both values, whole thing value, not stuck, done

# Preservation

Proof generally has this shape:

base cases all contradictions, either

(A) not typable in empty context (bogus)

(B) cannot step (bogus)

inductive cases:

- inversion on typing provides types for subexprs
- case analysis on step + inversion provides subexpr step
- **IH** + subexpr type + subexpr step provides new subexpr still well typed
- stitch back together to show big expr still well typed
- *NOTE*: use substitution lemma for app, match, etc.

# Product Preservation

- Case  $*$   $\vdash (e_1, e_2) : T_1 * T_2$  and  $(e_1, e_2) \rightarrow e'$
- inversion provides  $*$   $\vdash e_1 : T_1$  and  $*$   $\vdash e_2 : T_2$
  - case analysis on step
  - $e_1 \rightarrow e_1'$  and  $e' = (e_1', e_2)$ 
    - by **IH** and typing  $e_1' : T_1$
    - then  $(e_1', e_2)$  still has type  $T_1 * T_2$
  - $e_2 \rightarrow e_2'$  and  $e' = (e_1, e_2')$ 
    - by **IH** and typing  $e_2' : T_2$
    - then  $(e_1, e_2')$  still has type  $T_1 * T_2$

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# Evaluation Contexts

*Evaluation contexts* define where interesting work can happen:

$$\begin{aligned} E ::= & [\cdot] \mid E e \mid v E \mid (E, e) \mid (v, E) \mid E.1 \mid E.2 \\ & \mid \mathbf{A}(E) \mid \mathbf{B}(E) \mid (\text{match } E \text{ with } \mathbf{A}x. e_1 \mid \mathbf{B}y. e_2) \end{aligned}$$

$$e \rightarrow e' \text{ with 1 rule: } \frac{e \xrightarrow{P} e'}{E[e] \rightarrow E[e']}$$

$e \xrightarrow{P} e'$  does all the “interesting work”:

$$\begin{array}{c} \frac{}{(\lambda x. e) v \xrightarrow{P} e[v/x]} \quad \frac{}{(v_1, v_2).1 \xrightarrow{P} v_1} \quad \frac{}{(v_1, v_2).2 \xrightarrow{P} v_2} \\ \frac{}{\text{match } \mathbf{A}(v) \text{ with } \mathbf{A}x. e_1 \mid \mathbf{B}y. e_2 \xrightarrow{P} e_1[v/x]} \\ \frac{}{\text{match } \mathbf{B}(v) \text{ with } \mathbf{A}y. e_1 \mid \mathbf{B}x. e_2 \xrightarrow{P} e_2[v/x]} \end{array}$$



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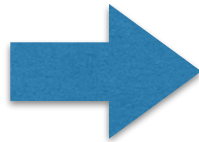
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# CPS

*Everything takes a continuation, all the time!*

```
let rec fact n =  
  if n = 0 then  
    1  
  else  
    n * fact (n - 1)
```



```
let rec fact' n k =  
  (eq' n 0 (fun b ->  
    (if b then  
      (k 1)  
    else  
      (sub' n 1 (fun m ->  
        (fact' m (fun p ->  
          (mult' n p k))))))))))
```

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# Subtyping: Follow LSP

*Liskov Substitution Principle:*

If **A** is a subtype of **B** (written **A** <: **B**), then we can safely use a value of type **A** anywhere a value of type **B** is expected.

# Subtyping Smaller Parts

- *Covariance*: same direction as bigger type
- *Contravariance*: opposite direction of bigger type

???

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$$\tau_1 \rightarrow \tau_2 \leq \tau_3 \rightarrow \tau_4$$

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# Typing Bambdas

- Look at AST, look at typing rules, pattern match
- *Try to think as little as possible*

$$\overline{\Delta; \Gamma \vdash x : \Gamma(x)}$$

$$\overline{\Delta; \Gamma \vdash c : \text{int}}$$

$$\frac{\Delta; \Gamma, x:\tau_1 \vdash e : \tau_2 \quad \Delta \vdash \tau_1}{\Delta; \Gamma \vdash \lambda x:\tau_1. e : \tau_1 \rightarrow \tau_2}$$

$$\frac{\Delta; \Gamma \vdash e_1 : \tau_2 \rightarrow \tau_1 \quad \Delta; \Gamma \vdash e_2 : \tau_2}{\Delta; \Gamma \vdash e_1 e_2 : \tau_1}$$

$$\frac{\Delta, \alpha; \Gamma \vdash e : \tau_1}{\Delta; \Gamma \vdash \Lambda \alpha. e : \forall \alpha. \tau_1}$$

$$\frac{\Delta; \Gamma \vdash e : \forall \alpha. \tau_1 \quad \Delta \vdash \tau_2}{\Delta; \Gamma \vdash e[\tau_2] : \tau_1[\tau_2/\alpha]}$$

$(\Lambda \alpha. \Lambda \beta. \lambda x : \alpha. \lambda f:\alpha \rightarrow \beta. f x) [\text{int}] [\text{int}] 3 (\lambda y : \text{int}. y + y)$

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# Thanks!

- Really enjoyed our discussions during lecture
- Learned a lot about teaching vs. giving a lecture
- Y'all are incredibly bright, very promising futures
- Remember tricks:
  - Have one question for each topic.
  - “That’s a great question. What do you think?”

# Course Feedback

- Voluntary
- Confidential
- Grade Independent
- No. 2 pencil ONLY on scan forms