



Apr 8th, 11:00 AM - 12:00 PM

## The Influence of Racialized Socialization on the Development of White Racial Identity

Qiana R. Cryer  
*Illinois Wesleyan University*

Kira Hudson-Banks, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: <https://digitalcommons.iwu.edu/jwprc>

---

Cryer, Qiana R. and Hudson-Banks, Faculty Advisor, Kira, "The Influence of Racialized Socialization on the Development of White Racial Identity" (2006). *John Wesley Powell Student Research Conference*. 3.

<https://digitalcommons.iwu.edu/jwprc/2006/oralpres9/3>

This is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact [digitalcommons@iwu.edu](mailto:digitalcommons@iwu.edu).

©Copyright is owned by the author of this document.

Oral Presentation O9.3

**THE INFLUENCE OF RACIALIZED SOCIALIZATION ON THE  
DEVELOPMENT OF WHITE RACIAL IDENTITY**

Qiana R. Cryer and Kira Hudson-Banks\*  
Psychology Department, Illinois Wesleyan University

In the United States, race is a socially constructed concept that affects how individuals view themselves and those around them. Racial identity is an individual's internalized, reflective appraisal of race in relation to self and others, and is a product of socialization (Feldman, 2001). The purpose of the current study was to assess the influence of racialized socialization on the development of White racial identity attitudes. A total of 146 students from a psychology subject pool participated in this investigation. Consistent with previous research, students who reported more experience with diverse environments and higher levels of awareness of racism were more likely to have progressed further within the model of White racial identity, which includes the development of a positive White identity.

Implications of these findings are discussed in terms of addressing issues of racial awareness and interactions across racial lines on college campuses in relation to previous socialization.