**General Information**

* Humans are exposed to a learning history that transforms them into ‘symbolic beings’ (e.g., Hughes, De Houwer, & Barnes-Holmes, 2016).
* For these organisms any cue in the environment, proximal or distal, can serve as a ‘symbol’ or be imbued with symbolic meaning (e.g., De Houwer & Hughes, 2016). Thus the topographical barrier between words and regularities melts away. Pairings, actions, or frequency can all function as symbols or contextual cues.
* Any common feature shared by stimuli can function as a symbol indicating that those stimuli are equivalent/similar to one another, and as a result, a transfer of valence may take place from one stimulus to another.
* In most EC studies the common feature is *contiguity*: the CS and US are similar with regard to their spatio-temporal properties. However – *in principle* – any common feature may be enough for people to treat the stimuli as equivalent.
* We will explore this idea using *color* as a common feature. Within the same learning procedure, CSs and USs are presented in either same or different colors.
* We assume that CSs and USs that share a common color will produce larger EC effects than those that are presented in different colors.