

# I Like It, but I Don't Know That I Know Why: A Process Dissociation Approach to Examine the Relation Between Contingency Awareness and Evaluative Conditioning

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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 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. 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 contingency memory. In two experiments both conscious and unconscious memory processes were identified as determinants of reported contingencies. Most importantly, EC effects were obtained for both consciously and unconsciously remembered contingencies. The role of awareness in EC and implications for future research are discussed.