

Where are we at?

- Haskell **basics**:
 - Functions, lists, pattern matching, recursion, cases, let/where
- Language features for **productive Haskell**:
 - Datatypes, typeclasses, monads, IO, modules
- Writing **parallel** programs in Haskell:
 - Laziness, seq/par, ThreadScope, monads for parallelism
- The final project!



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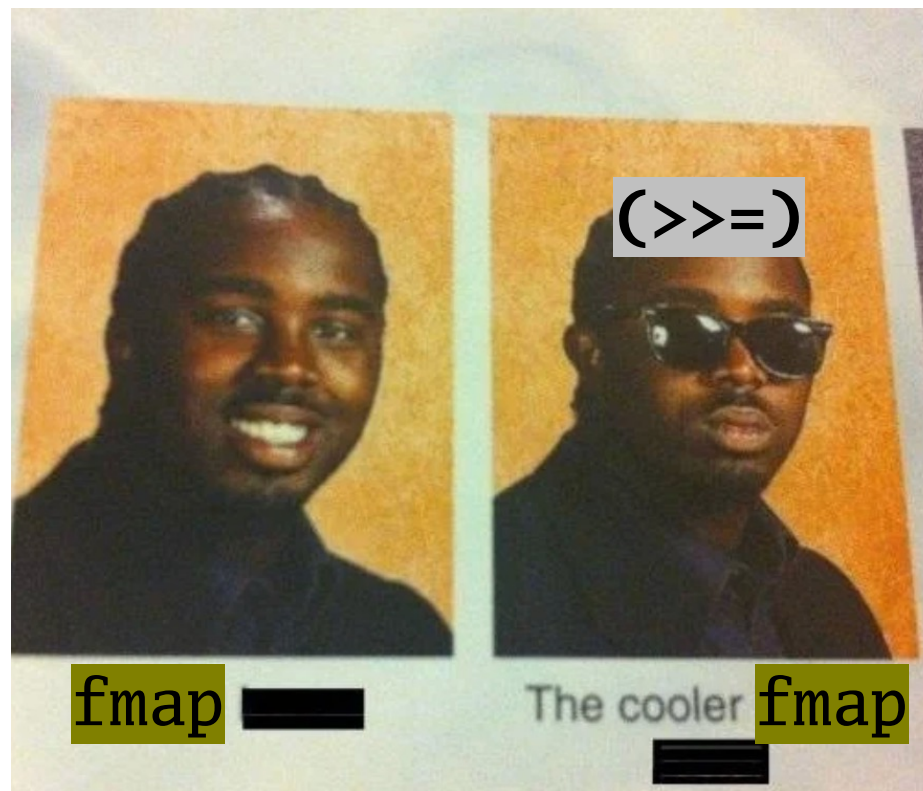
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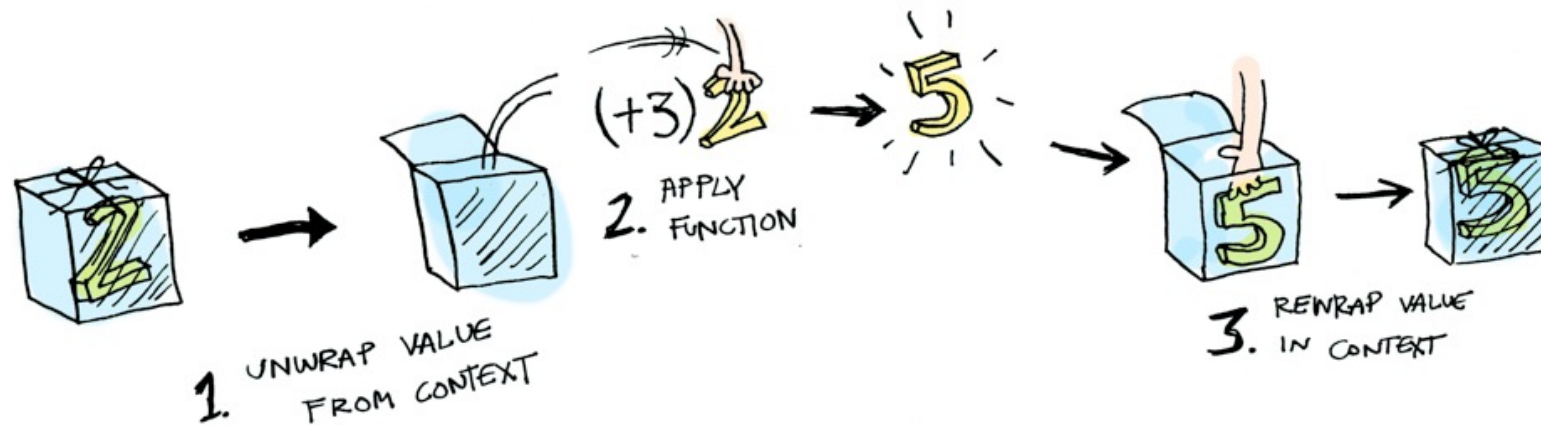
Monads: A review

- Monad is a **typeclass** like Eq or Functor
 - Must be a Functor (and Applicative)
 - Must define the **>>=** (bind) operator

What is ($>>=$)?



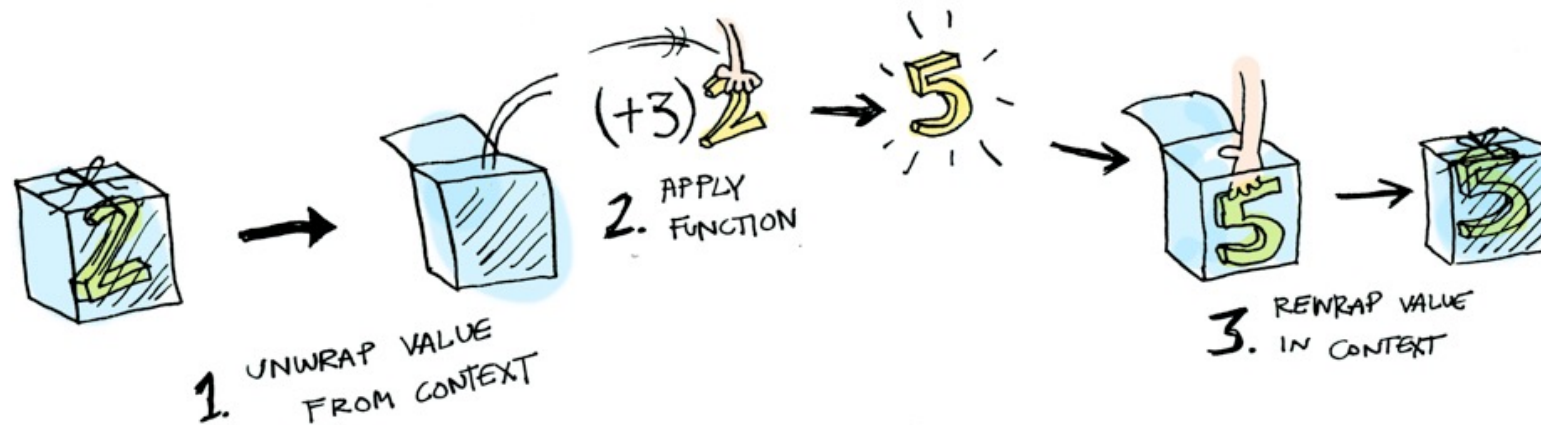
What is (>>=)?



`fmap :: Functor f => (a -> b) -> f a -> f b`

`fmap (\x -> x + 2) (Just 3) = Just 5`
`fmap (\x -> x + 2) Nothing = Nothing`

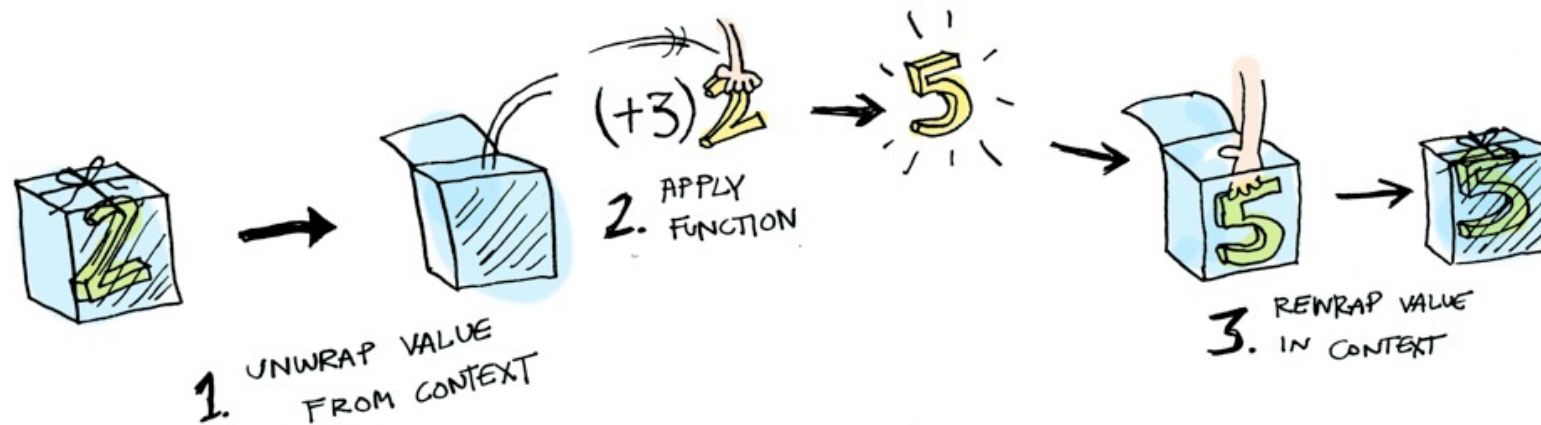
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$\text{fmap} :: \text{Functor } f \Rightarrow (a \rightarrow b) \rightarrow f a \rightarrow f b$

$(\gg=) :: \text{Monad } m \Rightarrow m a \rightarrow (a \rightarrow m b) \rightarrow m b$

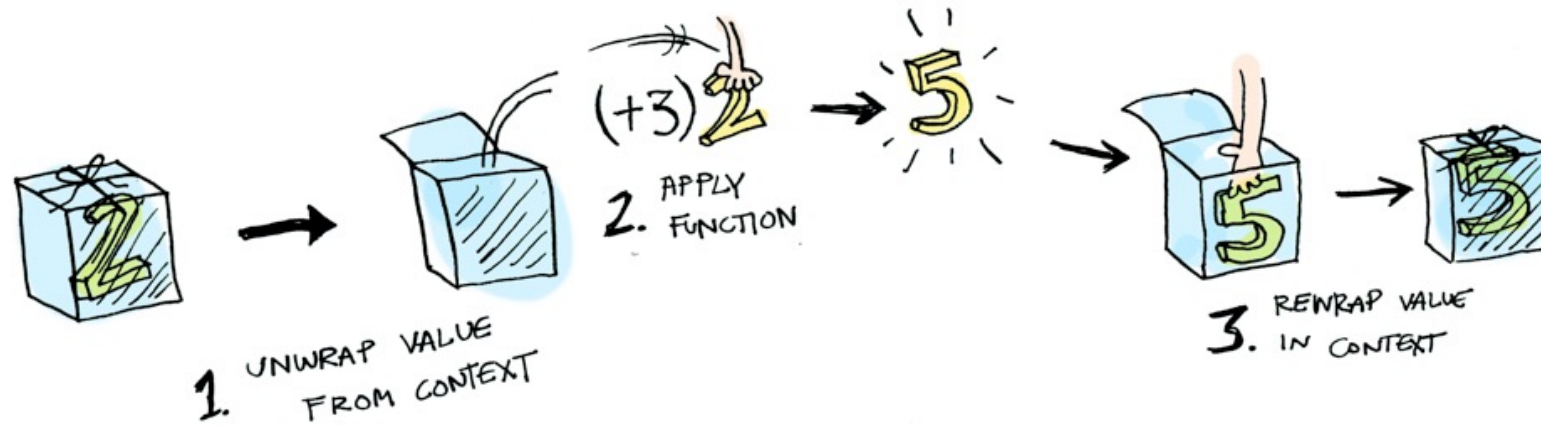
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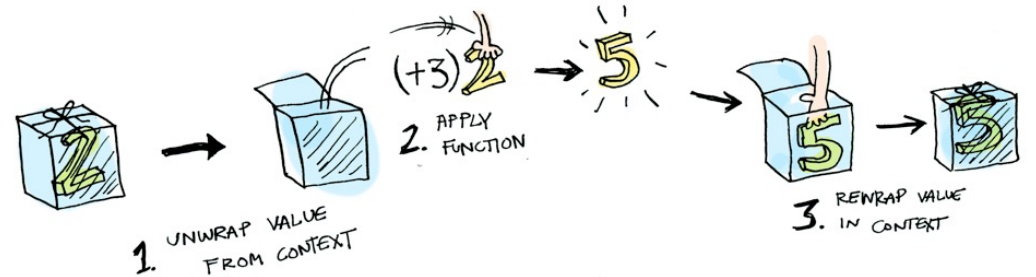
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fmap :: Functor f => (a -> b) -> f a -> f b
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```
flip (>>=) :: Monad f => (a -> f b) -> f a -> f b
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What is (>>=)?

`fmap :: Functor f => (a -> b) -> f a -> f b`

1. Unwrap value from **context**
2. Apply **function**, produces new value
3. Rewrap value in **context**



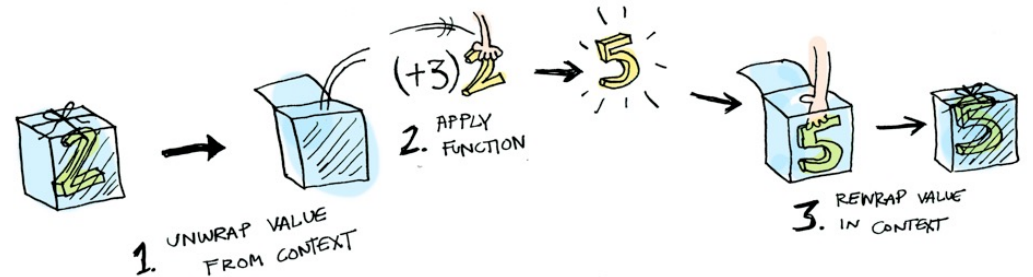
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2. Apply **function**, produces new **value with** more context
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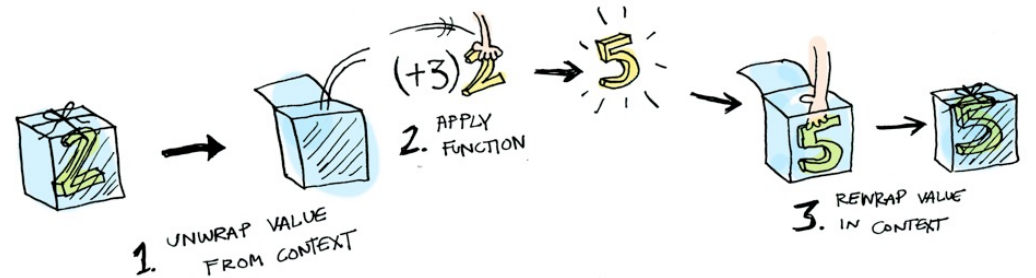
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fmap      (\x -> x + 2)      (Just 3) = Just 5
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fmap	(\x -> x + 2)	(Just 3) = Just 5
fmap	(\x -> x + 2)	Nothing = Nothing
(flip (>>=))	(\x -> Just (x + 2))	(Just 3) = Just 5
(flip (>>=))	(\x -> Nothing)	(Just 3) = Nothing
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Just 3 >>= \x -> Just (x + 2)      = Just 5
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Just 3 >>= \x -> Just (x + 2)          = Just 5
Just 3 >>= \x -> Just (x + 2) >>= \y -> Just (y + 3)
                                          = Just 8
```

Monad introduction from Stephen

https://www.youtube.com/watch?v=_Gk_lwhJMzk

Where else do we see this pattern?

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flip (>>=) :: Monad f => (a -> f b) -> f a -> f b
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newtype Logged a = Logged (a, [String])
evalA :: Aexpr -> Logged Int
evalA (Negate e) = ...
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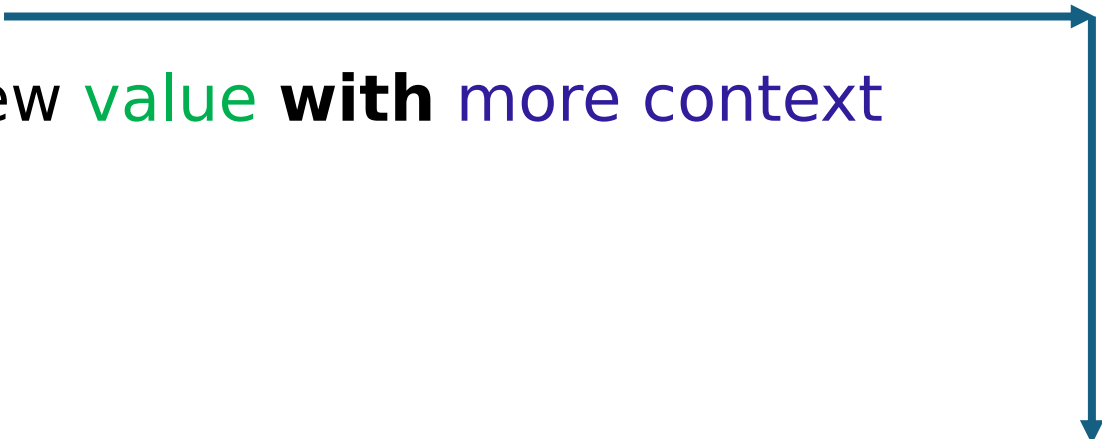
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```
[“Found Literal 1”,  
“Found Literal 2”,  
“Added 1 to 2”]
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negate i

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