

Presentation Proposal

Title: I like it, but I don't know that I remember why: On the relation between evaluative conditioning, contingency memory, and awareness

Author(s): Georg Halbeisen, Eva Walther, Rebecca Weil, and Katarina Blask
Note that the presenter must be the first author and give only one presentation at the conference

Abstract (2): max. 250-300 words (for Conference Programme)
Include up to 5 keywords

Evaluative conditioning (EC) refers to changes in liking of neutral stimuli due to their contingent pairing with (dis)liked stimuli. The most debated question in EC research, and arguably the most prominent reason for the widespread interest in EC, is whether the effect requires conscious knowledge (i.e., awareness) of the underlying contingencies. Contingency awareness is almost exclusively assessed in tests of contingency memory, which have repeatedly demonstrated that EC and contingency memory coincide. However, memory reports confound conscious and unconscious memory processes, and thus the presumption of a one-to-one mapping between reporting contingencies and contingency awareness is unwarranted. Remedying the present situation we introduce process dissociation (Jacoby, 1991) as a means to disentangle conscious and unconscious processes in tests of contingency memory. In three conditioning experiments both conscious and unconscious memory processes were identified as determinants of reporting contingencies. Most importantly, EC effects were obtained for both consciously and unconsciously remembered contingencies. The role of awareness in EC and implications for the study of unconscious learning are discussed.

Keywords: evaluative conditioning, contingency awareness, process-dissociation procedure, dual-process theories, unconscious learning

Signature

I hereby declare that I have completed this form truthfully:

Name: Georg Halbeisen

Place: Trier, Germany

Date: 03/23/2012
